

SVSU®

BOARD OF CONTROL

MINUTES

AUGUST 11, 1997



SAGINAW VALLEY STATE UNIVERSITY
BOARD OF CONTROL
August 11, 1997

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MINUTES
BOARD OF CONTROL
Regular Meeting
1:30 a.m.
Board of Control Room - Wickes Hall

Present: Braun
Escobedo
Gilbertson
Kelly
Roberts
Rush
Vitito

Absent: Law
Walpole

Others

Present: R. Becker
S. Carlson
T. Claeys
S. Faucette
L. Fitzpatrick
M. Frahm
C. Graham
C. Jerome
C. Lange
R. Maurovich
S. Moll
J. Muladore
R. Payne
P. Saft
E. Sparapani
J. Stanley
R. Thompson
A. Ting
W. Vasher
J. Wetmore
J. Wood
R. Yien
Press (1)

I. CALL TO ORDER

Vice Chair Kelly called the meeting to order at 1:34 p.m. with Trustees Braun, Roberts, Rush and Vitito present. He, President Gilbertson and Trustee Rush thanked Trustee Braun for the excellent job she had done during her two-year tenure as Chairperson.

II. PROCEDURAL ITEMS

President Gilbertson asked that two additional items be added to the agenda at the conclusion of the Information and Discussion Items: a motion to move to Executive Session for a discussion on labor negotiations; and a possible vote on a request to authorize the establishment of a charter school.

A. Approval of Agenda and Deletions to Agenda

BM-894 It was moved and supported that a motion to move to Executive Session to discuss labor negotiations and a possible vote on a request to authorize the establishment of a charter school be added to the agenda.

The motion was APPROVED unanimously.

B. Approval of Minutes of June 9, 1997 Regular Meeting of the Board of Control

It was moved and supported that the minutes of the June 9, 1997 Regular Meeting be approved.

The minutes were unanimously APPROVED as distributed.

C. Recognition of the Official Representative of the Faculty Association

Professor Ervin F. Sparapani, President-elect of the SVSU Faculty Association, told the Board he had earned his Bachelor's Degree in Social Studies and English in 1966 from Northern Michigan University. He was certified to teach at the same time. In 1970 he received his Master's

Degree in Reading Education from Eastern Michigan University, and in 1983 he received his Ph.D. in Middle School Curriculum and Teaching with cognates in Learning Strategies and Research from The University of Michigan in Ann Arbor.

Professor Sparapani was a K-12 teacher for 11 years and has been in higher education for 15 years, having taught at Montana State University for two years before coming to SVSU in 1985. From 1988-91, while the College of Education pursued national accreditation through the National Council for Accreditation of Teacher Education (NCATE), he served as SVSU's first coordinator for that effort, which was successful. He chaired the Department of Teacher Education for five years, from 1990-92 and then again from 1994-97. He was re-elected for a third term, but resigned in May, having been elected to the Presidency of the Faculty Association. In 1996 he was awarded the Ruben Daniels Community Service Award, and was a member of the negotiating team for the 1996-99 Faculty Contract. He is currently a member of the Curriculum and Academic Policies Committee, is finishing up a year as Vice President of the Faculty Association, and will officially become the President of the Faculty Association on August 25th.

(Trustee Escobedo joined the meeting at 1:44 p.m.)

D. Communications and Requests to Appear before the Board

Mr. James Wood, SVSU's new Director of Human Resources, was introduced to the Board.

III. ACTION ITEMS

- (1) Resolution to Amend Resolution #1265 Regarding Replacement of Roofs on University Buildings

RES-1270 **It was moved and supported that the following resolution be adopted:**

WHEREAS, Resolution #1265 was approved by the Board of Control on June 9, 1997, approving the re-roofing of four University buildings in an amount not to exceed \$350,000; and,

WHEREAS, Due to complications with the Cardinal Gymnasium roof, it has been determined that the total cost of re-roofing all four University buildings will exceed \$350,000; NOW, THEREFORE, BE IT RESOLVED, That the authorized amount per Resolution #1265 be increased from \$350,000 to an amount not to exceed \$425,000.

President Gilbertson stated that the motion was self-explanatory.

Vice Chair Kelly asked for questions or comments. Hearing none, he called for the vote.

The motion was APPROVED unanimously.

2) Resolution to Amend Clean Indoor Air Policy

RES-1271 It was moved and supported that the following resolution be adopted:

WHEREAS, The Michigan Clean Indoor Act was passed by the Michigan Public Act No. 198 of 1986 and amended by Public Acts 294, 296 and 315 in 1988; and,

WHEREAS, The University's Clean Indoor Air Policy was adopted March 13, 1978, with revisions made February 9, 1989; and,

WHEREAS, Smoking has become less of an issue on campus due to the cooperation of faculty, staff and students;

NOW, THEREFORE, BE IT RESOLVED, That the administration is recommending the following revisions to the Clean Indoor Air Policy that will further eliminate areas of smoking on campus, specifically private offices. (See Appendix One: Clean Air)

President Gilbertson told the Board it had adopted a policy in 1989 which designated certain smoking areas and permitted smoking in individual offices. Resolution 1271 would eliminate the option of smoking in offices, as there is no way to protect people in adjacent offices or hallways from secondhand smoke. The University has an obligation to protect the rights of the majority in this matter. The employee break room in the '66 Building and Room 206 in Zahnnow will remain indoor smoking lounges, but the effect of the new policy would be to eliminate smoking in all other

areas indoors. (Residence Halls and Pine Grove Apartments are considered private living space where smoking decisions are made by the occupants by room assignment.)

Vice Chair Kelly asked for questions or comments. Hearing none, he called for the vote.

The motion was APPROVED unanimously.

3) Resolution to Authorize Exception to Nepotism Policy #2.6-1

RES-1272 It was moved and supported that the following resolution be adopted:

WHEREAS, The University's Nepotism Policy #2.6-1 states that any exceptions to the University's Nepotism Policy are to be made at the discretion of the Board of Control; and,

WHEREAS, After a comprehensive search process the best candidate for the Custodial Manager position would create a situation where that individual, if hired, would be supervising his spouse; and,

WHEREAS, They both have signed a document approved by University legal counsel whereby within six months the employment conflict would be corrected, and there would be full compliance with the University's Nepotism Policy;

NOW, THEREFORE, BE IT RESOLVED, That an exception involving the University's Nepotism Policy is granted regarding the employment of a Custodial Manager with the understanding that the exception situation will be in compliance with the University's policy within six months.

President Gilbertson reminded the Board that under its nepotism policy individuals may not supervise those with whom they are related, either by marriage or by blood. Resolution 1272 asks for an exception to that policy because the best qualified candidate for the position of a night custodial supervisory position is married to a custodian. A six-month exception to the policy would allow the applicant's spouse, who has been a good and loyal employee, the opportunity to find other employment.

Trustee Vitito asked whether it might be a good idea to have various routine or special matters handled by someone else during the six-month period.

President Gilbertson replied that compensation for custodial employees is fixed by contract. Any assignments or disciplinary situations that might arise would be referred to the Director of Physical Plant or his assistant for handling.

Trustee Vitito noted that he didn't disagree with the resolution, but felt extra care should be taken to avoid conflict.

President Gilbertson stated: "The minutes of the meeting will reflect this understanding, and we'll certainly follow through on it."

The motion was APPROVED unanimously.

4) Resolution to Adopt Freedom of Information Act Compliance Policy

RES-1273 It was moved and supported that the following resolution be adopted:

WHEREAS, The Board of Control of Saginaw Valley State University (the "Board") is a constitutional body corporate established pursuant to Article VIII, Section 6 of the Michigan Constitution of 1963, as amended, with general supervision of Saginaw Valley State University ("SVSU"), and;

WHEREAS, The Board has determined that recent amendments to the Michigan Freedom of Information Act, MCLA 15.231 et seq, make it necessary and appropriate to adopt a Freedom of Information Act Compliance Policy;

NOW, THEREFORE, BE IT RESOLVED, That the following policy be adopted. (See Appendix Two: Compliance)

President Gilbertson told the Board that recent amendments to the Freedom of Information Act require the University to have a specific policy providing for the means of obtaining access to certain public records and the designation of a specific Freedom of Information Act Officer. Jim Muladore, (Controller/Assistant Vice President, Administration and Business Affairs), currently serves in that role. Resolution 1273 has been drafted, with the assistance of legal counsel, to

accomplish those legislative purposes.

In addition, an appellate process must be set up for those who are denied access to the records they seek. President Gilbertson stated that he would serve in that capacity, unless the Board preferred to have those cases brought directly to it. It was the consensus of the Board that President Gilbertson should serve as the appellate body.

The motion was APPROVED unanimously.

5) Resolution to Confirm Board Members for Previously Authorized Charter Schools

RES-1274 It was moved and supported that the following resolution be adopted:

WHEREAS, The Saginaw Valley State University Board of Control, the school's authorizing agent, requires that University Chartered Schools' Boards of Directors have a minimum of five members and a maximum of nine members; and

WHEREAS, Individual Charter Schools have a desire to replace Board members who have submitted their resignation; and

WHEREAS, Certain Charter Schools have a desire to have parents of students represented on their Board of Directors; and

WHEREAS, certain Charter Schools desire to reappoint a Board member whose term of office has expired;

NOW, THEREFORE, BE IT RESOLVED, That the individuals listed be appointed by the Saginaw Valley State University Board of Control as new members of the Board of Directors of the listed Charter Schools.

Michigan Health Academy:

Connie Cronin

Reappointment

William Matakas

Reappointment

Lake Bluff Academy:

Dr. Patricia Travis

Reappointment

Sunrise Educational Center:

Cynthia A. Venson

New Appointment -- Ms. Venson has a variety of retailing business experiences in the Tawas area. Prior to moving to Tawas she resided in the New

Baltimore area and held a responsible position at Selfridge ANG for 12 years.

Grattan Academy:

Debra Anchors

Reappointment

Melody Powell

Reappointment

President Gilbertson reminded the Board that as part of its legislative responsibility to issue charters for public school academies, it is also responsible for appointments to the Boards of those public school academies.

Dr. Wayne Vasher, SVSU's Director of School/University Partnerships, stated: "In the case where the applicant's name is not followed by biographical information, that person is being asked to assume the responsibility of another three-year term, or -- in some cases -- of a three-year term, because in the draw they got one-year terms, and want to continue serving. According to our legal counsel, multiple terms are acceptable. The one with the biographical sketch after her name is new and she is filling a position vacated by someone who was either too busy or who moved from the community. The people from the Grattan Academy are simply being asked to serve a three-year term."

The motion was APPROVED unanimously.

6) Resolution to Grant Emerita Status to Ms. Marilyn G. Frahm

RES-1275 It was moved and supported that the following resolution be adopted:

WHEREAS, Saginaw Valley State University grants emerita/emeritus status to retiring faculty/administrators who have served the University with distinction; and

WHEREAS, Marilyn G. Frahm joined the administrative staff in 1976 and devoted 21 years of loyal, dedicated and creative service to the University; and

WHEREAS, Ms. Frahm held a variety of positions at the University, including Director

of Information Services from 1982 until her retirement in June 1997; and

WHEREAS, As Director of Information Services, Ms. Frahm was responsible for carrying out various promotional and communication functions that included media relations/public information, developing publications, recruitment materials and newsletters, and devising advertising and promotional strategies; and

WHEREAS, Ms. Frahm has been active in community organizations as a charter member of the Michigan Farm Bureau Women's Speakers' Bureau. She is also a member of the American Association of University Women and has devoted 20 years of service as a 4-H Club leader;

NOW, THEREFORE, BE IT RESOLVED, That the Board of Control of Saginaw Valley State University gratefully acknowledges Ms. Marilyn G. Frahm's exemplary employment and dedication to the University and bestows upon her the title of "Director Emerita of Information Services" with all the rights and privileges appertaining to this distinction.

BE IT FURTHER RESOLVED, That a copy of this resolution be framed and presented to Ms. Frahm as a permanent expression of the University's appreciation.

President Gilbertson told the Board that Ms. Frahm is a classic SVSU story, originally coming to the institution as a secretary, earning her Master's Degree from SVSU, and working her way up through a series of responsible positions to that of Director of Information Services, all the while helping to tend her family's farm and raising three sons. Marilyn did a first-rate job with intelligence, good cheer and incredible tenacity. During her 21 years here, SVSU has had very good public relations, and an excellent public image, due in large part to Marilyn's hard work.

The motion was APPROVED unanimously.

7) Resolution to Grant Emeritus Status to Dr. Frederick A. Webster, III

RES-1276 **It was moved and supported that the following resolution be adopted:**

WHEREAS, Dr. Frederick A. Webster, III served with dedication and distinction as a professor of marketing at Saginaw Valley State University from 1977-1987; and

WHEREAS, Dr. Webster, affectionately known as "Buzz," was chairman of the Management/Marketing Department during his tenure at SVSU and was the College of Business and Management's second full-time professor; and

WHEREAS, Dr. Webster regularly taught a wide variety of courses in the Management and Marketing Department, many of which have remained part of the department's curriculum; and

WHEREAS, Dr. Webster was active in community organizations and served as President of the Rotary Club of Bay City in 1981-1984. He was also a member of the Bay Area Chamber of Commerce; and

WHEREAS, The President and the College of Business and Management recommend that the University officially recognize Dr. Frederick D. Webster for his dedicated professional service to SVSU;

NOW, THEREFORE, BE IT RESOLVED, That the Board of Control of Saginaw Valley State University gratefully acknowledge Dr. Webster's exemplary service and dedication to the University and bestow upon him the title of "Professor Emeritus" with all the rights and privileges appertaining to this distinction.

BE IT FURTHER RESOLVED, That a copy of this resolution be framed and presented to Dr. Webster as a permanent expression of the University's appreciation.

President Gilbertson noted that some time ago the policy of granting emeritus status fell into dormancy. During that period of time a number of people who were qualified for and deserving of the honor retired, but their names were not brought before the Board. One of these was Dr. Frederick (Buzz) Webster, who was a professor in the College of Business and Management. President Gilbertson asked Dr. Severin Carlson, Dean of the College of Business and Management, to elaborate on Dr. Webster's contributions.

Dr. Carlson told the Board that Dr. Webster came to SVSU as a full-professor in 1977, having already advanced through the ranks elsewhere. He had enough faith in the then fledgling institution to move here when it was comprised of only one building. He had an enormous impact on the curriculum and course development of the College of Business and Management at that time. Dr. Webster was also very active in the community.

The motion was APPROVED unanimously.

8) Resolution to Grant Emeritus Status to Mr. Lawrence K. Fitzpatrick

RES-1277 **It was moved and supported that the following resolution be adopted:**

WHEREAS, Mr. Lawrence K. Fitzpatrick has faithfully served with distinction for over 21 years as Director of Personnel and Contract Administration at SVSU; and

WHEREAS, Mr. Fitzpatrick's previous background and experience in personnel administration and labor relations have contributed to the development of a comprehensive Personnel Office at SVSU; and

WHEREAS, Mr. Fitzpatrick is known throughout the University and the community as one who has enthusiastically and competently assisted employees and their families in matters involving health care, compensation and retirement;

NOW, THEREFORE, BE IT RESOLVED, That the Board of Control of Saginaw Valley State University gratefully acknowledge Mr. Lawrence K. Fitzpatrick's exemplary employment and dedication to the University and bestows upon him the title of "Director Emeritus of Personnel and Contract Administration" with all the rights and privileges appertaining to this distinction.

BE IT FURTHER RESOLVED, That a copy of this resolution be framed and presented to Mr. Fitzpatrick as a permanent expression of the University's appreciation.

President Gilbertson stated: "Larry has served us faithfully in one of those jobs where you get recognition only when things go wrong -- if the payroll doesn't get processed, if a benefit isn't paid in a timely way, if negotiations go awry, or grievances multiply or are lost. He has served in an extraordinarily difficult and sensitive role for a long time. He has earned the respect and deep affection of all those people who have been across the bargaining table and on his side who have worked with him and for him all those years as we emerged from a small, experimental operation to a significant University of considerable sophistication. Larry has also been described as the campus "talkin' machine." No story is a short story -- that's because no person, and no attention to detail to that person's situation goes unnoticed by Larry. He pays particular attention to everybody. He's known across campus by everybody, whatever their station, whatever their role on campus.

He has time for each of them, he knows who they are, he knows what's going on in their lives, and he cares deeply about them. He has done a superb job. He's one of the key people who built our institution to what we are today. I'm proud to recommend Larry for emeritus status."

The motion was APPROVED unanimously.

9) Resolution to Grant Emeritus Status to Professor John A. Clinkenbeard

RES-1278 It was moved and supported that the following resolution be approved:

WHEREAS, Professor John A. Clinkenbeard served with dedication and distinction at Saginaw Valley State University for 28 years as a faculty member before his retirement in June 1997; and

WHEREAS, Professor Clinkenbeard joined SVSU in 1969 as the founding member of the Accounting Department and was the first full professor in the College of Business and Management; and

WHEREAS, Professor Clinkenbeard was the 1984-85 recipient of the Landee Award for Excellence in Teaching; and

WHEREAS, The President and the College of Business and Management recommend that the University officially recognize Professor John A. Clinkenbeard for his dedicated professional service to SVSU;

NOW, THEREFORE, BE IT RESOLVED, That the Board of Control of Saginaw Valley State University gratefully acknowledge Dr. Clinkenbeard's exemplary service and dedication to the University and bestow upon him the title of "Professor Emeritus" with all the rights and privileges appertaining to this distinction.

BE IT FURTHER RESOLVED, That a copy of this resolution be framed and presented to Professor Clinkenbeard as a permanent expression of the University's appreciation.

President Gilbertson told the Board that Professor Clinkenbeard was the founding member of SVSU's Accounting Department and was the first full-professor in the College of Business and Management. After 28 years as a faculty member here, he remains a general expert on the federal tax code.

Dr. Carlson added that Professor Clinkenbeard had served at a couple of other institutions

before he came to SVSU as the first of its Accounting professors. He subsequently hired most of the Accounting faculty and, along with a few of the other senior faculty members, established the criteria for the program. He was largely responsible for establishing the very positive reputation of SVSU's Accounting graduates among accounting firms in the region and State.

The motion was APPROVED unanimously.

- 10) Resolution To Approve New Members and Appointments to the SVSU Board of Fellows

RES-1279 It was moved and supported that the following resolution be adopted:

WHEREAS, The Saginaw Valley State University Board of Fellows shall consist of a minimum of 12 and a maximum of 36 members who shall serve for four-year terms; and

WHEREAS, William R. Bowen has been recommended for appointment as a new member and Bert W. Baker has been recommended for emeritus status; and

WHEREAS, Richard A. Lounsbery and George F. Ditzhazy have been recommended for reappointment to the Board of Fellows;

NOW, THEREFORE, BE IT RESOLVED, That the new members and the reappointed members serve on the Saginaw Valley State University Board of Fellows as stipulated in the organization's bylaws.

President Gilbertson stated: "The Board of Fellows has been enormously helpful in support of this University over the course of its history. In fact, three Board of Fellows alumni are now members of this controlling Board. In this resolution, Dick Lounsbery and George Ditzhazy are being recommended for reappointment. Bert Baker is being recommended for emeritus status. We are suggesting that you appoint Bill Bowen, who is the General Manager of GM Powertrain and who served as the Bay County Chairman of our Campaign for Distinction, as a new member."

The motion was APPROVED unanimously.

- 11) Resolution to Grant Master's Degrees in the International MBA Program

RES-1280 **It was moved and supported that the following resolution be adopted:**

WHEREAS, Saginaw Valley State University is granted the authority to confer Master's Degrees as outlined in Section 5 of Public and Local Acts of Michigan - 1965; and

WHEREAS, Operating policy 3.101 Article III of the Board reserves unto itself the authority to grant degrees;

NOW, THEREFORE, BE IT RESOLVED, That the Board of Control of Saginaw Valley State University approve the awarding of Master's Degrees at the August 14, 1997, (International MBA Program) Commencement as certified by the faculty and Registrar.

President Gilbertson told the Board these degrees will be granted later this week at the Commencement ceremony for the students who are here from the Republic of China. This is the sixth class graduating from this program, which has been very successful -- not only for the students, but for the faculty in the College of Business and Management as well.

The motion was APPROVED unanimously.

IV. INFORMATION AND DISCUSSION ITEMS

12) **Staff Member of the Month**

Tracy Claeys, Staff Member of the Month for August, was presented to the Board. (See Appendix Three: Claeys)

13) **Personnel Report**

The Board received the Personnel Report. (See Appendix Four: Personnel)

14) **Update on MBA Program**

Ms. Amy Ting, 1997 Class Representative of the sixth class of the Taiwan MBA Program, was introduced to the Board.

Dr. Carlson, Dean of the College of Business and Management, told the Board that a majority

of SVSU's MBA students had earned their undergraduate degree from other institutions. A large proportion of the students have Business undergraduate degrees. Most of them drive under 30 minutes to class. The international component is significant -- several students are from Asia and other foreign countries which do not offer graduate programs. Many local students are employed by some of the larger companies in the area. A vast majority of them have been out of school for a while, have started to move up in their organizations and find they need an advanced degree to obtain leadership roles. A significant number are from Science and Engineering, and the rest are from Social Science and the Humanities. Many teachers who are planning on retiring are returning to college for an MBA. Over 73% of the students work over 40 hours a week. Another 10% work from 30-40 hours per week.

Dr. Carlson reviewed aspects of the basic skills classes, foundation courses, core courses and electives, as well as changes which have been made in the curriculum and scheduling in recent years.

He told the Board that SVSU's International MBA Program currently has 89 graduates. Fifteen more will graduate this year. There are approximately 27 students presently in some process in the program. In addition to the Taiwan MBA Program, a certificate program was initiated this year. Seven students are currently on campus working on their International Certificate, which is a group of four courses. They are all graduates of the T.A. Pai Management Institute in Manipal, India.

V. REMARKS BY THE PRESIDENT

President Gilbertson made no remarks.

VI. OTHER ITEMS FOR CONSIDERATION OR ACTION

15) Motion to move to Executive Session to Discuss Labor Negotiations

BM-895 **It was moved and supported that the Board move to Executive Session to discuss labor negotiations.**

Braun	yes
Escobedo	yes
Kelly	yes
Roberts	yes
Rush	yes
Vitito	yes

The motion was APPROVED unanimously.

The Board moved to Executive Session at 2:40 p.m. and reconvened in Public Session at 3:05 p.m.

16) Resolution to Authorize the Establishment of a Public School Academy (Mosaica Academy of Saginaw)

RES-1281 **It was moved and supported that the attached resolution be adopted.**
(See Appendix Five: Mosaica)

Dr. Vasher stated: "The Mosaica program is unique in a variety of ways. . . . I like the concept of a classic, basic foundation in Reading and Mathematics. The bulk of the students' morning will be spent in basic subjects. Once they have completed the Reading and Phonics program they'll move into the Junior Great Books program, which is age-appropriate literature. There's an excellent art component and a unique Social Studies program -- it would take about 30 minutes to explain it -- but it's different, and it's a quality program. There would be a 200-day school with 7 ½ hours a day as opposed to 6 ½ for the traditional students. After school and on Saturdays, there would be tutorial for youngsters who haven't reached the mastery level. There will

be wrap around programs in the early morning and late afternoon for children of working parents (the parents will pay for this extra service). There will be all-day kindergarten, as opposed to a half-day kindergarten. This will help lay the foundation they need in their early years.

“The school is in the shadow of the General Motors Steering Gear Plant, and there will be some attempt to recruit through those employees. Mosaica could adjust the school day to be similar to the day shift at Steering Gear, and by doing that get parents into the school more.

“This proposal has been reviewed by Norman Sterchele (Professor of Educational Leadership and Services at SVSU). When he came to me he was very enthusiastic and said that if he were designing a school himself, he would build it this way.”

President Gilbertson stated: “I think we need to put on the table the urgency of this matter and the quite extraordinarily ambitious timetable.”

Dr. Vasher responded: “When I talked to the owner of the company, Eugene Eidelman, I advised him initially that the proposal would go to the committee this month and would come before the full Board in October. . . . They assured me they didn’t like that timetable. I told them that was the best I could do, and that they would be able to open the school in January or the fall of 1998. They applied pressure to some people I know . . . and, after getting calls from more people, it became very obvious they wanted to open this fall. When Dr. Gilbertson and I agreed to ask the Board if you wanted this item on today’s agenda, I asked Sid (Sidney L. Faucette, Ed.D., Director of Partnership Development, Mosaica Education, Inc.) how they could have a temporary building in place by the 15th of September, and how they could have the teachers oriented properly by then

and . . . market the school and students in that kind of time frame. He gave me a very ambitious plan. When I talked to him about it, he made me believe it would work. And I do think it's a good model."

Trustee Braun told the Board she had received a call from someone who was the point man for the Governor's Office to work on charter schools when she was serving on the State Board of Education. He had set up the program and developed the whole concept and the policies involved. He called her as a member of the Board of Control and asked her what she knew about the Mosaica proposal and asked whether she had any concerns about putting it on a fast track. She told him she would look into it and call him back. She checked with Dr. Vasher, who told her that everything looked in order and had all the earmarks of being a successful charter school. She called the man back and he told her the Governor's Office is quite interested in this school and would like to see it approved.

Trustee Braun stated: "If the resolution isn't approved today, the school wouldn't have any chance of opening in September. And because Wayne is so positive about this -- what it stands for and the potential for success -- I would like to see it approved today."

Trustee Vitito stated: "I'd like to hear the plan of action. I have to say I'm skeptical. I don't know how you could get a building, furnish it, hire teachers, get class plans, get students and get ready to go by September 15th. It doesn't seem workable."

Dr. Vasher noted that the company's earlier school experience was running pre-school programs in seven of the ten top Fortune 500 companies. The program is called "Prodigy" and those

centers were sold approximately two years ago, except for the one in Flint, which Mosaica still operates.

Dr. Faucette stated: "Dr. Vasher has asked me for a series of assurances involving everything from construction to employees to . . . the State Fire Marshall's Office. . . . We are prepared, if the charter is granted today, for construction to begin. We have been assured by local construction companies that we can occupy the building in three weeks. We have also worked with the Fire Marshall and been able to make sure the plan is worked through that process. The building we're going into is the old Koeltzow Elementary School that Buena Vista Township had used until 1992. It was built as a school and has the fire alarm system, which is usually the hard task with the Fire Marshall -- it's already in place. The building was in horrible condition, so it's not something we can just walk into and clean up and use. We've had to remove some asbestos and that type of thing. I want to be very up front with you. We have also made arrangements for interim housing in an 11,000 square foot building, should we need it. We have, though, in just the past week, gotten assurance from the local construction companies that they can meet the timetable. I will admit to you also that . . . we were willing to put a few incentives on. We found that most people can build anything as fast as you need it, as long as you're willing to put the incentives on. We think they will be working two and three shifts in order to do it.

"We have already begun the process of employing people. We had a consulting team last week put together all of the orders for furniture and equipment, and we've already lined up the meetings for Gene Eidelman, who is our CEO, to meet with CEOs of the different companies. There

are also temporary ways to handle that which would be totally appropriate for what we want to do educationally. The Great Books people have already stepped forward and said they can meet the demands we have there. . . . We have our own technology person who will set up our Internet and our networks and that type of thing. We feel confident that we can meet the mid-September opening. And we have those assurances from the people that we've met with and talked with.

"One issue with charters schools . . . is capital, and I just say this to you because I think it's important to our success -- which in turn becomes your success, if you grant the charter -- is that Gene Eidelman does bring personal capital to the table. If there is a problem with securing capital elsewhere, he has basically capitalized this company himself in its initial stages.

"The other thing is that we grew out of early childhood education, so we're accustomed to education through kindergarten. In the Flint center, for example, we actually operate 24 hours a day. These are kids of GM employees, plus anyone else in the community who cares to participate. It is a very unique situation. It's a GM/UAW site. We've worked hard to develop good relationships with the teachers' unions and those groups. We're not trying to do anything to keep the union out of our schools, so you won't have someone coming and saying that we've barred the door on employment practices with the union. As a matter of fact, we would offer as one of our references the head of the union group at GM/UAW Flint.

"We feel prepared to move forward. We feel confident that we can find outstanding teachers for the program. We're a training based program. We're a technology based program. We feel training is a key piece. . . .If Saginaw Valley State University wants to participate, one of your

professors would be kind of our quality control person, who would come into the school on a monthly basis to meet with the teachers and . . . help us make sure that we kept the program clearly on track with what you approve and to make sure we have high quality instruction going on with the children in the classroom. . . . We don't believe in the old saying that all children can learn, we believe all children will learn. We believe we can prove to the world that you don't have to have a great gap between minority students and white kids. We believe all kids can learn, and they can do it well. We think that's a critical piece."

Dr. Vasher stated: "I would remind the Board that we . . . authorized a school in June that was recently dislocated from their building, because the building wasn't free and clear and they couldn't buy it. They met with me on Thursday of last week and toured another building. Those people do not have a contract yet. Nor would Mosaica have a contract if they can't meet those conditions. The Chairperson of the Board signs the contracts, and I put in writing exactly what steps have to be taken by the authorized parties before we can come forward with a contract. They can't get an opinion stated without a contract, so I think that gives us a cushion."

Trustee Rush asked whether Mosaica was a for-profit company.

Dr. Vasher replied that it was.

Trustee Rush asked: "Why did you pick this particular area? How many other schools do you have in Michigan? What track record can you give us? There have been some failures in the for-profit educational companies around the country, as I understand it. I think I need some more information along those lines before I can understand what's going on here. It sounds like it's

happening awfully fast.”

President Gilbertson stated: “We did have a full application -- obviously that would normally be discussed in a committee meeting -- but in the rush to get this out to you so that you would have something to consider, we did not try to get copies of it to the Board, because of the size of the application. . . . We were responding with some urgency, and we wanted to get something to you.”

Trustee Rush asked whether the reviewer’s report was based on that application.

Dr. Vasher responded that the report was based on the reading of the application, a visit and a tour of the school and dialogue with two separate Board members.

Trustee Rush noted: “The conversations with the Board members were telephone conversations -- this is just going so quickly -- it makes me somewhat uncomfortable. I’d like to know more about the motivation behind it -- why this school, in this particular location. Who wants this school?”

Dr. Faucette responded: “We came into this region at the invitation of Northlane Academy. We met with them toward working with them. . . . They had a lot of internal problems and it wasn’t to our advantage and it wasn’t to their advantage to continue. At that point in time we got to know a number of people in this community. We also did a lot of studies . . . on the needs . . . of the school districts in the region. . . . The application came from Mosaica. Just as any for-profit company would do -- whether in education or any other business -- we looked at what markets are ripe. We looked at the school districts in this region, just as we did with every other group of school districts around the State, and one of the areas that we earmarked as our first six or seven in Michigan was

this particular area. We looked at things like the MEAP scores for the districts in this area. We looked at the ethnic mix, because we didn't want to go into any community where we'd be seen as just starting up another middle-class school. We wanted to do something about the gap between minority test scores and majority test scores. We just simply felt that this was a good region to come into for that reason."

Trustee Rush asked whether people in the community had already expressed interest in Mosaica.

Dr. Faucette replied that Mosaica originally came here because of the Northlane discussions, but once they were here, they realized that the need in this area was greater than what Northlane's charter provided for.

Trustee Rush asked whether Mosaica had another charter school in Michigan.

Dr. Faucette answered: "No, we grew out of the Prodigy Child Development Centers, which was a national chain. We had Prodigy Centers in Flint, with GM/UAW, and we had one with Chrysler and Pontiac. The only tie with those companies was that the President of Prodigy is the President of Mosaica. But Prodigy was sold two years ago to Children's Discovery Centers, which is a national group of about 250 child development centers."

Trustee Vitito asked whether the Mosaica Academy of Saginaw would be the first for-profit charter school.

Dr. Vasher responded that it would not.

Trustee Rush asked whether SVSU had authorized any other for-profit charter schools.

Dr. Vasher stated: "Yes, we authorized the three with the Michigan Partnership for New Education. . . . When we authorized them, they were non-profit, but they have since reorganized their entire corporation. Now it's called the Leona group, and they are for-profit. We also have authorized two that are managed by John Romine that are for-profit."

Trustee Vitito asked whether there were other for-profit charter schools in Michigan.

Dr. Vasher replied that the most popular charter school in Michigan, in relation to test scores that are already available for perusal, is the Excel Corporation Academy in Grand Rapids. This is a for-profit company which currently has four schools -- they have just been authorized for five more by Grand Valley. The school in Boyne is also a for-profit school.

Trustee Vitito asked whether Mosaica Corporation Inc. was a publicly held for-profit corporation.

Dr. Faucette stated that it is a for-profit company, privately owned by Dawn and Gene Eidelman.

Trustee Vitito asked: "So we don't have any access to the financial matters of the company?"

Dr. Faucette replied: "We would provide anything to you financially that you care to see."

Trustee Braun stated that she failed to see why there should be a negative overtone to the fact that the school would be for-profit, since there was such an obvious need in the neighborhood.

Trustee Vitito noted that it probably wouldn't have a negative overtone with him, as long as the school was run for the benefit of the children and not necessarily for the benefit of the stockholders.

Dr. Faucette stated: "The difference between a for-profit and a non-profit charter school is that if we're not successful, we're out of business. The virtual monopoly, obviously, is not providing exactly what the public wants, that's why charter schools and vouchers and tuition tax credits and the whole notion of educational choice came into being. I came out of public education -- I spent 28 years as a teacher and a coach, and I was a principal and a superintendent. . . . The reason that I believe so strongly in what Mosaica is about -- and what a lot of other choice initiatives are about -- is that we've got to find a way to do right by a group of kids in this country that haven't been done right by. And in my opinion, Mosaica is one of those options. We don't see ourselves as the only answer to public education for the children of this nation. This serves as a choice. Mosaica Education Inc. is well capitalized. We have the ability to come in and buy buildings, refurbish buildings, and start up at the beginning where kids have the advantages. Most charters don't have this ability. . . . The State has been pretty explicit as to what percentage of non-profit management a for-profit management company can make -- we will be totally within those parameters. And because we accept all of the legal costs and training costs and this type of thing as a part of our expenses, we are unique in that we put a lot of the money back into the school, rather than just taking the money and siphoning a percentage off the top."

Trustee Vitito asked who the Eidelmans are.

Dr. Faucette replied: "Gene Eidelman came here at 18 years old. He couldn't speak a word of English. He left the University of Southern California as a senior, because he learned in Business School that they didn't know how to run it. He'd already made several million dollars in real estate

in Southern California. He then went to Atlanta, and was a part of the Atlanta boom. Along with the construction of shopping malls and strip malls, he built about 3,000 town houses and apartment buildings in the north Atlanta area. . . . He made another several million there. . . . He and his wife were in need of child care, so they started a child care center for their kids, then they opened six more, and then they took the company national. . . . After they sold that company . . . they decided they were going to . . . try to make a difference in public education. That's where Mosaica comes from. It probably is the purest motive that I've ever dealt with in my career, including my 28 years in public education. They are people who simply would like to make a difference. The first thing Dr. Vasher asked me, when he saw our program, was how we could do all of that with the money we get to educate kids in Michigan."

Dr. Vasher noted he was still not sure Mosaica could turn a profit.

Dr. Faucette stated: "We're confident that we can do that. I don't throw the word capital around in an arrogant way. The point I want to make to you is that we can come into the area and buy and renovate a building because we have the backing. And we do have outside investors -- people who are willing to put money into what we're doing because they believe in what we're doing. . . . We feel we can really make a difference."

President Gilbertson stated: "Help me understand what the urgency is to open this fall. Would it not be better to do it better a year from now -- with better advance planning, better certitude about your facilities, a more discerning approach to hiring your professional workforce . . . and more care given to both recruitment of faculty and students -- and do it better a year from now -- than to

rush in the next 30 days to open something?"

Dr. Faucette replied: "We feel very prepared to move forward and do this in a high quality way. We have that confidence, and have in motion all of those things to bring it about where an opening this September could meet and exceed the standards as well as it could next September. We feel confident that we're positioned to do that if this Board sees fit to grant the charter."

Trustee Rush asked whether this would be Mosaica's first K-5 school.

Dr. Faucette replied: "Yes sir, it would be. But we have aligned it totally with everything that's in the Michigan peripheral framework, and that's sort of the power of our accountability to the public. We've been totally cognizant of all the Michigan standards as we've worked through this."

Trustee Rush asked: "When a for-profit company starts up, do you make some sort of agreement in advance as to what your profit is going to be?"

Dr. Faucette responded: "Absolutely. The standard in Michigan is 10%."

Trustee Rush asked: "Once this is up and running and things are going well, and all the wrinkles are out of it . . . your company would hope to make something like \$560 per student?"

Dr. Faucette stated: "That's correct. But, I'd like to make this point . . . we pay for all legal fees and all training -- anything that we call a Mosaica specific -- we pay that out of that fee, rather than having the 90% still pay for training and legal fees and this type of thing. I'm not telling you that it reduces it down to where we make nothing. If you go to ground zero, you wouldn't be able to profit."

Trustee Braun stated: "I would not compromise my principles in approving this. I think that if we had had a committee meeting after this one, and Dr. Vasher had come to talk to the committees, and if it had then come to the full Board for the vote, I would assume we'd have mostly accepted Wayne's recommendation. I do not want to put words in Wayne's mouth, but I feel confident . . . that he will be recommending this. . . . These are fine people, and Wayne knows them personally. With Dr. Vasher's recommendation and his thorough investigation of all of the charter schools in the past, I have full confidence that this will be a successful endeavor."

Dr. Vasher noted that he was recommending the charter be authorized.

Trustee Vitito stated: "This is your first charter school -- so it's kind of a beta site for your company."

Dr. Faucette replied that it will become their showcase site.

Trustee Vitito noted: "So it's going to be good news, bad news. The good news is you'll do all you can to make it work. The bad news is it's a beta site -- things can go wrong. But you're going to put resources into it. If Mr. Eidelman has the backing you have professed him to have, if he wants to set this up as a showcase, and grow the company from there . . . you probably have more backing than any of the schools that we've looked at. . . . My only concern is that it's almost August 15th, and you have to open September 15th. Who suffers if you don't get it done right? The students. That's why we're here to try to do it right. Your assurances are helpful, but there are still a lot of roadblocks. If the resources you claim are there, I guess I could be forced into taking a run at this. But it will be one that we'll have to watch carefully. Condition C here seems to say that if

you don't get it done, you don't get the charter."

Dr Faucette replied: "That's right -- the personnel and faculty and facility."

Trustee Rush noted that he was concerned about how the teachers would be oriented in such a short period of time.

Dr. Faucette responded: "First, we're not going to baptize them all in one night. We plan to do the first month's immersion in five days. And then during the year they'll have a training that prepares them as we go through the year. That's going to continue on into the future because so much of what we're doing is different and it does require training. Anyone who comes to work for us has to realize it's training intensive."

Trustee Rush asked Dr. Faucette if he would be the on site person.

Dr. Faucette stated: "If this charter is granted, by next Monday my charge is to have the principal in place. . . . but I will certainly be here until October, and I will be in and out of here constantly, if I need to be, for as many years as I need to, as far as that goes."

Trustee Rush noted: "There's no specific teacher or possible principal on stream right now."

Dr. Faucette replied they had not attempted to hire anyone, feeling it would be unfair to people to hire them before the charter had been authorized.

Trustee Braun stated: "If there ever was an area that needed a charter school and needed improvement in education, this is it. . . . This would be a real shot in the arm to a community that really needs help."

Trustee Rush stated: We are rushing into this somewhat, and I'm very skeptical that all these

things can be achieved on a timely basis. I'm also skeptical that you can inculcate the culture of the paragon teaching method into total strangers and have it filter down and get the parents involved and all the things you say you're going to do. I'm very skeptical about it. On the other hand, I have great respect for Ruth and for Wayne, and if they think there's a chance this thing will fly, and if there truly is no significant downside to it, then I'll support it."

Trustee Vitito stated: "Our objective is to have great charter schools that carry the banner of Saginaw Valley State University. We're just not out . . . to charter everything that comes along. We really want to be proud of the schools we charter, and to have the systems work. This is still somewhat experimental. So much of my discussion comes from that perspective -- to charter only the best, and to charter those that are going to make a difference."

President Gilbertson added: "I'm prepared to recommend approval of this, with a couple of clear understandings. One: You have heard some of the representations that have been recorded, mainly about ownership and capital and a number of things that are now part of the record of this meeting. Two: There are conditions built into what the Board is being asked to authorize here. Probably the most important is that they do actually in fact demonstrate the capability of producing what they say they are going to produce by the time they say they're going to produce it. Third: I do also express a reservation and skepticism about their ability to do this fast and do it well.

"What we approve when we approve charters is an idea -- a lot of these things are just ideas . . . and we have to rely on the direction of staff to make certain the ideas not only don't do harm to children but actually do some good to them over time. We're not approving established schools with

track records -- that's not what charter schools are. I'm prepared to recommend Mosaica, again, given those conditions and with the assurance to this Board that Dr. Vasher and I will look with a very tough eye to making certain that the appropriate conditions are met before the contract is signed. Before the contract is signed, we're going to take a very skeptical and close look at whether they're capable of doing what they say they will. On that assurance, I'm prepared to recommend this to you."

Vice Chair Kelly asked what the impact on the community would be if Mosaica was not able to open in the fall.

Dr. Vasher replied: "Let's assume the worst -- that I come to you in October and explain that Mosaica hasn't received a charter because they weren't ready. The impact would be serious disappointment on the part of the faculty and students -- if they had gotten that far -- we may have recommended that they halt before they even got to student enrollment. But I would probably recommend in October that we re-establish their start-up date for September of 1998."

Vice Chair Kelly asked: "If we authorize this charter, we're doing it under the belief that they will be ready in the fall. If that doesn't happen, is there any impact relative to a re-start for the following year?"

Dr. Vasher responded: "If we explain why it didn't happen, and correct those things the following year, we could say there wasn't enough time to get it off the ground. We probably would want to recommend they wait."

Dr. Vasher added that he had withdrawn the charter of a school previously authorized by the

Board because it hadn't lived up to the conditions of the authorization.

Vice Chair Kelly stated: "I'm assuming for the moment that Mosaica will not be ready for this fall. Since people have made the commitment to try to do it this time, are we shutting the door on doing it in the future because nobody is going to want to line up behind it?"

President Gilbertson stated: "I think that's a risk Mosaica has to weigh -- what a false start would do to this business opportunity in the future. I hope they'll weigh that as they think about this."

Dr. Faucette replied: "Quite frankly, I think the damage would be far greater to us than to anybody else."

Trustee Roberts stated: "I'm assuming the children could get into a public school without any problem, but what about the people who accept positions as teachers and administrators who can't start and can't then go into the public school system, because they've foreclosed that opportunity by taking the position with Mosaica?"

Dr. Faucette stated: "First, we're not trying to attract people away from the public school systems. Second, if we have a contract with someone, we would honor that contract. This comes back to an earlier question about do we already have a principal and the teachers -- and we don't have a principal and the teachers, because we didn't want to go out and talk to people about employment if we weren't sure we could live up to the terms of that employment. My answer to you has to be that we are totally confident that we will have the building ready to go, the training will be done, and we'll be totally up to speed. I guess this is a leap of faith for all of us. I'll have to ask

for that leap of faith, but I think that would be true whenever we started up as to whether we'd be exactly ready to go or not. That's the heart and soul of chartering, unfortunately -- that there is a certain risk involved for everybody."

President Gilbertson stated: "Frankly, one of my concerns is that teachers who don't have an appointment by this time in the fall may not be the teachers you would want to hire anyway."

Trustee Vitito noted that he was less concerned about when the school started than that it be a quality school.

Trustee Roberts stated: "As other Board members have stated, I have such confidence in Dr. Vasher and in Ruth, with her background, that I'm also willing to back them, with the conditions and concerns that you have expressed."

Vice Chair Kelly called for the vote.

The motion was APPROVED unanimously.

VII. ADJOURNMENT

17) Motion to adjourn

BM-896 **It was moved and supported that the meeting be adjourned.**

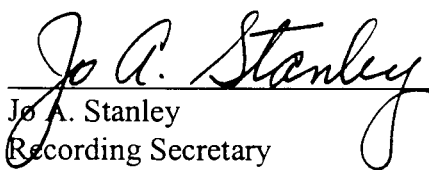
The motion was APPROVED unanimously.

The meeting was adjourned at 4:07 p.m.

Respectfully submitted:

Robert H. Walpole
Chairman

D. Brian Law
Secretary



Jo A. Stanley
Recording Secretary

CLEAN INDOOR AIR POLICY

Purpose

While it is not the aim of Saginaw Valley State University to take issue with the smoking preferences of individuals, smoking in the educational environment is a matter of continuing concern to many members of the University community.

Saginaw Valley State University recognizes free choice in the matter of smoking. However, it recognizes a more fundamental right of the majority population of non-smokers to breathe clean air. This policy is intended to protect and enhance the indoor air quality and to contribute to the health and well-being of all.

The success of this policy will depend upon the thoughtfulness, consideration, and cooperation of smokers and non-smokers. All students, staff, and faculty share in the responsibility for adhering to and enforcing this policy.

Those persons who smoke outside of designated "smoking permitted" areas will be considered in violation of Saginaw Valley State University policy.

Policy

In accordance with the State of Michigan Public Act No. 198 of 1986 as amended by Public Act 294, 296 and 315 in 1988:

Smoking by all students, faculty, staff members and visitors of Saginaw Valley State University is limited to areas designated by signage.

If University facilities are rented by non-university individuals or groups, they shall be required to comply with this policy.

Exceptions

Residence Halls and Pine Grove Apartments are considered private living space where smoking decisions are made by the occupants by room assignment.

Designated Smoking Areas

The following spaces are designated as smoking areas.

'66 BUILDING -- Employee break room.

ZAHNOW, ROOM 206 -- Smoking lounge.

Buildings in Which Smoking is Prohibited

Smoking is prohibited in these buildings.

Administrative Services Building (CIESIN Building)
 Arbury Fine Arts Center
 Bookstore
 Brown Hall
 Children's Center
 Curtiss Hall
 Doan Center
 Founders Hall
 Groening Commons
 Performing Arts Center
 Pioneer Hall
 Public Safety Building
 Ryder Center for Health and Physical Education
 Science Building
 Theatre Building
 Wickes Hall
 Zahnow Library
 '66 Building
 '68 Building

Vehicles

Smoking is prohibited in State and University vehicles.

Procedure

To lodge a formal complaint against a person who does not comply with this policy, persons must follow this procedure:

1. Talk directly with the violator to be certain she/he is aware of the policy and to direct her/him to the nearest designated smoking area. It is the responsibility of each member of the campus community to educate others to Michigan's Clean Indoor Air Act.
2. Complete and sign a complaint form available from Health Services.
3. Upon receipt of a completed form, Health Services will send a warning letter informing the person that smoking outside of a designated smoking area is in violation of Saginaw Valley State University Policy.

4. After a second signed complaint, a letter warning of disciplinary action for violations of Saginaw Valley State University Policy will be sent to the person named in the complaint.
5. Upon receipt of a third formal complaint, Health Services will refer the matter to the proper regulating body. Students will be referred to the Coordinator of Student Conduct. Employees will be referred to the Director of Human Resources. Visitors will be referred to Public Safety.
6. If compliance is not established within campus procedures, violators will be referred to the local and/or state health agency.

This policy is intended to protect and enhance indoor air quality and to contribute to the health and well-being of all.

A. Initiating an Appeal:

To perfect an appeal, the person must submit a written statement to the President. The written statement must (1) identify the request and final determination being appealed, (2) specifically state the word "appeal", and (3) identify the reason or reasons why the FOIA Officer's final determination should be reversed as required under MCLA 15.240(1)(a). The President shall not consider an appeal submitted more than 180 days after the FOIA Officer issues the final determination denying all or a portion of the request.

B. Time for Consideration of Appeal:

The President shall decide the appeal within ten (10) business days following receipt of the written statement. Upon written notice, such period may be extended for an additional period of not more than ten (10) business days in unusual circumstances, as defined by law.

C. Documents to be Considered Upon Appeal:

The FOIA Officer shall submit to the President a copy of the original request and a copy of the final determination letter from the FOIA Officer for consideration by the President along with the written statement. The person making the appeal has no right to make an oral presentation to the President regarding the appeal and no hearing is required prior to the President making a decision.

D. Examination of Records to Which Access Was Denied by the FOIA Officer:

At the request of the President, the FOIA Officer shall present the records to which access was denied for review by the President.

E. Decision of the President:

After consideration of the appeal, the President shall do one of the following: (1) reverse the final determination of the FOIA Officer, (2) uphold the final determination of the FOIA Officer, or (3) reverse the final determination of the FOIA Officer in part.

F. Notice of Decision:

Within the time noted above, the President shall issue a written notice of the decision to the person making the appeal.

G. Release of Records:

If the denial is reversed in whole or in part, the President shall cause the FOIA Officer, or his or her designee, to release the records affected by the decision.

H. Modification to Appeal Procedure:

The President is authorized to modify the Appeals Procedure provided such modifications comply with applicable provisions of FOIA.

IV. Costs

A. Fees

The University may charge a fee for a record search, the necessary copying of a record for inspection, or for providing a copy of a record. The fee shall be limited to actual mailing costs, and to the actual incremental cost of duplication or publication including labor, the cost of search, examination, review, and the deletion and separation of exempt from nonexempt information.

B. Reduced Fees

A search for a record may be conducted or copies of records may be furnished without charge or at a reduced charge if the FOIA Officer determines that a waiver or reduction of the fees is in the public interest because the searching for or furnishing copies of the record can be considered as primarily benefiting the general public.

C. Indigence

A record search shall be made and a copy of a record shall be furnished without charge for the first \$20.00 of the fee for each request to an individual who is entitled to information under FOIA and who submits an affidavit stating that the individual is then receiving public assistance, or if not receiving public assistance, stating facts showing inability to pay the cost because of indigence.

D. Calculation of Fees

In calculating the cost of labor incurred in duplication and mailing and the cost of examination, review, separation, and deletion, the University will not charge more than the hourly wage of the lowest paid University employee capable of retrieving the information necessary to comply with a request under FOIA. The University will not charge for the cost of search, examination, review, and the deletion and separation of exempt from nonexempt information unless failure to charge a fee would result in unreasonably high costs to the University and the costs are specifically identified.

E. Deposit

The University may require at the time a request is made, a good faith deposit from the person requesting the record if the fee would exceed \$50.00. The deposit shall not exceed ½ of the fee.



STAFF MEMBER

OF THE MONTH

Tracy Claeys

Assistant Football Coach

August 1997

For Tracy Claeys, it isn't so much it's the Detroit Lions. It's the fact it's football at its highest possible level.

Claeys, assistant football coach, has helped organize the Lions Training Camp here at SVSU — making sure all parties were "on the same page." He helps ensure the housing, fields and meeting rooms are what the Lions desire. Claeys also helps with security — no easy venture.

"I did it because I like football," Claeys said. "This is the top in our field and it's interesting to see how they do things."

Claeys organized Cardinal football players to serve as security for the three-week camp.

"Between our kids and the Department of Public Safety, security wise, it's as good as or better than anyone hoped for," Claeys said.

"The people have made their jobs easier," he added. "Everyone wants an autograph. We understand that, the players understand that; but, obviously, they can't autograph for all."

Claeys works with several Lions staff in the operations and accommodations for the team and personnel, but his "regular" job is working for Cardinal Football Coach Jerry Kill. Claeys primarily is recruiting coordinator for the metro-Detroit area and Ohio.

Claeys was introduced to Kill through Dave Wiemers, defensive coordinator. Claeys said he had heard Coach Kill speak on a couple of occasions and jumped at the opportunity to work with him and Wiemers, a former high school teammate.

"All I've ever done is football," Claeys said. He actually has a secondary education degree in math education. Claeys coached high school football for one year before joining Kill, although he served as a graduate assistant for the University of Kansas — his home state. Claeys began his college career at U. of K., then completed his degree at Kansas State University, a little closer to his hometown of Clay Center, KS. His parents, Bob and Ione Walker still reside there. Claeys lives in Saginaw Township.

Claeys begins his third season with the Cardinals this fall. Besides his duties as recruiting coordinator, he also helps with sports camps and athletic fund raisers.



Current Positions Filled

August 1997

ADMINISTRATIVE/PROFESSIONAL

Barbara A. Cohen - Hired as Foreign Student Advisor for International Programs (new part-time). Ms. Cohen received a B.A. in Psychology from Saginaw Valley State University in 1990 and a second B.A. in Spanish from SVSU in 1997. Prior to joining SVSU, Ms. Cohen was a substitute teacher for the Bay City Public Schools.

Dr. Norbert F. Elbert - Hired as Harvey Randall Wickes Endowed Chair in International Business. Dr. Elbert earned both a B.S. and an M.B.A. from the University of Louisville in 1970 and 1971, respectively. Dr. Elbert completed a Doctor of Business Administration in 1976 from the University of Kentucky. Most recently, Dr. Elbert served as Professor and Brown & Williamson Chair of Management at Bellarmine College, Louisville, KY.

Cecilia A. Jerome - Hired as Director of Information Services (replacement). Ms. Jerome received a B.A. in Journalism and an M.A. from Central Michigan University in 1982 and 1996, respectively. Prior to accepting this position, Ms. Jerome was Director of marketing/membership services for the Midland Area Chamber of Commerce.

Wynn P. McDonald - Hired as Coordinator for Transfer Student Programs and Services (replacement). Mr. McDonald is an SVSU alumnus, he received his B.A. in 1990 and earned an M.A. from Central Michigan University in 1994. Prior to joining SVSU, Mr. McDonald held the position of Enrollment/Student Services Coordinator for Davenport College, in Alma.

Tammi J. Waugh - Hired as Computer Technician for Zahnow Library (new part-time). Ms. Waugh received a B.S. in Data Processing from Ferris State College in 1982. Prior to joining SVSU, Ms. Waugh worked as a Training & Support Technician for Data First Inc., in Saginaw. Ms. Waugh also worked for the Freeland Community School district as a Network Administrator.

James B. Wood - Hired as Director of Human Resources (replacement). Mr. Wood earned a B.S. in Economics and an M.A. in Public Administration from Northern Michigan University in 1981 and 1984, respectively. Prior to joining SVSU, Mr. Wood served as Manager of Employee Relations for Central Michigan University.

FACULTY

Dr. Ellen Fennick - Hired as Assistant Professor of Elementary and Special Education (new). Dr. Fennick received a B.S. from Boston University in 1973, and an M.A. from University of Tulsa in 1982. In 1995 Dr. Fennick completed work on her Ph.D. at University of Nebraska, Lincoln, in Administration, Curriculum and Instruction. Prior to joining SVSU, Dr. Fennick worked as an Instructor for the University of Nebraska, Lincoln.

Dawn M. Hinton - Hired as Assistant Professor of Sociology (replacement). Ms. Hinton received a B.A. from University of Michigan, Flint in 1992, and an M.A. from Western Michigan University in 1995. Currently, Ms. Hinton expects to complete work on her Ph.D. in August 1997.

Dr. Margaret L. Jones - Hired as Assistant Professor of Theatre (new). Dr. Jones received a B.A. from Bowling Green State University and an M.A. in Theatre Arts, in 1987 and 1990, respectively. Dr. Jones completed work on her Ph.D. in Theatre Arts in 1993 from Bowling Green State University.

Dr. Jeffrey Koperski - Hired as Assistant Professor of Philosophy (new). Dr. Koperski received a B.E.E. from University of Dayton in 1987, and an M.A. from Liberty University in 1991. In 1994 Dr. Koperski received a second M.A. from Ohio State University in Philosophy, and in 1996 he completed his Ph.D. in Philosophy from Ohio State University. Prior to joining SVSU, Dr. Koperski worked as an adjunct instructor at Columbus State Community college.

Dr. Robin E. McKinney - Hired as Assistant Professor of Social Work (new). Dr. McKinney received an M.A. in Guidance and Counseling from Central Michigan University in 1987, and an M.S.W. from the University of Michigan in 1989. In 1996 Dr. McKinney completed his Ph.D. in Family and Child Ecology from Michigan State University. Prior to joining SVSU, Dr. McKinney was Clinical Supervisor for Lutheran Social Services of Michigan.

Dr. Christopher Niebauer - Hired as a one year temporary Assistant Professor of Psychology (replacement). Dr. Niebauer received an M.A. in Psychology from University of Toledo and completed his Ph.D. in Cognitive Neuropsychology in 1994 and 1996, respectively. Prior to joining SVSU, Dr. Niebauer was an Undergraduate Advisor for the Psychology department of University of Toledo.

Dr. Paul E. Teed - Hired as Assistant Professor of History (replacement). Dr. Teed received an M.A. in History and his Ph.D. in History from the University of Connecticut, in 1989 and 1994, respectively. Prior to joining SVSU, Dr. Teed was Assistant Professor of History for Louisiana State University.

Dr. Erik K. Trump - Hired as a one year temporary Assistant Professor of Political Science (new). Dr. Trump received a B.A. in English Literature from the University of California in 1988, and his Ph.D. from Boston University in 1996. Dr. Trump has been an Adjunct Professor for SVSU since 1996. Prior to joining SVSU, Dr. Trump was a Lecturer of English at Boston University.

Stephen W. Turner - Hired as Assistant Professor of Computer Sciences (new). Dr. Turner received a B.S. from Western Michigan University in 1987, and an M.S. from Michigan State University in 1989. In 1995 Dr. Turner completed his Ph.D. in Computer Sciences from Michigan State University. Prior to joining SVSU, Dr. Turner was a Visiting Assistant Professor at Michigan State University.

William Whiteley - Hired as Associate Professor of Art & Graphic Design (new). Mr. Whiteley received a B.A. from Findlay University, Ohio, in 1970, and an M.F.A. from Cranbrook Academy of Art, Bloomfield Hills, Michigan, in 1975. Prior to joining SVSU, Mr. Whiteley was President and Creative Design Director of Will Whiteley Design, Inc.

PERSONNEL TLG 7/24/97

RESOLUTION TO AUTHORIZE THE ESTABLISHMENT OF A PUBLIC SCHOOL ACADEMY

Mosaica Academy of Saginaw

WHEREAS, the Michigan Legislature has provided for the establishment of public school academies as part of the Michigan public school system by enacting Act No. 362 of the Public Acts of 1993 and Act No. 416 of the Public Acts of 1994; and

WHEREAS, Act No. 416 of the Public Acts of 1994 is now in effect; and

WHEREAS, According to this legislation, the Saginaw Valley State University Board of Control, as the governing body of a state public university, is an authorizing body empowered to issue contracts to organize and operate public school academies; and

WHEREAS, The Michigan legislature has mandated that public school academy contracts be issued on a competitive basis taking into consideration the resources available for the proposed public school academy, the population to be served by the proposed public school academy; and the educational goals to be achieved by the proposed public school academy; and

WHEREAS, The Michigan legislature has mandated that public school academies organized under Act No. 416 of the Public Acts of 1994 achieve certain specific educational purposes; and

WHEREAS, The Saginaw Valley State University Board of Control having received an application for organizing the proposed Mosaica Academy of Saginaw as a public school academy and having reviewed the application according to the provisions set forth by the Michigan Legislature;

NOW, THEREFORE, BE IT RESOLVED, That the Saginaw Valley State University Board of Control declares, subject to the conditions set forth below, that:

1. It will issue a contract to organize and operate the Mosaica Academy of Saginaw as a public school academy upon the application submitted under Section 512 of 1994 PA 416.
2. It approves the following members of the Board of Directors of Mosaica Academy of Saginaw.

Elizabeth Jordan, Flint, Michigan
 Larry Besanson, Saginaw, Michigan
 Barbara Hamann, Saginaw, Michigan
 Larry H. Polk, Saginaw, Michigan
 Norwaine D. Reed, Saginaw, Michigan

RESOLVED FURTHER, That all members of the Board of Directors of Mosaica Academy of Saginaw must file an acceptance of office with Saginaw Valley State University, and must take the oath of office required by 1994 PA 416;

RESOLVED FURTHER, That the Articles of Incorporation of the Mosaica Academy of Saginaw in the form previously submitted to this Board of Control are approved, and shall be adopted and filed in accordance with law in substantially that form.

3. Conditions

The effectiveness or the continued effectiveness of this Resolution are subject to these conditions:

- a. An opinion of University legal counsel to the effect that contract documents have been agreed upon which are consistent with the purpose of the public school academies statutes; that when executed, contract documents will be binding on both parties in accordance with their tenor; and that in the opinion of University counsel, adequate provisions are included to immunize or indemnify the University, its directors, officers, employees and agents to the extent that prudence and reasonable business practice would require from all claims of liability arising from the University's contractual relationship with the public school academy or the operation of the public school academy;
 - b. An opinion of professional staff of the University to the effect that the contract documents, the proposed plan of operation, and the methods for holding the public school academy accountable for educational outcomes are consistent with the Policy Statement on Public School Academies adopted by the University Board on November 14 1994 and subsequently amended, unless in the case of departures from such Policy Statement, if any, the staff recommends that each such departure be agreed to, and state reason in support.
 - c. An opinion of the professional staff of the University that the applicant meets all of the financial, personnel and facility requirements necessary to open and operate an effective Public School Academy.
 - d. This Resolution and any contract entered into under it shall be null and void if Mosaica Academy of Saginaw is not in operation by September 1997.
4. Upon receipt by the University Board of the opinions mentioned in 3 (a) and (b) above and subject to 3 (c) above, the Chair of the Board of Control of Saginaw Valley State University may execute a public school academy contract and related documents between Mosaica Academy of Saginaw (a public school academy) and the Saginaw Valley State University Board of Control (authorizing body).

CHARTER APPLICATION SUMMARY DATA

Title: Mosaica Academy of Saginaw

Grade Level: K-5 Approximate Enrollment: 200

Location: Saginaw, Michigan

Contact Applicant: Sid Faucette

4040 Civic Center Drive, Suite 200

San Rafael, California 94903

MISSION

MAS's purpose is to open portals of opportunity for children through excellence in education. The school will serve as a community pillar for life-long learning, pride, and self-actualization. MAS will prepare children to be informed, responsible world citizens who will proceed through their endeavors with purpose.

BRIEF DESCRIPTION OF PROGRAM

The application of Mosaica Academy of Saginaw provides for a program whose primary focus is dedicated to exemplary student achievement. The school will instill in students an enthusiasm for learning, an eagerness for academic challenge, and a passion for excellence. As the school grows, it will provide for an academic village of school houses each comprised of K-5 grade level students. Among the schools other unique, positive features are:

- Full day Kindergarten
- Jr. Great books program (for literature)
- Spanish as a second language K-5
- Special mastery learning
- No cost after school and Saturday tutorials
- Fee paid day care before and after school
- 200 days of instruction
- 7½ hour student day

Estimated State Aid Revenue: \$1,332,200

Estimated SVSU Revenue: \$39,966

*Review of Application
for the
Mosaica Academy of Saginaw
Public School Academy Charter*

Norman Sterchele, Ph.D. Reviewer

August 4, 1997

Review of Application for Charter Mosaica Academy of Saginaw

Introduction and Process:

This application review process was begun on Tuesday, July 29th and concluded on Monday August 4, 1997. During this period this interviewer met with Dr. Sidney Faucette, of the Mosaica Educational Corporation, and traveled with Dr. Faucette to visit the proposed charter school site adjacent to the General Motors Delphi plant in Buena Vista Township. Following the interview and site visit, attempts were made to contact and interview all of the persons who were listed as directors in the Charter School Application. Three of the five listed directors, including the proposed president of the board, were interviewed over the phone. Those directors interviewed included Dorothy Elizabeth Alexandria Jordan, President of the Board, Barbara Hamann, Director, Norwaine D. Reed, Director. Those directors whom this reviewer was unable to contact were Larry H. Polk, Director and Larry J. Besanson, Director.

Recommendation:

It is the recommendation of this reviewer that the Mosaica Academy of Saginaw be granted a Charter to operate a public school academy and that their application be approved as presented. Please note that there are two recommendations for oversight which this reviewer believes to be important to monitor and which need to be addressed in future planning sessions of this Charter Group. These will be addressed in a later paragraph entitled Concerns.

The School Site:

The site proposed for this charter is an approximately seven acre site upon which stands a thirteen classroom elementary building. This building has already been purchased

by the Mosaica Corporation and the clean-up of the site was underway as we were inspecting the premises on Tuesday. This site is adequate to house the program as presented in the Mosaica proposal.

It has been projected that renovations to this building will require the expenditure of approximately \$775,000. This site is adequate for a pre-school and elementary program but will need lunch and recreation facilities added as the program expands, especially to include junior high and high school grades. Dr. Faucette has indicated that one expansion consideration includes the addition of an inflatable dome to provide indoor recreation especially during Michigan's winters.

The Mosaica Academy Program:

The Mosaica program differs from most public school programs in many ways. Classes run from 8:00 AM to 3:30 PM. After school tutorials are available to students from 3:45 to 4:45. Including tutorials, the school day could be as long as 8 3/4 hours long. Child care is available in the morning from 6:00 AM to 8:00 AM and from 3:30 to 6:00 in the evening; both child care sessions are fee based but the tutorial sessions are not.

The school year of the Mosaica Academy is greatly expanded from that of the regular public schools. The year will be 200 days long as contrasted to the regular schools 186 day year. The school year can also be extended by attendance at the Mosaica Summer Camp.

Increasing the length of the school day and the school year not only provides students in this academy with more time on task but the faculty with flexibility to design and modify programs to make the most effective use of the school day. Classes can be more interestingly planned when there is flexibility in their scheduling. At the end of the class day Students who are having difficulties can be tutored.

Mosaica's focus on providing classical and at the same time relevant instruction follows curricular design which was initiated by Aristotle and later championed by Dewey and finally recommended by the United States and the State of Michigan in various documents including "Goals 2000." Mosaica Academy will incorporate discovery learning, collaboration and computer mediated instruction, parental involvement and joint home school planning and evaluation. The combination of educational thoughts which are present in the Mosaica Plan promise to provide a very powerful academic

experience for students, a program in which it should be very difficult for students to fail while academic achievement and success should be assured.

It is important to mention that the Mosaica Academy will be based upon the extensive use of technology and will build its curriculum to include one computer for every three students. Additionally each teachers will all be given a personal laptop computer for his or her use, and computers will be made available to students and parents at the lowest prices Mosaica can negotiate, given its volume purchasing.

Computers play a major role in instruction in several areas of the Mosaica curriculum and they communicate with other resources over both the Intranet and the Internet. Some instruction at the Mosaica Academy will integrate international conferences and distance learning opportunities.

Teacher Employment and In-Service Education:

Teachers in the Mosaica program will be State of Michigan certified and will be selected for their interest in education not only for the student's sake but for their own education as well. The pay scale for teachers is very close to that paid in the public schools for a comparable employment year.

Teachers will be given from 15 to 30 days of in-service education which is intended to keep them abreast of current educational thinking and techniques as well build on their own technological literacy. Some of the in-service sessions given Mosaica teachers will be offered to Mosaica volunteers and to Buena Vista teachers as well. Academy parents will also be offered ongoing education through Mosaica. These sessions might take the form of educational support, parenting skills or perhaps even basic skills where needed.

Interviews with Board Members:

As part of this investigation three board members were interviewed by phone. All were interviewed about their understanding of the Mosaica Program, their agreement with the goals and processes of the program as well as their specific roles within the organization. The overall impression this interviewer received was that all board members were in agreement with the Mosaica goals and methods of achieving them. The members

interviewed all had some previous relationship with education as teachers, volunteers or in some way supervising or participating in educational programs. Each director was especially enthusiastic about the choices offered within the Mosaica school and those offered parents in addition to the regular Academy program. Each of the directors interviewed shared a real excitement about being part of an Academy which will make a difference. Each was certain that Mosaica was a viable alternative to the regular schools and could cite several reasons for their belief.

Additional Observations:

As detailed in the Application for Charter, the budget proposed by Mosaica seems to be complete and balanced. The greatest concentration of funds directed are earmarked for instructional purposes.

Start-Up funding seems to be coming from funds which the Mosaica Corporation has already amassed or from mortgage loans which have already been committed.

A relationship between Mosaica Corporation and General Motors has previously been established through the Prodigy School in Flint and will certainly facilitate a like relationship here with the Saginaw Delphi plant. This relationship is seen by this interviewer as a very positive market enhancer which will go a long way toward insuring the longevity of the Mosaica Academy.

Mosaica Corporation seeks to make the best use of local resources and has stated that they have used local colleges and universities in consultant roles to provide oversight and in-service education.

Concerns:

While this interviewer has recommended that Mosaica Academy of Saginaw be given a charter under the laws of the State of Michigan there are three concerns which should merit special attention as this school becomes operational and through its early years. These concerns include:

1. While computers and technology do indeed offer unparalleled resources to the educator it is not infrequent that teachers rely too heavily on the computer to teach the lesson or the concept. Such is often the case when schools employ tutorial computer software which teaches, assesses and keeps records of student achievement. While this kind of program is initially very successful its ability to sustain motivation suffers the longer it is employed. Variations of program presentation need to be crafted by the classroom teacher.

The key to the successful use of technology in the classroom is a knowledgeable, subject literate and technologically sophisticated teacher who frequently inserts him or herself into a student - computer relationship and becomes involved with the student while the student is using the computer as an educational tool. To rely on the computer as a stand-alone instructor will cause the student to tire of this kind of instruction and withdraw from the learning situation much as students close their minds in dull classrooms today. The use of technology alone is no guarantee of the quality of educational opportunity. The teacher is the key to maintaining student interest not solely the software running on the computer. It is the teacher who selects the appropriate software and then decided on the role he or she will play during the instructional session.

2. Teaching is a very special profession in that teachers are vulnerably to political ideologies of others. Teachers have previously been terminated because they have held views which have conflicted with "important patrons" within their school district.

While the Mosaica proposal implies that teachers will be retained based upon their success as an instructor within the Academy, it does nothing to acknowledge the politicalness of the position. It needs to provide the teacher with some comfort in knowing that his or her tenure will not be subject to the whims of patrons of the school.

While this interviewer is not advocating a tenure contract he is desirous of seeing that teachers are given some protections based upon their professional vulnerability.

3. Mosaica is a Corporation is based in San Rafael, California. The corporation currently operates a preschool in Flint, Michigan and will manage the Saginaw Center. As the corporation adds centers will it not violate the State of Michigan caution against the development of multi-site academies? As a corollary to the above concern; when the State of Michigan passed legislation to support the development of Charter Schools, did it foresee the emergence of management companies which would establish and run these alternative schools or did it intend to create locally operated and managed enterprises?

APPLICATION
for a
PUBLIC SCHOOL ACADEMY CHARTER SCHOOL
from
SAGINAW VALLEY STATE UNIVERSITY

Presented by

Mosaica Academy of Saginaw
July 18, 1997

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I. IDENTIFICATION OF APPLICANT

- A. Person applying (if on behalf of organization, partnership, corporation or association so state).

Dorothy Elizabeth Alexandra Jordan on behalf of Mosaica Academy of Saginaw ("MAS")

- B. Title of that person with the organization, partnership, corporation or association.

President

- C. Address, telephone and fax numbers.

1362 Hickory Hollow Drive, Flint, MI 48532
Telephone: 810-733-8516

- D. Resident agent, if any, and address, telephone and fax numbers

Mr. Thomas Shaevsky, One Woodward Avenue, Suite 2400, Detroit, MI 48226
Telephone: 313-961-8380

II. PROPOSED BOARD OF DIRECTORS OF APPLICANT

- A. What are the necessary qualifications of Directors?

Bona fide resident of the State of Michigan, interest and experience in public education, commitment to mission and beliefs stated in the Charter

- B. Number of Directors: Minimum of five (5), maximum of seven (7).

- C. Length of term of each:

3 Years, with initial staggered terms of three years for one third (1/3) of the members directors, two years for one third (1/3) of the members directors, and one year for the remaining directors, with the right to reappointment for successive three year terms.

- D. Proposed method of appointment or election:

The resumes for original Board of Directors are attached. Public notice will be given of vacancies on the Board. Interested individuals will be given an opportunity to apply for appointment to the Board. The Board will review applicants for each vacancy and recommend a candidate for each vacancy that exists on the Board after the initial Board has been appointed. The SVSU Board of Control shall approve appointments to the Board of the MAS. The SVSU Board of Control, or its authorized agents, has the authority to remove any person from membership on the Board of Directors of the Mosaica Academy of Saginaw at its sole discretion for cause.

Mosaica Academy of Saginaw Board of Directors

Dorothy Elizabeth Alexandra Jordan

President of the Board
1362 Hickory Hollow Drive
Flint, MI 48532
Home: 810-733-8516
Office: 810-736-0211
Fax: 810-736-1623

Resident of Genesee County
Spouse: Kenneth A. Jordan, M.D

School District: Carman Ainsworth
Children: Eloise-21, Kenneth-17 &
Christopher-15

EDUCATION

1996	Master of Arts in Child Development	Michigan State University
1993	Bachelor of Arts (Honors) in Elementary Education	University of Michigan-Flint
1993	Michigan Teaching Certificate with Early Childhood Endorsement	
1990	Associate in Applied Sciences Associate Honors Degree-First Recipient	Mott Community College
1989	Associate in Applied Sciences Child Development	Mott Community College
1988	Montessori Teacher Certificate	American Montessori Teacher Education Center
1987	Council for Early Childhood Professional Recognition	Child Development Associate Credential

CURRENT EMPLOYMENT

Spring 1996-Present	Adjunct Professor, University of Michigan-Flint
June 1992-Present	Director of Curriculum, UAW-GM Child Development Center, Flint, MI

PROFESSIONAL & COMMUNITY ACTIVITIES

National Association for the Education of Young Children, Member and Treasurer
National Academy of Early Childhood Programs, Validator
Michigan Association for the Education of Young Children, Board Member
Greater Flint Association for the Education of Young Children
University of Michigan-Flint, Teacher Advisory Council
Mott Community College, State of Michigan School Readiness Program, Board Member
American & Michigan Montessori Societies
Foster Grandparent Program, Lapeer & Genesee Counties, Board Member
Blue Cross Network of Michigan
American & Genesee County Medical Association Alliance
Phi Theta Kappa, National Alumni Association
Kappa Delta Pi, Education Honors Society

STATEMENT OF INTEREST

The opportunity to serve on the Board of Directors advances my interest in seeing people, especially children, get a good education. My main interest is in minority children. My goal is to prove that minority children can achieve equal results with their peers. I want to narrow the gap! My role is to provide leadership to ensure that every child receives a first-class education.

**Mosaica Academy of Saginaw
Board of Directors**

Larry J. Besanson
906 East Holland Street
Saginaw, MI 48601
Home: 517-755-7363
Office: 517-799-2821, ext. 117

President of Saginaw County

School District: City of Saginaw

EDUCATION

1982 Master of Arts in Teaching Saginaw Valley State University
Public School Administration
Major in Administration & Supervision

1970 Bachelor of Science in Education Western Michigan University

Social Worker Certification

Secondary Teacher Certificate

CURRENT EMPLOYMENT

November 1977-Present Juvenile Probation Officer, Saginaw

PROFESSIONAL & COMMUNITY ACTIVITIES

Juvenile Justice Association of Michigan
Child Abuse and Neglect Council
Michigan Alcohol and Addiction Society
Michigan Association of Crisis Services
Substance Abuse Concerns Political Action Committee
Vice-Chair of Substance Abuse Committee
Volunteer, Summer Youth Program, Buena Vista School District

STATEMENT OF INTEREST

I have a sincere interest in the community as it relates to the education of children and their parents and to community organizations. I want the best interests of the child to be served. The multicultural approach is important to all children receiving a good education. I believe in the partnership of charter schools and the community.

**Mosaica Academy of Saginaw
Board of Directors**

Barbara J. Hamann

2111 East Moore Road
Saginaw, MI 48601
Home: 517-777-1889
Office: 810-621-3752

Resident of Saginaw County
Spouse: Arthur A. Hamann

School District: Bridgeport-Spalding
Children: Chad-23, Aaron-21 &
Sara-10

EDUCATION

1995 Bachelor of Arts in Psychology Saginaw Valley State University

CURRENT EMPLOYMENT

1995-Present Owner and Operator, Krupp's Novelty Shop, Lawn and Garden Center,
Lennon, MI

STATEMENT OF INTEREST

My experience as a parent causes me to believe strongly in public school choices for our children. Choice drives school quality and improvement. In the past, people had to move for their children to receive a good education. That was not fair. Parents now have that choice in public schools. As a result, parents are finally getting a chance to be directly involved. Their children are more successful.

The conscious decision made by parents to choose a school makes them get more interested in their children's success. It is important that children become lifelong learners. They will be learning all their lives, especially with technology. Technology makes us be retrained constantly. Kids get the skills and Americans keep jobs here at home.

Schools just cannot fit every child into the same mold. Children have to be given the opportunity to move at their own paces. We cannot afford to lose bright and low achieving children.

Choices in public schools will be the stimulus to improve public schools for all children.

I feel that I can contribute to the public discussion to improve the quality of education at the Mosaica Academy of Saginaw and in the Saginaw Valley. I accept the opportunity to do my part to provide a first class education for the children who attend the Academy.

**Mosaica Academy of Saginaw
Board of Directors**

Larry H. Polk

1107 East Outer Drive
Saginaw, MI 48601
Home: 517-777-8948
Office: 517-790-5507
Fax: 517-790-5566

Resident of Saginaw County
Spouse: Yvonne

School District: City of Saginaw
Children: Damaine-26, Yolanda-24 &
Ebony-12

EDUCATION

1975 Bachelor's Degree in Marketing and Business Administration Eastern Michigan University

CURRENT EMPLOYMENT

1979-Present Personnel and Labor Relations Manager, Controller's Office,
County of Saginaw

PROFESSIONAL & COMMUNITY ACTIVITIES

Males Monitoring Males, Saginaw City School District
Ministry with Probationers in Buena Vista Township, Church of God, Flint Fellowship
Lions Club
Catholic Diocese EOE Board

STATEMENT OF INTEREST

I believe strongly in bringing back into the educational system the basic fundamentals of child development, reading, mathematics, community awareness of personal contribution, including good citizenship in and out of school. I love children and I feel one of the best ways of showing that is to give back to them by assisting in creating as many positive opportunities at the earliest possible stage of their growth. I hope serving on this Board with men and women of like commitment will be of benefit to this goal.

**Mosaica Academy of Saginaw
Board of Directors**

Norwaine D. Reed

1529 Owen Street
Saginaw, MI 48601
Home: 517-753-2176
Office: 517-799-2821

Resident of Saginaw County
Spouse: Ceceil

School District: City of Saginaw
Children: Erin-22

EDUCATION

1972 Bachelor of Arts in Psychology
Social Work

Saginaw Valley State University

Graduate Studies in Guidance
and Counseling

University of Michigan

CURRENT EMPLOYMENT

1972-Present Probation Officer, Saginaw County Probate Court, Juvenile Division

PROFESSIONAL & COMMUNITY ACTIVITIES

Saginaw Valley Education Advisory Board
Volunteer Youth Programs in Buena Vista and Saginaw City

STATEMENT OF INTEREST

Success is borne of commitment. I have a strong commitment to working with our young people and I think for our youth to accomplish certain goals or personal objectives, they have to be committed. I like working with young people. I'm interested in their personal growth and development. I do what I can to see them grow to their full potential. As a coach, my athletes set goals in three areas: athletic, physical and academic. We have to achieve all three in life to be successful.

I am probably so deeply involved with youth because I see a strong need for guidance and for people to be directed toward positive development. I attempt to give kids things in a righteous sort of way that will enhance their growth in a very realistic fashion.

I believe honesty, reality and discipline are very necessary qualities for positive development with youth. Without them, both we and our young people are in for trouble.

Mosaica Academy gives me another opportunity to have an impact on the academic lives of children as they grow and develop. I welcome the opportunity to be part of an exciting program for all children.

III. INCLUDE DOCUMENTATION THAT STUDENTS TO BE TAUGHT IN THE MOSAICA ACADEMY OF SAGINAW ARE NOW INADEQUATELY SERVED AND DISCUSS HOW THEIR EDUCATIONAL NEEDS WILL BE MET WITH THE PROPOSED CHARTER SCHOOL.

Students to be taught in the Mosaica Academy of Saginaw ("MAS") will typically come from the school districts which make up the Saginaw Intermediate School District. MAS, initially a K-5 school, will serve grades 6-8 in its second phase and grades 9-12 in its final phase. Phases 2 and 3 will follow the terminous need, demand and readiness for expansion. Most prominent to the academy are the City of Saginaw, Saginaw Township, Buena Vista and Bridgeport-Spalding school districts. All of these school districts provide educational programs in the traditional setting defined by state and federal statute and regulations, by state and federal case law, and by union contracts. While MAS is also regulated by state and federal statute, case law, and potentially union contracts, the governance and operational structure of MAS grows out of the mission, goals, and objectives specified in the charter to which educational programs, work conditions, and employment contracts must conform. School districts and MAS are similar in their open enrollment for all children but differ dramatically in that MAS shapes its educational programs around a focused mission. MAS focuses on providing a world class public education for children by converging high technology with the humanities for a rigorous classical education, replete with contemporary relevance.

Documentation available from the school districts indicates the following characteristics which Mosaica considers as inadequacies of the education program currently serving students to be taught in MAS. Mosaica believes its management and educational programs will better meet the needs of those students who choose the Mosaica Academy of Saginaw.

III. INCLUDE DOCUMENTATION THAT STUDENTS TO BE TAUGHT IN THE MOSAICA ACADEMY OF SAGINAW ARE NOW INADEQUATELY SERVED AND DISCUSS HOW THEIR EDUCATIONAL NEEDS WILL BE MET WITH THE PROPOSED CHARTER SCHOOL.

Students to be taught in the Mosaica Academy of Saginaw ("MAS") will typically come from the school districts which make up the Saginaw Intermediate School District. MAS, initially a K-5 school, will serve grades 6-8 in its second phase and grades 9-12 in its final phase. Phases 2 and 3 will follow the coterminous need, demand and readiness for expansion. Most prominent to the academy are the City of Saginaw, Saginaw Township, Buena Vista and Bridgeport-Spalding school districts. All of these school districts provide educational programs in the traditional setting defined by state and federal statute and regulations, by state and federal case law, and by union contracts. While MAS is also regulated by state and federal statute, case law, and potentially union contracts, the governance and operational structure of MAS grows out of the mission, goals, and objectives specified in the charter to which educational programs, work conditions, and employment contracts must conform. School districts and MAS are similar in their open enrollment for all children but differ dramatically in that MAS shapes its educational programs around a focused mission. MAS focuses on providing a world class public education for children by converging high technology with the humanities for a rigorous classical education, replete with contemporary relevance.

Documentation available from the school districts indicates the following characteristics which Mosaica considers as inadequacies of the education program currently serving students to be taught in MAS. Mosaica believes its management and educational programs will better meet the needs of those students who choose the Mosaica Academy of Saginaw.

General Characteristics of School Districts

<u>Characteristics</u>	<u>Michigan</u>	<u>Sag City</u>	<u>Sag Twn</u>	<u>Buena Vista</u>	<u>BrdgSpald</u>
<u>Total Persons</u>	9,295,297	71,631	37,761	9,176	17,387
% Urban	70.52	97.79	98.26	88.99	66.69
% White	82.41	52.49	92.15	34.2	72.68
% Black	13.79	36.81	2.84	56.48	19.02
% Asian Pacif Isl	1.09	0.42	1.81	0	0.32
% Hispanic	2.04	9.63	3.03	8.73	7.29
% In Poverty	12.81	29.26	5.48	27.39	18.31
<u>Total Housing Units</u>	3,847,926	28,797	15,803	3,579	6,267
<u>Median Value</u>	60,062	33,247	73,335	31,400	43,736
<u>Median Income</u>	31,020	18,576	36,289	20,959	30,230
<u>Per Capita Income '89</u>	14,154	9205	17,939	9803	11,663
<u>Total Children</u>	2,148,161	19,360	7698	2220	4592
<u>Enrolled</u>	1,808,130	16,361	6739	1837	3924
% Public	87.75	90.11	76.38	93.41	90.3
% Private	12.25	9.89	23.62	6.59	7.7
% Urban	68.03	99.09	97.87	93.83	70.25
% White	77.85	38.12	88.85	13.42	63.11
% Black	16.91	46.07	3.4	74.68	25.54
% Asian Pacif Isl	1.34	0.84	2.83	0	0
% Hispanic	2.99	14.11	4.7	9.91	10.98
% In Poverty	17.74	40.6	7.01	41.71	27.68
<u>Students Per Teacher</u>	18	16	20	10	19
<u>Free/Reduced Lunch</u>	94-96 26.4	60	11	64	42
<u>Dropout Rate</u>	94-95 5.5	12	2	0.8	2.8
<u>Graduation Rate</u>	94-95 81.3	59.3	91.8	95.9	89.2
<u>MEAP % Satisfactory</u>					
Math—4	95-96 63.1	46.3	70.3	18.9	58.1
Story—4	95-96 78.6	69.4	83.8	51.4	79.9
Info----4	95-96 52.3	35.2	53.1	21.6	58.5
Sci-----5	94-95 75.6	44.5	85.6	37.2	60.7
Math—7	95-96 55	27.4	67.3	5.6	40.1
Story—7	95-96 70.7	55.8	84.2	36.8	57.5
Info----7	95-96 46.9	25.3	59.6	15.3	23.1
Sci-----8	94-95 61.8	26.5	71.1	64.4	41.3

School year and day

The U.S. Department of Education report, Prisoners of Time, (April 1994) opens the report with the following observations:

Learning in America is a prisoner of time. For the past 150 years, American public schools have held time constant and let learning vary. The rule, only rarely voiced, is simple: learn what you can during the time we make available. It should surprise no one that some bright, hard-working students do reasonably well. Everyone else—from the typical student to the dropout—runs into trouble.

Time is learning's warden. Our time-bound mentality has fooled us all into believing that schools can educate all of the people all of the time in a school year of 180 six-hour days. The consequence of our self-deception has been to ask the impossible of our students. We expect them to learn as much as their counterparts abroad in only half the time.

If experience, research, and common sense teach nothing else, they confirm the truism that people learn at different rates, and in different ways with different subjects. But we have put the cart before the horse: our schools and the people involved with them—students, parents, teachers, administrators, and staff—are captives of clock and calendar. The boundaries of student growth are defined by schedules for bells, buses, and vacations instead of standards for students and learning.

180 days per school year

The Mosaica Academy of Saginaw will provide 200 days of classroom instruction for students.

Six and a half hour school day, including lunch

The Mosaica Academy of Saginaw will offer a seven and a half hour school day, including lunch.

Social and nonacademic activities

The fixed schedule has been forced to respond to changes that have reshaped American life outside school. The result has been that educators do not have the time to do their jobs properly and academic time has been restructured to provide time for nonacademic activities.

Prisoners of Time (April 1994) states: "Given the many demands of schools today, the wonder is not that they (teachers) do so poorly, but that they (teachers) accomplish so much. Our society has stuffed additional new burdens into the time envelope of 180 six-hour days without regard to the consequences of learning."

limited technology

The Mosaica Academy will provide computer technology for students on a ratio of 1:3. The MosaicaNet will provide all students with an integrated, seamless network for instruction and communications, as well as approved access to the Internet.

Each teacher and administrator will have a laptop computer for use at home and school. MosaicaNet will provide an integrated network for instruction, communications, and administrative functions. All instructional and administrative personnel must be trained in the use and applications of technology.

Computers and other technological aids can rid teachers and administrators of mundane record keeping responsibilities. Technology makes it possible to escape the factory model mentality of school and to personalize learning. Students can move at their own pace. Effective learning technologies have piqued student interest and increased motivation, and as a result, have encouraged many students to spend more time on their studies and be more deeply involved in their learning.

Teaching and learning resources will be offered through a contract with a distance learning provider. Several distance learning programs include electronic field trips, interactive teleconferencing with international experts, advanced studies—enrichment and courses, and access to major publishers' print materials via fax.

Each student will have a home page on the Internet which charts individual instructional achievement. For security purposes, only the student, parent(s) and teacher will have access to the student's home page.

teacher tenure and its protections

Teachers will be expected to subscribe fully to the mission, goals, and objectives of the Mosaica Academy of Saginaw. Teachers will be on annual, at-will, performance-based contracts.

half-day kindergartens

MAS will provide a full-day kindergarten which will focus on child benefits. Kindergartners who are promoted to first grade will be ready for first grade—both academically and socially.

compulsory enrollment

Students at Mosaica Academy will be there by their parents' volition. Implicit in the conscious choice of a parent to enroll his or her child in MAS is a strong concern for the child's education. Educational research clearly indicates the favorable impact of parental concern for and involvement in a child's education.

Public perception of disorderly schools

There is the perception that public schools in the City of Saginaw and Buena Vista may not be safe, secure places to educate children. Mosaica Academy will stress traditional disciplinary practices which do not tolerate disrespect toward anyone at the school—teachers, administrators, support staff, volunteers, visitors, and most importantly, other students, or the disruption of classroom instruction or school order. Mosaica Academy of Saginaw will be a place for learning and good citizenship.

Academic promotion

Mosaica believes that students can be promoted from one grade to the next only on the basis of mastery and application of knowledge and skills designated for a grade level. MAS will administer the same standardized test(s) used by the Buena Vista school district, provided the test assesses curriculum content which aligns with the Michigan core content standards. If the test aligns poorly with state standards, MAS will administer the standardized test which is the most representative of the school districts from which the students have transferred.

Each student will have a personal learning plan developed cooperatively by the student, parent(s), and teacher. Technology will provide an instructional management program to record student progress. In addition to the teacher, the student and his or her parents will have access to the student's record. Mosaica believes effective assessment of progress should be available daily to students and parents.

Mosaica believes in multi-faceted assessment of students' work. Assessment will include the Michigan core curriculum's education assessment program (MEAP), the standardized test used by the local school districts, criterion reference tests for the educational materials used, and portfolios to provide authentic assessment of student work. MAS expects to demonstrate improved student achievement on all measures reported to the public.

After school programs will be provided to students who need additional instructional assistance to keep pace with their peers. These tutorial sessions will be supervised by properly trained teachers.

Mosaica understands that some students will need additional time for genuine mastery of academic materials. Prisoners of Time (April 1994) states the following:

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

Inconsistent level of leadership by principals

Educational Research Service reports that strong instructional leadership of the principal is the single most important characteristic of effective schools. Because Mosaica operates on a one-school-at-a-time model, budgets the principal's salary above the local averages, and is not guided by tenure requirements, MAS will be able to attract a strong instructional leader who shares a vital commitment to the principles of Mosaica Education. Additionally, above average compensation and strong accountability standards will allow Mosaica Education, Inc. to ensure strong, sustained leadership at the school site.

Limited parental involvement

Critical to effective schools is parental involvement. Unfortunately, parental apathy exists with a significant number of public school students. Students clearly need a strong adult influence in their lives. Evidence substantiates a high correlation of student success with parental involvement. Public schools can encourage parents to be involved in their children's education and schools can be made more inviting, only to reap disappointing results from parents of children living in poverty.

Mosaica Academy of Saginaw will incorporate into its prospectus that parents are expected to select from a variety of voluntary service options and to be actively involved in their child's education both at home and at school. Service options will be designed to engage parents directly in some aspect of their child's education at MAS, at least one or more times per month. The Code of Student Conduct will outline responsibilities of parents, in addition to the responsibilities of administrators, teachers, staff, and students. Parents and students will be required to join principals and teachers in signing the Code to state that each respective partner in a child's education has read and understood the Code. In instances of unacceptable student behavior at school, parents will be required to assume an active role in resolving the problem.

Mosaica Academy will offer evening and weekend sessions for parents to empower them with a working knowledge of the Paragon Curriculum, instructional projects, assessment, and other academic concerns. The integrated, thematic curriculum builds significantly on the traditional curriculum, comprised of Reading/Language Arts, Math, Science, Social Studies and the Arts. It is important that parents be able to communicate with their children about their schoolwork and that they feel qualified to assist them with homework.

MosaicaNet will also assist parents in obtaining information from the school regarding homework and in communicating with teachers and administrators via e-mail.

Inconsistency of instruction within grades due to lack of cohesive instructional program and lack of instructional continuity across grades

MAS will employ the framework of the Paragon Curriculum which ensures both consistency of instruction within grades and continuity across grades. Organization of the Paragon Curriculum as ten phases of four week units of instruction permits the school to focus on a theme, allows students who can advance more rapidly in some subjects to be placed with students in a higher grade at which the instruction is more challenging, and generates consistency of assessment to ensure achievement of performance standards on which to make more reliable promotion/retention and tutorial decisions. The technology-based instructional management system and multifaceted assessment practices provide immediate feedback on a student's progress.

Instructional disruptions for announcements, pullout programs, and planning inefficiencies

MAS will establish time-on-task guidelines to ensure a disruption-free instructional climate for the core subjects in the morning. Announcements and pullout programs will not be allowed during the "sacred" traditional core subject instructional time.

Large schools

MAS will be organized into Schoolhouses of 75-150 students to emphasize a personal structure for students.

Teacher education

All teachers in MAS will be trained to teach Reading and Language Arts and to use technology for instruction, assessment, data management, and communication. Teachers will be talented communicators, purveyors of content knowledge, and professionals trained in effective pedagogy.

Teacher in-service education

In-service education in a Mosaica school will be customized to the population of students and to the Paragon Curriculum. Mosaica training will also be on-going and connected. This contrasts to the more general approaches to in-service education prevalent in school districts which arises from their less focused missions, goals, and objectives.

A recent Rand study reveals that new teaching strategies can require as extensive a period as 50 hours of instruction, practice, and coaching before teachers become comfortable with them.

The widespread use of technology in the Mosaica Academy of Saginaw requires extensive teacher training. MAS is committed to providing the depth of pre-service and in-service training necessary to ensure exemplary teaching practices.

Lack of before and after school programs to provide extra help to students whose performance is not satisfactory.

MAS will provide before and after school child care for parents at a fee from 7:00 a.m. to school opening and from school closing until 6:00 p.m. five days a week. Mosaica Academy will also provide a summer camp option for children who attend MAS and local schools.

In addition to child care and summer camp, MAS will employ trained teachers to provide tutorial services for students who are not performing satisfactorily in the classroom. One-hour tutorial services will be provided daily, free of charge to parents, until the teacher is satisfied with the student's progress .

Limited offerings in the arts

MAS will extend the three Rs of Reading, wRiting, and aRithmetic to include aRts or Reasoning. The Paragon Curriculum uses the Socratic method as a critical teaching technique. The aRts include art, music (vocal and instrumental), dance and theatre. They will be fully integrated into the interdisciplinary Paragon Curriculum. The extended school day and extended school year afford Mosaica Academy of Saginaw the advantage of a rich arts experience for its students without compromising its commitment to the mastery of basic academic skills. Mosaica views the arts as an expression of our cultural experience and as essential to a complete education for its students.

Limited foreign language experience, even for students with limited English proficiency

Mosaica Academy will provide instruction in Foreign Language for all its students beginning in Kindergarten. Spanish will be the initial target language for students.

Students with limited English proficiency will receive entry services through our newcomer program of intensive introduction to the English language and culture and will provide extended tutorials after school for those students who want to accelerate their command of the English language.

Fixed teacher assignments

Instead of having a different teacher every year, students in the Mosaica Academy of Saginaw will progress through grades K-2 and 3-5 with the same teacher, a practice referred to as primary care teaching. Primary care teaching provides advantages for children, including a personalized student-teacher relationship, longitudinal teacher accountability for student achievement, and open communications between parents and teachers.

V. PROPOSED ARTICLES OF INCORPORATION (Attached as Exhibit 1)

V. BYLAWS OF THE MOSAICA ACADEMY OF SAGINAW WILL INCLUDE ALL OF THE FOLLOWING:

V.A. GOVERNANCE STRUCTURE OF MOSAICA ACADEMY OF SAGINAW

The Board of Directors, which will be appointed by the University Board of Trustees, shall have all the powers and duties permitted by law to manage the business, property, and affairs of the corporation. The Board of Directors will assure that MAS operates according to the terms and conditions of its authorizing contract, as well as all applicable federal and state laws.

V.B. EDUCATIONAL GOALS AND PROGRAMS

Mission Statement

MAS's purpose is to open portals of opportunity for children through excellence in education. The school will serve as a community pillar for life-long learning, pride, and self-actualization. MAS will prepare children to be informed, responsible world citizens who will proceed through their endeavors with purpose.

The educational goals and programs described in this section have been developed, in part, to stimulate innovative teaching methods, and this fulfills the requirements of Section 511(1) of the Code.

Goals of the Mosaica Academy of Saginaw

MAS will undertake the process to achieve "accredited" status from the Michigan State Board of Education. MAS will meet or exceed the state board-approved standards for the areas of school operation that are directly associated with instruction and with student achievement: curricula, school and community relations and student outcomes. We are confident that we will also satisfy the areas of school operation related to administration and school organization, staff, school plant and facilities and school improvement plans. Our primary focus will be dedicated to exemplary student achievement. The following reflect the educational goals of MAS:

- To instill in students enthusiasm for learning, eagerness for academic challenge, passion for excellence, and determination to be good citizens at school and in the community.
- To provide an academic village of SchoolHouses, comprised of all grade levels in K-5, in which children can develop their intellectual, social, psychological and vocational capabilities.
- To create a strong sense of community between parents and their children with principal, teachers and support staff.

- To build trust and confidence in the Saginaw Valley that children who attend Mosaica Academy meet and exceed high academic standards, as evidenced by performance at school, at home, in the community and on the job.
- To provide students with a well-rounded education of basic skills arts, reasoning, ethics and enlightened citizenship.
- To provide the means for every child to develop a strong sense of belonging at school and with peers.
- To model and demonstrate ways for students to develop and exhibit self-discipline, self-respect and respect for others.
- To assist all students in becoming responsible, self-directed learners.
- To hold students to rigorous standards of academic and personal achievement and to provide the support necessary to assist them in fulfilling the full range of their respective intelligence.

EDUCATIONAL PROGRAMS

Design

Because small schools work most effectively in educating children, MAS will divide the larger school into smaller SchoolHouses of 75-150 students, comprised of students from each of the grade levels. Each SchoolHouse will feature a team of no more than seven teachers and tutors. Supplemental instructors and learning specialists will “float” between these SchoolHouses.

To enhance the family-school collaboration and to foster a stable environment conducive to social and academic mastery, MAS will employ a Primary Care model in teaching K-5. One teacher will serve as primary educator of a single class, moving with the children through the various grade levels. All teachers and tutors in each SchoolHouse will work together as a team to guide their respective students through the entire curriculum. Because all teachers will have experience with the full range of the curriculum, they will be able to collaborate on ideas for making historical eras come alive for their students by drawing contemporary analogies relevant to them.

Although students will master the curriculum content specific to their grade level, they will work with other students in their SchoolHouse for enrichment programs and for further developing math and reading skills.

MAS will hire educators who believe that excellence derives from mastering details and comprehending concepts, rather than from natural ability or social privilege. Students will be expected to apply themselves in order to master materials fully and make the concepts their own. Tutorial assistance from the primary teacher, tutor and/or school mate will ensure that no one falls behind.

MAS will not track children by ability, convinced by compelling evidence that early tracking typecasts children into polarized groups of winners and losers. For slower learners, consigned to watered-down curriculum, the judgment too often becomes a self-fulfilling prophecy. Instead MAS teachers will compel

all students to excel by concentrating on engaging every child in learning and by holding students to high standards. All students, including the best and brightest, will be stimulated and challenged by the Paragon Curriculum.

The premise for MAS is that character development and personal management skills should form the basis for schooling--students must be empowered to take responsibility for their own learning and development. The school should facilitate the learning process within an environment that encourages high ethical and academic standards and reinforces the positive values taught at home.

Curriculum

Consistent with the intent of the Michigan Department of Education in the development of the proposed Core Curriculum Content Standards (September 1994), MAS will use this curriculum to stimulate innovative teaching strategies and will thus fulfill the requirements of Section 511(1) of the Code.

MAS will dedicate morning sessions to developing the skills of reading, writing and mathematics. The afternoon sessions will feature a unique, fully integrated interdisciplinary program based on the history of ideas in world culture. Morning reading and writing sessions for grades 3-8 and occasionally for K-2 will be based on Paragon Curriculum selections. MAS will use the Junior Great Books series to develop reading skills in K-2. A minimum of four hours daily will be dedicated to the core academic subjects.

MAS will employ the content-rich Paragon™ Curriculum which reflects years of research and the best practices of schools world-wide. The Paragon Curriculum Design Team is currently developing user-friendly daily lesson plans which feature class activities and teacher options to customize the content to suit the interests of his/her students.

Paragon provides a fully integrated curriculum which blends the disciplines of *Literature and Philosophy; World History; Social Studies and Geography; Visual Arts and Music; Science and Foreign Language*. Paragon fortifies and extends a traditional math program taught in the morning session.

The interdisciplinary program proceeds chronologically from the ancient world in the first academic month to contemporary world culture at the year's end. Although each grade works on the same era simultaneously, the curriculum content and learning projects will increase in complexity from one year to the next. Through this simultaneous engagement, the SchoolHouse encourages cooperation, mentoring and interdependency of study. The spiral approach builds depth through multiple layers, reinforcing and building on familiar skills and concepts to cultivate expertise, so that children work with complex materials with the ease of experts.

MORNING SESSION: TRADITIONAL CORE SUBJECTS AND ESSENTIAL SKILLS

READING

Reading The scope and sequence of basic reading involves mastery of "tool skills" in three areas. The skill areas gain in difficulty and spiral through the primary grades 1-3. MAS will use the Junior Great Books series, in conjunction with Hands on Phonics by Scholastic, to develop reading skills in K-2 when children are making the transition from learning to read to reading to learning. Emergent readers at MAS will also read books from the Scholastic series, Wiggle Works, a complete early literacy system which features 72 leveled print titles supported by multimedia software and excellent teacher support materials.

MAS will provide a balanced approach to Reading instruction which combines the explicit teaching of mechanical skills necessary to cultivate fluency, along with the whole language activities designed to stimulate the young intellect and imagination and to inspire a love of reading. Roger Sensenbaugh writes in "Phonemic Awareness," in ERIC Digest, 1997, that a child's success in learning to read derives from three powerful predictors: 1) the preschooler's ability to recognize and name letters of the alphabet; 2) the child's general knowledge about text; and (3) his/her awareness of phonemes. MAS attempts to set children up for success by developing in emerging readers these early aptitudes, and by blending explicit phonic instruction with whole language methodologies.

MAS concurs with the Position Statement of the International Reading Association (January, 1997):

When phonics instruction is linked to children's genuine efforts to read and write, they are motivated to learn. When phonics instruction is linked to children's reading and writing, they are more likely to become strategic and independent in their use of phonics than when phonics instruction is drilled and practiced in isolation. The most important element in the process of learning to read is that of acquiring the series of strategies that will allow children to decode or sound out words that are already in their vocabulary.

Primary Reading Skills

Systematic Scope and Sequence of Phonics

Letter Name Recognition

Phonemic Awareness

Explicit Phonics Instruction

Blending and Word Building

Sight word identification (recognition of high frequency vocabulary)

Word Identification

Reading fluency - speed of word recognition in running text

Comprehension

Literal

Interpretive

Evaluative

The shared inquiry method espoused by the Junior Great Books series, as well as the multicultural reading selections make for a very compatible fit with the content-rich Paragon curriculum, which is

based on the history of ideas in world culture. A complete list of the reading portion of the Junior Great Books series is attached, along with the JGB K-12 attached as exhibit 2.

Paragon students will:

Increase vocabulary by maintaining an on-line dictionary. Sophisticated vocabulary and critical concepts derive from skilled teaching of content-rich material over a long test of time and convey relevant meaning to students.

Acquire reading aptitude, vocabulary and critical thinking strategies in a rich learning environment. Paragon allies the decoding of language with the application of critical thinking skills.

Practice letter and sound recognition by reading both aloud and silently for a long time material that is engaging and content-rich.

Master decoding strategies in reading

Phonetic strategies - letter combinations, sound blends

Structural analysis - Character, plot and motivation in narrative;

Global point and supporting evidence in expository texts

Immerse themselves in quality literature which traverses boundaries between

Interpretive Reading and Discussion

Paragon employs an integrated interpretive reading and discussion program across the curriculum. Paragon's interpretive activities enable students to express their reactions as they read, develop a sensitivity to language, value their own ideas and explore new ideas through writing. Through the curriculum, students practice critical thinking skills: recalling and organizing details from the story, drawing inferences, identifying motives, and finding the main idea of a passage or the text as a whole.

The activities involve reading the selection twice - once for general meaning, and once for making notes while thinking of a central question. Next the group discusses answers to which there are many possible interpretations. Finally, each student writes a question related to the theme of discussion.

Interpretive reading involves the following objectives:

Reading comprehension - The student will:

read aloud fluently and expressively
remember and locate relevant passages
recall details
derive word meanings from context

visualize characters and incidents
show greater interest in reading

Critical Thinking - The student will:

grasp the concept of interpretive reading and entertain more than one possible answer
back up ideas with evidence from the text
raise their own interpretive questions
revise and improve upon their original answers

Speaking and Listening - The student will:

maintain purposeful, considerate discussion
state their own ideas clearly and fully
agree or disagree with other ideas
synthesize and build upon other's ideas

Writing - The student will:

respond readily to a question or writing topic
provide reasons and evidence for ideas
relate personal experience to interpretive ideas
consider more than one side of an issue
demonstrate their grasp of story theme or form by using it in their writing

Reading Outcomes**Construction of Meaning**

At the elementary and middle school levels, students will:

1. Construct a statement of central purpose of theme;
2. Use text genres, structures, and features as an aid to building consistencies;
3. Plan for reading (set purpose, activate prior knowledge), evaluate (determine whether meaning is being constructed), and regulate (set the pace of) their skills (metacognition);
4. Integrate textual information from within sentences, and/or within a whole text, with information outside the text and with their own knowledge;
5. Recognize words from phonetic analysis, linguistic knowledge, and the context of the word;
6. Formulate vocabulary meaning, concepts, themes, and major and supporting ideas from within and across texts;
7. Evaluate and react critically to what has been read; and
8. Recall and recognize text-based information.

Knowledge About Reading

At the elementary and middle school levels, students will:

1. Explain why reading is construction of meaning;
2. Describe how reading is communication with the author;
3. Identify reader characteristics, text factors, and context factors which influence reading;
4. Know the reader strategies and how they facilitate the constructions of meaning from from text; and
5. Evaluate their own level and range (purpose, text, genre, sophistication) of performance in reading.

Attitudes and Self Perceptions

At the elementary and middle school levels, the students will:

1. Describe the influence of their self-perception of their competencies and positive attitude on their reading performance; and
2. Meet their needs through reading for knowledge, pleasure, and to perform tasks.

WRITING

Writing - Constitutes an integral part of the Paragon curriculum. Writing assignments develop from discussions in Socratic "Circle" Seminars based on Paragon reading, multimedia, fine art and scientific selections. The methodology for Circle Seminars draws from Mortimer Adler's work on the Paideia approach.

Students write for a variety of purposes and projects. Some are daily assignments such as in journals, some are short term assignments involving very few drafts such as letter writing and project proposals. Still other writing assignments are longer term (typically 4 weeks) and are assignments based on a theme of World Culture in a historical context. Each type of writing is distinct from the others and involves discrete sub-skills in reading, writing, thinking, and listening.

Long-term thematic writing assignments are either narrative or expository in nature. Expository research assignments usually focus on a body of knowledge in one of the subject matter areas such as literature, social studies, science, mathematics, etc. Student works range from "Life in the Times of the Renaissance," "Piranhas of the Amazon," "The Sinking of the Edmund Fitzgerald," and "Star Wars as Contemporary Mythology." Narrative material usually is organized around models of literary genre such as fables, folk tales, historical fiction, modern fiction, science fiction, poetry, fantasy, adventure, and mystery. Students use elements of style unique to each genre as models for their own writing.

Grammar and phonetic instruction arise authentically from these writing and editing experiences. Rather than isolate the teaching of these tools, Paragon demonstrates their applicability by teaching phonetic principles at the initial reading stage of a new selection and by conveying grammatical concepts at the final editing stage of a writing assignment.

Writing skills include but are not limited to:

1. Ability to write a coherent draft.
2. Willingness to take suggestions from teacher and peers.
3. Ability to give constructive feedback to peer's draft.
4. Attempts to incorporate colorful language.
5. Responsibility-taking for revision.
6. Proofreading (using checklist).
7. Adherence to writing deadlines.
8. Writing folder organized and up-to-date.
9. Ability to take meaningful notes.
10. In content areas, incorporating and seeking out multiple references.

MAS students will learn:

- to discern what constitutes a point worth making
- to generate, organize and outline ideas
- to develop strategies for creating compelling, convincing content
- to recognize and cite evidence to support a given argument
- to compare and to synthesize ideas
- to write with sophistication and fluency
- to divide the writing process into partial tasks
 - brainstorming
 - road-mapping
 - first draft for ideas and creativity
 - outlining and refining
- editing
 - background/foreground information
 - agent/action sentences
 - voice and tense
 - weaving in reference materials
 - documenting sources (when appropriate)
- revised draft for clarity and context

Paragon's interdisciplinary selections for Socratic "Circle" Seminars compel students to write clearly and convincingly about great ideas which bridge boundaries between disciplines.

Reference materials (print and on-line):

- Encyclopedia
- Dictionaries
- Atlases
- Library and Internet Sources

Writing Outcomes

Writing is both a way of thinking and communicating, as well as a mode of learning in all curricular areas. It can be a means of self-discovery, of finding out what we believe and know. Writing serves both the public and personal needs of students.

Paragon teaches writing within the framework of the writing process: prewriting, drafting, revising, proofreading, and publishing. Students maintain their writing in on-line portfolios for the purposes of reporting to parents, "conferencing" with teachers, and determining growth in writing.

Generating Ideas and Considering Audience

At the elementary level, students will:

1. Draw pictures and talk about stories they wish to tell;
2. Listen to and talk about stories they have heard read aloud;
3. Brainstorm and web topics about which they choose to write;
4. Self-select writing topics which tell stories, share information, or are the basis for a poem or a play;
5. Select and use an appropriate prewriting strategy such as webbing, brainstorming, discussion, interviewing, or reading and research;
6. Identify the audience and purpose for which the writing is intended;
7. Write for a variety of purposes, such as sharing information, telling personal experiences, and persuading others of their point of view; and
8. Write in a variety of forms such as letters, poems, reports, stories, plays, and responses to literature.

At the middle school level, students will:

1. Use a repertoire of prewriting strategies, such as mapping or webbing, visualizing or imagining, discussion, reading and research, interviewing, brainstorming, classifying, or outlining;
2. Vary diction and tone according to the audience and purpose;
3. Evaluate and set goals for improving their own writing.

MATHEMATICS

MAS will teach mathematics as a discrete subject in the morning session which is not subject to interruptions of any kind. In the interest of curricular continuity and quality assurance, MAS will adopt a school-wide program, the new "Everyday Math" based on the research of the Univ. of Chicago and incorporating a well-designed manipulative element. Mosaica's software curriculum alignment program will ensure that "Everyday Math" meets or exceeds the Michigan Curriculum Content Standards.

Although students will be expected to achieve mastery of all the basic computational skills, MAS regards mathematics as far more than a calculating tool. Students will devote a considerable amount of time to solving complex problems that require interpretation and analysis beyond the superficial level. Instead of merely memorizing assorted formulas by rote, students will acquire an understanding of the fundamental ideas of mathematics and its logic.

The rich and varied applications of math will be integrated into the Paragon Curriculum through Science ("Tools, Technology, and Innovations") units under each of the ten Human Eras. Moreover, by studying the lives of great thinkers in the history of ideas, students will encounter the intellectual contributions of prominent mathematicians and will apply their theories to concrete mathematical activities.

The MAS mathematics program will fulfill the following objectives:

- Problem solving
- Reasoning and estimation
- Making connections across the curriculum
- Number sense and numeration
- Concepts of number operations
- Statistics and probability
- Geometry
- Measurement
- Computation
- Fractions
- Patterns
- Elementary algebra

MAS will work to cultivate concrete mathematical literacy in students. A mathematically literate individual is one who:

1. Values mathematics;
2. Has confidence in his/her ability to do mathematics, demonstrating conceptual knowledge as well as computational facility;
3. Knows how to apply conceptual knowledge, computational skills, and technological tools to problem solving;
4. Communicates mathematical ideas orally and in writing;
5. Reasons mathematically.

AFTERNOON SESSION:**THE PARAGON CURRICULUM:*****A World of Ideas That Make A World of Difference*****Across Eras, Continents and Disciplines**

Influenced significantly by the contributions of educators such as Marva Collins (Westside Preparatory School) and E.D. Hirsch, author of Cultural Literacy and Founder of the Core Knowledge Foundation, the Paragon Curriculum is predicated on the idea that we must impart to all children the content knowledge and academic skills which will provide them with the necessary intellectual capital to succeed in mainstream culture.

Paragon's fully integrated, chronological approach demonstrates how one idea builds on and evolves into another. The curriculum illustrates how sweeping cycles of conflict and resolution repeat themselves and leads students to understand how and why various world cultures have risen to power and prominence, only to be supplanted by new precedents set by others.

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

The Paragon Curriculum is designed around ten ages of history or **Human Eras**, which constitute the monthly conceptual themes:

<i>The Ancient World</i>	40,000 B.C. to 500 B.C.
<i>The Classical World</i>	499 B.C. to A.D. 500
<i>Trading Goods and Communicating Ideas</i>	501 to 1100
<i>The Middle Ages</i>	1101 to 1460
<i>The Renaissance</i>	1461 to 1600
<i>Empire, Trade and Ideology</i>	1601 to 1707
<i>Slavery and Revolution</i>	1708 to 1835
<i>Unification and Colonization</i>	1836 to 1914
<i>The World at War</i>	1915 to 1950
<i>The Global Village</i>	1951 to Present Day

(Sources: Bring History Alive: A Sourcebook for Teaching World History ed. Ross E. Dunn & David Vigilante; The Kingfisher Illustrated History of the World)

Aligning Paragon with Local and State Standards

Although all Paragon students will immerse themselves in the historical, cultural and scientific world view of the **Human Era** they are studying simultaneously with other grade levels, each grade will focus on a unique **Global Understanding**. The monthly conceptual theme, or **Global Understanding** allows teachers to foreground one unifying principle over others and to render reading, writing and academic content far more focused. This also enables Paragon to satisfy various local and state curriculum standards by highlighting those areas that students are expected to master at a specific grade level. Paragon provides continuity by maintaining the over-arching chronological order dictated by history, but accommodates specific content standards with monthly units based on a conceptual theme which can be adapted for different grade levels. Paragon aligns its curriculum units with national, state and local district needs, freeing faculty to spend their time crafting creative and compelling lessons for the unique interests and needs of their students.

Examples of **Global Understandings** in the **Paragon** curriculum include:

Culture

- a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns;
- b. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference;
- c. describe ways in which language, stories, folk tales, music, and artistic creations serve as expression of culture and influence behavior of people living in a particular culture;
- d. compare ways in which people from different cultures think about and deal with their physical environment and social conditions;
- e. give examples and describe the importance of cultural unity and diversity within and across groups.

Time, Continuity, & Change

- a. demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views;
- b. demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships;
- c. compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past;
- d. demonstrate an understanding that people in different times and places view the world differently;
- e. use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues.

People, Places, & Environments

- a. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like;
- b. explore ways that the earth's physical features have changed over time in the local region and beyond and how these changes may be connected to one another;
- c. observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;
- d. consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond.

Individual Development & Identity

- a. describe personal changes over time, such as those related to physical development and personal interests;
- b. describe personal connections to place--especially place as associated with immediate surroundings;
- c. describe the unique features of one's nuclear and extended families;
- d. show how learning and physical development affect behavior;
- e. identify and describe ways family, groups, and community influence the individual's daily life and personal choices;
- f. explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions;
- g. analyze a particular event to identify reasons individuals might respond to it in different ways;
- h. work independently and cooperatively to accomplish goals.

Individuals, Groups, & Institutions

- a. give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture;
- b. identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts;
- c. identify and describe examples of tension between an individual's beliefs and government policies and laws;
- d. give examples of the role of institutions in furthering both continuity and change;
- e. show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.

Power, Authority, & Governance

- a. give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict;
- b. identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations;
- c. explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts;
- d. recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.

Production, Distribution, & Consumption

- a. describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services;
- b. use economic concepts such as supply, demand, and price to help explain events in the community and nation;
- c. apply knowledge of economic concepts in developing a response to a current local economic issue, such as how to reduce the flow of trash into a rapidly filling landfill.

Science, Technology, & Society

- a. identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, child care, work, transportation, and communication;
- b. describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation of resources and awareness of chemicals harmful to life and the environment;

Global Connections

- a. explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding;
- b. give examples of conflict, cooperation, and interdependence among individuals, groups, and nations;
- c. examine the effects of changing technologies on the global community;
- d. explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species;
- e. investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war.

THE ALCHEMY OF ACADEMICS IN PARAGON

The Paragon Curriculum is designed with the express purpose of developing and implementing state-of-the-art teaching, learning, and curriculum practices with kindergarten through grade eight students. Toward that goal, Paragon's curriculum is not traditional because it does not stop with the prescription of concepts to be learned. Instead we consider curriculum to be comprised of the following elements:

- Teaching as
 - Direct instruction
 - Shared inquiry
- Learning defined as
 - An active process of sense-making and knowledge construction that takes place mostly through social participation in authentic tasks.
- Curriculum areas
 - Language Arts (Reading, Writing, and "Classical/ Comparative" Literature featured in morning session)
 - Social Studies, History, Geography (These form the thematic framework for Paragon)
 - Science (Lessons on the development of tools and technology across cultures and through time illustrate the chronological paradigm shifts in human understanding of the material world)
 - Fine Arts (Art and Music in relation to historical, multicultural and contemporary standards)
 - Foreign Language (Taught entirely in the target language and tied thematically when possible to the Paragon vocabulary)
 - Physical Education (Mainstream sports and historical, ethnic variations develop kinesthetic intelligence)
 - Mathematics (Applications through Science and biographies of great thinkers supplement and enrich a traditional math program taught in tandem with Paragon. The traditional school-wide math program is taught in the morning session.)
- Authentic and Relevant Outputs
 - Student work
 - Demonstrations
 - Unstructured performances
 - Creations
- Competencies
 - Response ability
 - Expert ease

Curriculum areas and competencies are explained further below:

Integrated interdisciplinary work

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

Global Understanding -- the Paragon Framework

- Reflects the grand, sweeping patterns in the evolution of cultural world views.
- Represents a breakthrough in how people see themselves, their purpose or their relation to the physical world. Also exemplifies a transition in awareness of the material world or universe.
- Defines a prevailing world view.
- Illustrates a "great" idea with relevance, significance and endurance which transcends time and place.
- Addresses the "so what" question that we would have students consider in their writing, performances and presentations.
- Amplifies the role of common people who become heroes in developing ideas, inventions and art that become mainstream social norms

Paragon instills and cultivates the following:

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

THE CONTENT CORE OF THE PARAGON CURRICULUM

HISTORY AND SOCIAL STUDIES

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

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

It is within this context that the Paragon curriculum was conceived. It pays attention to the specific contributions of history, the social sciences, humanities, fine arts, the natural sciences, and other disciplines, while simultaneously providing an umbrella for the integrative potential of these several disciplines. This characteristic is the nature and strength of Paragon: recognizing the importance of the disciplines and their specific perspectives in understanding topics, issues, and problems, but also recognizing that topics, issues, and problems transcend the boundaries of single disciplines and demand the power of integration within and across them.

SCIENCE

Science will be fully integrated into the Paragon Curriculum, which features biographies of great scientists, accounts of break-through discoveries, and detailed hands-on activities for students to stimulate interest in the scientific method. The interdisciplinary approach enables students to see science as an integral part of their lives, rather than as a daunting discipline.

Science lessons will correspond to a strand on "Tools, Technology, and Innovations," which falls under each of the ten units on chronologically sequenced Human Eras.

Mosaica's distance learning program will serve to engage students significantly in the science curriculum. A video field trip, for example, will enable students to visit temple relics of ancient Inca and to uncover the mystery of how immense stones were elevated to great heights and constructed into seamless monuments without brick, mortar, pulleys, or wheels. Furthermore, real-time interviews with contemporary great thinkers will enable MAS students to confer directly with a NASA astronaut involved in the Sojourner mission, a paleontologist, or any other authority in a field of interest and of relevance to them.

The goal of the Paragon curriculum is to enrich the science by integrating it with the liberal and fine arts, as well as the social sciences, the synthesizing strands that weave together the Paragon curriculum. Because mathematics is the language of science, it too becomes part of the Paragon experience for students.

Paragon's curriculum addresses the agenda set forth in Science For All Americans, 1990, by F. James Rutherford and Andrew Ahlgren, which prescribes eight areas of study:

1. The Nature of Science

The scientific world view, inquiry, and enterprise

2. The Nature of Technology

Science and technology, principles of technology, technology and society

3. The Physical Setting

The universe, the earth, the forces that shape the earth, the structure of matter, transformations of energy, the motion of things, the forces of nature

4. The Living Environment

Diversity of life, heredity, cells, interdependence of life, the flow of matter and energy, evolution

5. The Human Organism

Human identity, the life cycle, basic functions, learning, physical health, mental health

Human Society

Cultural effects on behavior, group organizations and behavior, social change, social tradeoffs, forms of political and economic organization, social conflict, worldwide social systems

7. The Designed World

The human presence, agriculture, materials, manufacturing, energy, resources, energy use, communication, information processing, health technology

8. Historical Perspectives

Displacing the earth from the center of the universe, uniting the heavens and the earth, uniting matter and energy, time and space, extending time, setting the earth's surface in motion, understanding fire, splitting the atom, explaining the diversity of life, discovering germs, harnessing power

Science units will meet or surpass the content standards outlined by the Michigan Department of Education. MAS is committed to equipping students with scientific literacy through the integrated Paragon curriculum. A scientifically literate individual is one who:

1. Understands fundamental laws of nature;
2. Makes the connection between observable phenomenon and physical principles;
3. Knows how to apply the scientific method;
4. Applies conceptual knowledge and laboratory skills to problem solving;
5. Is proficient in the implementation of basic laboratory techniques; and
6. Reasons scientifically.

TECHNOLOGY AND COMPUTER LITERACY

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

MAS will actively foster technological literacy in students. The technologically literate individual is one who:

1. Is aware of the role and impact of technology upon society, and the related issues such as information access and manipulation;
2. Accepts the responsibilities associated with living in the technologically oriented Information Age;
3. Identifies when to use technology to solve a problem or accomplish a task and then selects and utilizes the appropriate technological system; and
4. Uses technology as a tool for obtaining, organizing, and manipulating information and for communication and creative expression.

THE ARTS

Art, drama, music and dance interrelated to the core curriculum draw many marginal students into the center of learning. Acting vicariously (not acting up) enables students to try on different roles without compromising their quality of life.

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

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

For a fee, after school enrichment programs will provide opportunities for MAS students to cultivate further their interest in the arts through vocal and instrumental instruction, dance and martial arts options and art lessons.

FOREIGN LANGUAGE

Art, music, physical education and foreign language classes are taught by specialists who are trained to link their programs to the Paragon Curriculum. Rather than relegate these disciplines to the periphery of the curriculum, Paragon's design integrates them into its interdisciplinary center.

Paragon treats foreign language as an integral part of the core curriculum, providing all instruction in the target language to simulate an environment of immersion. Spanish instruction will commence in kindergarten and will build purposefully toward proficiency with each successive grade level. Communication will be lively and animated with vocabulary content tied thematically to the integrated curriculum. Moreover, multimedia pedagogical resources (videos, CDs, CD-Roms, children's books) in the target language will convey to students the cultural experiences of their peers in Spanish-speaking countries. MAS will strive to cultivate the natural facility of younger students for foreign language acquisition by beginning at an early age with a high quality program.

How will MAS achieve academic excellence through the Paragon Curriculum?

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

To develop this skill category, Paragon increases the student's ability to use the writing process and to classify, interpret, analyze, summarize, evaluate, and present information in well-reasoned ways that better decision-making for both.

Paragon cultivates the student's ability to conceptualize unfamiliar categories of information, establish cause/effect relationships, determine the validity of information and arguments, and develop a new story, model, narrative, picture, or chart that adds to the student's understanding of an event, idea, or persons while meeting criteria of valid social studies research. The interdisciplinary Paragon Curriculum expands the boundaries of traditional, segmented courses to enable children to define their roles and responsibilities as enlightened citizens.

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

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

- individual beliefs/majority rule
- obeying the law/the right to dissent
- cultural variety/cultural assimilation/uniformity
- community progress/individual liberties
- individual rights/public safety

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Orchestrating the Paragon Curriculum

Consider the metaphor of a musical ensemble such as an orchestra (the Paragon program) as it performs a specific musical composition (a grade level or specific course within the curriculum). At certain times, one instrument (a discipline such as history) takes the lead while others (such as geography and economics) play supporting roles. At other times, several instruments (history, fine arts, literature, etc.) or the full ensemble play together to fully address the composer's thematic aims. The quality of the performance is the result of the composer's creation of the music (design of the Paragon curriculum with the animated spark of creativity derived from exemplary teaching), the unique qualities of individual instruments (the contribution of individual disciplines), the acoustics of the setting (expertise of curriculum planners and teachers, school site facilities, and instructional resources), and the skills of musicians and the conductor (students, teachers, program planners, and implementers) to know when and how to express the meaning of the composition (curriculum).

Principles of Teaching and Learning

1. Paragon's curriculum is powerful because it is meaningful.

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

2. Paragon teaching and learning are powerful because they are integrative.

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

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

Powerful Paragon teaching considers the ethical dimensions of topics and addresses controversial issues, providing an arena for reflective development of concern for the common good and application of social values.

Students are made aware of potential social policy implications and taught to think critically and make value-based decisions about related social issues.

Rather than promulgate personal, sectarian, or political views, Paragon teachers make sure that students: 1) become aware of the values, complexities, and dilemmas involved in an issue; 2) consider the costs and benefits to various groups that are embedded in potential courses of action; and 3) develop well-reasoned positions consistent with basic democratic social and political values.

METHODS OF PUPIL ASSESSMENT

The academic program for MAS is designed to facilitate numerous learning strategies. Thus, the methods of student assessment will be varied in order to best align with instructional approaches and individual learning activities in a given area. However, equal emphasis will be placed on mastery of “the basics” and on authentic assessment.

Each child will have an individualized personal learning plan, jointly developed by the student, parent(s), and teacher. The learning plan outlines goals, details learning exercises and charts progress toward immediate and long-term improvement in student performance. This plan is created and maintained online, serving as a real-time report card and permitting highly reliable monitoring of student performance. The plan also affords easy retrieval of attendance, test and progress data.

MAS will conduct on-going student assessments to collect qualitative and quantitative data to benchmark school performance against national and international standards. Additionally, to verify that its students are mastering core competencies, MAS will administer all standardized achievement testing required by the state where the individual school is located.

Technology

Technological advances accelerate at a rapidly changing pace, mandating a need in today’s workplace for literate, analytical employees with a command of computer literacy and broadly informed problem-solving capacities.

To master true computer literacy, students require hands-on access to computers in real time, rather than isolated visits to a computer lab. MAS will equip each classroom with a computer for every two to three children, as well as with a laptop for each teacher and administrator. The personal desktop computers will be linked to the Internet, affording access to curriculum and resources available in cyberspace or on disk. The computers will also be linked to MosaicaNet™, the school-wide Intranet, permitting “real-time” monitoring of classroom productivity and student progress.

The exemplary technology of MAS will enable us to custom-tailor our curricular materials in Language Arts and Mathematics to students’ individual needs, and to monitor their progress.

The MAS library will be styled as a Media and Resource Center, supplying a library of excellent books and CD-ROMs, as well as TV/VCRs, overhead and slide projectors for pedagogy. The Media Center will also feature a Sound and Light Studio for student radio and video portfolio productions.

Portfolio and Performance-Based Assessment

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

Performance-based assessments: These assessments require students to actively solve problems and apply knowledge in production-driven learning activities. These activities may include science experiments, dramatic and oral presentations, video productions, research, etc. Each **Human Era** curricular unit will culminate in a collaborative video portfolio production. Children can elect to perform a programmed reading (i.e. Greek tragedy and comedy) or to design a documentary report (i.e. “A Day in the life of a Medieval Knight.”)

Documentary assessments: these assessments involve organizing the information a teacher collects regarding a child’s learning process and achievements. Interpretations of these assessments will be used to individualize curriculum and instruction.

These methods of assessment are connected to students’ lives and learning experiences and represent the real-world challenges they will face.

In addition to authentic assessment strategies, more traditional teacher-developed tests will also be used.

MAS will administer the MEAP. This test will be used to evaluate the effectiveness of the school’s educational program in helping the students achieve desired outcomes. The school will also use national standardized tests to measure student performance relative to national norms.

V.C. THE ADMISSION POLICY

The admission policy and criteria to be maintained by MAS

MAS admission policy and criteria shall comply with section 504 of the School Code, as amended, as follows:

1. MAS shall not operate at a site other than the single site requested for the configuration of grades that will use the site.
2. MAS shall not charge tuition, and shall not discriminate in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by the school district. However, MAS may limit admission to pupils who are within a particular range or grade level or any other basis that would be legal if used by a school district.
3. Except for a foreign exchange student who is not a United States citizen, MAS shall not enroll a pupil who is not a resident of the state. Enrollment in MAS shall be open to all pupils who reside within the geographic boundaries of the State of Michigan who meet the admission policy. If there are more applicants to enroll in MAS than there are spaces available, pupils shall be selected to attend using a random selection process. However, MAS may give enrollment priority to a sibling of a pupil enrolled in MAS. MAS shall allow any pupil who was enrolled in MAS in the immediately preceding school year to enroll in MAS in the appropriate grade unless the appropriate grade is not offered at MAS.
4. MAS will include grades K-12.
5. The following school calendar and school day schedule plus annualized hours of instruction where applicable.

1997-1998 SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

1997

Days

September 2- September 14	Teacher Training	
September 15	First Day of School	
October 13	Columbus Day	20
November 27, 28	Thanksgiving Break	52
December 20	Last Day of School Before Christmas	67

1998

January 5	School Resumes	
January 19	Martin Luther King Day	81
February 16	Presidents' Day	100
March 23-27	Spring Break (or adjust to TCAPS)	124
May 25	Memorial Day	164
July 10	Last Day of School	200

This represents the tentative calendar for the first year of operations. The total days of instruction shall be 200.

School Day Schedule

The school will be open Monday to Friday 8:00 a.m. to 3:30 p.m.

6. The grade range of pupils to be enrolled: the projected number of students attending MAS during phase 1, Grades K-5, approximates 500 students; during phase 2, Addition of Grades 6-8, we project up to 750 students and during phase 3, Addition of Grades 9-12, up to 1,100 students.
7. The first year's proposed budget is attached as exhibit three.

V.D. JOB DESCRIPTIONS OF STAFF**TEACHER**

QUALIFICATIONS: Valid teacher certificate, demonstrated competence as a Reading and Language Arts teacher, demonstrated competence in all areas of content responsibility, computer literate, respected as a student and as an individual, excellent verbal and written expression, strong interpersonal skills

REPORTS TO: Principal

SUPERVISES: Students, Volunteers, Assigned Support Staff, and Code of Student Conduct

JOB GOAL: To provide students with a first class learning experience which contributes to their development as enlightened and responsible citizens and as leaders in their communities

PERFORMANCE RESPONSIBILITIES:

1. Shares a commitment to the success of the mission, goals, and objectives of the Academy
2. Accepts responsibility for the achievement of students
3. Guides the learning process toward achievement of curriculum goals and implementation of personal learning plans of students
4. Demonstrates effective planning and organization for instruction
5. Selects appropriate materials for implementation of the Paragon Curriculum and adapts materials and methods to learning styles and abilities of students
6. Uses creative instructional methods and procedures and adapts effectively to unusual situations
7. Motivates students to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation and feedback; holds high expectations and demonstrates sensitivity to different learning styles
8. Uses resources effectively to support learning activities in the classroom, the school, and the community
9. Demonstrates exceptional classroom techniques which include the art of questioning, clarity of assignments, communications in large and small groups with individual students, an atmosphere of mutual respect, independent thought and expression, and student and teacher experiences
10. Works cooperatively with parents and generates parents' confidence in the teacher
11. Demonstrates genuine concern for students in a climate characterized by high personal and student expectations
12. Promotes good citizenship through actions as role model
13. Provides a classroom atmosphere based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship
14. Participates in the development of policies and regulations that affect instruction and conditions for success
15. Uses technology effectively for instruction, record keeping and other administrative tasks, and communications
16. Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to operation of school
17. Conducts himself or herself according to professional, ethical principles.

18. Continually strives to improve classroom methods, teaching techniques, and interpersonal relationships
19. Shares responsibility for marketing the Academy in the community
20. Displays personal qualities which reflect favorably upon the individual, the group, and the school
21. Displays pride in being a teacher and a member of the Mosaica team
22. Assumes other responsibilities assigned by the principal

TERMS OF EMPLOYMENT: Ten months plus summer and after school training
EVALUATED BY: Principal

PRINCIPAL

QUALIFICATIONS: Eligible for Michigan certificate as a principal, Master's degree required, minimum three years outstanding experience as a teacher, superior written and oral communications skills, well respected as an education and community leader, exemplary human relations skills

REPORTS TO: Regional Operating Officer and Chief Operating Officer of Mosaica Education, Inc.
Board of Directors

SUPERVISES: All school staff and students

JOB GOAL: To provide school leadership to ensure excellence in teaching and learning, community support, and efficiency in operation.

PERFORMANCE RESPONSIBILITIES:

1. Provides instructional leadership and excellent student achievement results through focus on the four basic element of curriculum, instruction, performance, and evaluation
2. Shares responsibility for development and implementation of the school's strategic plan
3. Communicates Board Actions to staff, students, and parents
4. Develops policy recommendations for the Board's consideration and action
5. Files required reports with state and federal education agencies, Saginaw Valley State University, Mosaica, and the Board of Directors
6. Maintains administrative records according to the Michigan School Code
7. Implements school budget, analyzes and controls expenditures with an understanding of the relationship between the instructional program and the budget process, and relies on cost benefit analyses for budgetary decisions
8. Prepares schedules, assigns staff, sets job performance standards, and evaluates staff
9. Generates public support for the school's program and education in general as the public information officer of the school and supervisor of the overall public relations program
10. Develops a Code of Student Conduct which defines responsibilities of administrators, teachers, parents, and students and which creates a safe, secure school for learning
11. Represents the Academy at local, state, and national events
12. Develops effective staff and professional development programs that match school goals and individual goals to improve performance and model continuous professional improvement
13. Uses technology effectively for administrative, instructional, and communications functions
14. Demonstrates adeptness with the Paragon Curriculum and monitors its proper implementation and assessment
15. Schedules the use of time to protect academic subject blocks from disruptions to ensure effective and efficient use of time
16. Knows school law, including the implications on the educational program and on liability, keeps abreast of developments and consults with the Chief Operations Officer in times of uncertainty
17. Carries out marketing plans to attract students to the Academy
18. Participates in local and state principals' associations and the Association of Public School Academies

19. Serves as a role model who acknowledges through actions and behaviors, the critical value of human relationships to the satisfaction of personal and professional goals and to the achievement of organizational purpose
20. Provides ethical leadership within the intellectual, cultural, economic, political, and governmental context in which the school operates
21. Serves as a liaison between Mosaica Education, Inc. and the Board of Directors
22. Assumes other responsibilities assigned by Mosaica or the Board of Directors

TERMS OF EMPLOYMENT: Twelve months

EVALUATED BY: Regional Operating Officer, Chief Operating Officer, and Board of Directors

V.E. MAS will be located in the Buena Vista School District and Saginaw Intermediate School District.

V.F. MAS will be located at 5173 Lodge, Saginaw, MI 48601.
The facility will consist of the existing 21,520 square foot building and classroom trailers located on seven acres of land.

V.G. The application will comply with all of Part 6A of the School Code, as amended, and all other state laws applicable to public bodies or school districts those cited in the contract approved.

V.H. Projected number of students attending and method of projection:

The projected number of students attending MAS during phase 1, Grades K-5, approximates 500 students; during phase 2, Addition of Grades 6-8, we project up to 750 students and during phase 3, Addition of Grades 9-12, up to 1,100 students.

The method of projection relies on the enrollment factor of children from General Motors families at the GM-UAW Child Development Center in Flint, Michigan. The strategic location of the Mosaica Academy of Saginaw in close proximity to the Delphi-Saginaw Steering Company Plant on Holland Road creates a similar comparison for enrollment. Our assumption that the largest number of students enrolled in MAS will be the children and grand children of Delphi/GM workers derives from the following facts:

- 1) The Delphi plant typically employs close to 9,000-10,000 employees;
- 2) The Flint center is oversubscribed, with a large waiting list for children of GM employees; and
- 3) MAS will provide before and after school child care, full day kindergarten, 200 school days and summer day camps.

For prediction purposes only, we forecast that at least 90% of the students in phase 1, Grades K-5, will come from the driving region of Delphi employees. Based on that assumption, enrollment projections are as follows:

Delphi Plant	450 Students
(Widely distributed over the 56 School Districts in Counties of Saginaw, Genesee, Bay Midland, Gratiot and Shiawassee)	
Buena Vista	25 Students
City of Saginaw	25 Students

Following is a marketing plan for MAS.

MARKETING PLAN FOR THE MOSAICA ACADEMY OF SAGINAW

With the enrollment that we want to achieve, advertising in the local papers will be necessary along with all of the other components—public relations, community involvement, neighborhood infiltration, and corporate marketing.

Public relations will be a strong part of the marketing program of the Mosaica Academy of Saginaw. We will draft a press release based on the highlight's of Mosaica's high tech-humanities approach and distribute it to the media—especially radio and television. We will follow up with phone calls, convincing them that we have something new and different to offer. MAS will also create a press release for the newspapers, such as the *Saginaw News* "Living Trends." The public broadcasting audience—both radio and television—will be ripe for the Mosaica Academy of Saginaw.

MAS will develop a marketing piece that speaks to parents' inquiries as to why they should enroll their child in the Mosaica Academy of Saginaw.

MAS will contact the respective Presidents of Saginaw Valley State University and Delta College for advice on and cooperation in making contacts within higher education who may be interested in educational partnerships.

MAS will send a letter to the HR director of GM and other major employers outlining Mosaica's benefits to their employees—especially emphasizing summer programs and after school care. Our purpose in writing to these companies will be to get access to their employees for marketing the program. In order to do so, we will need to convince management of the benefit to the company.

For the smaller companies we will create a flier regarding the academy or send a fax—or both.

We will participate in the "Minority Business Expo" and send a mailing to companies listed in the Minority Business Directory.

MAS will make presentations to the Chamber of Commerce and Realtors in the area.

MAS will investigate the libraries and their programs for opportunities to be involved and market.

V.I. MAS will not provide transportation.

V.J. MAS is not now, nor will ever be, organized by a church, or other religious organization of any kind or nature, nor does it have any affiliation either organizationally or contractually with a church or religious organization. MAS does not currently, nor will it ever, constitute a church or other religious organization.

V.K. MAS will comply with the goals of MAS, and comply with all applicable laws, regulations, reporting, procedures for state, federal, and contractual requirements. MAS will retain a consultant acceptable to Saginaw Valley State who will provide on-going quality assurance for the MAS.

V.L. Proposed date for commencement of teaching: September 15, 1997.

MOSAICA ACADEMY OF SAGINAW

Daily Schedule

6:00-8:00	Before School Child Care for Students (Fee Based)
7:45	School Open for All Students
8:00	School Day Begins (Kindergarten is full day)
8:00-12:00	Core Curriculum: Reading: Circle Seminar Writing Workshop Everyday Math
9:30&11:00	Morning Breaks
12:00-12:45	Lunch
12:45-3:30	Paragon Curriculum Social Studies, History, Literature, Philosophy, Science, Visual and Dramatic Arts, Music and Physical Education integrated in conceptual monthly themes organized around the chronological history of great ideas.
3:45-4:45	After School Tutorials
3:30-6:00	After School Child Care (Fee Based)

Characteristics:

1. Morning instruction in the core curriculum disciplines will not be disrupted for announcements, pullout programs, etc.
2. Morning breaks will be scheduled to minimize interruption of student work.
3. All teachers will participate in Circle Seminars in the morning session Reading and Language Arts program to diminish teacher: student ratios.
4. All students will receive interdisciplinary instruction in the integrated Paragon curriculum comprising the afternoon session.
5. Teachers will be allotted an average of one hour daily planning time.
6. Tutorials and after school instructional programs are free to students who have been referred by teachers. Child care is fee based.

The candidate agrees to enter into a contract with Saginaw Valley State University as a condition of acceptance of this application and part of that contract contains a pledge that the corporation will comply with all state and federal laws and regulations which apply to public bodies, as well as the provisions of part 6A of the School Code of 1976, as amended, and federal laws applicable to school districts. Should any significant condition change as a result of an emergency or unplanned event, it is incumbent on the Director to request a charter amendment from the Saginaw Valley State University's Board of Control.

Mosaica Academy of Saginaw

Applicant

By: Elizabeth Jordan

EXHIBIT 1
ARTICLES OF INCORPORATION

C&S 502 (Rev. 8-96)

MICHIGAN DEPARTMENT OF CONSUMER AND INDUSTRY SERVICES CORPORATION, SECURITIES AND LAND DEVELOPMENT BUREAU			
Date Received		(FOR BUREAU USE ONLY)	
Name Dorothy Elizabeth Alexandra Jordan		EFFECTIVE DATE	
Address 1362 Hickory Hollow Drive			
City Flint	State MI		Zip Code 48532
Document will be returned to the name and address you enter above			

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**ARTICLES OF INCORPORATION
For Use by Domestic Nonprofit Corporations**

OF

MOSAICA ACADEMY OF SAGINAW

Pursuant to the provisions of the Michigan Nonprofit Corporation Act of 1982, as amended (the "Act"), being MCL 450.2101 et seq., and Parts 6A and 6B of the Michigan Revised School Code (the "Code"), as amended, being Sections 380.501 to 380.518 of the Michigan Compiled Laws, the undersigned school executes the following Articles:

ARTICLE I

The name of the school is: Mosaica Academy of Saginaw

The authorizing body for the school is: Saginaw Valley State University Board of Control.

ARTICLE II

The purpose or purposes for which the school is organized are:

1. The school is organized for the purposes of operating as a public school academy in the state of Michigan pursuant to Parts 6A and 6B of the Code, being Sections 380.501 to 380.518 of the Michigan Compiled Laws.

2. The school, including all activities incident to its purposes, shall at all times be conducted so as to be a governmental entity pursuant to Section 115 of the United States Internal Revenue Code ("IRC") or any successor law. Notwithstanding any other provision of these Articles, the school shall not carry on any other activity not permitted to be carried on by a governmental instrumentality exempt from federal income tax under Section 115 of the IRC or by a nonprofit school organized under the laws of the State of Michigan and subject to a contract between the school and authorizing body allowing the school to operate as a public school academy as authorized under the Code.

3. Additionally, the school is organized for the purpose of 1) improving pupil achievement for all pupils in the kindergarten through twelfth grades; 2) stimulating innovative teaching methods including but not limited to, use of videotape, computer simulation, and hands-on technical training; 3) creating new professional opportunities for teachers in a learning environment where educational programs can be designed and managed by teachers at the school site level; 4) achieving school accountability outcomes by placing full responsibility for performance at the school site level; 5) providing parents and pupils with greater choices among public schools; 6) preparing students for careers in a rapidly changing global economy and 7) motivating students to attain mastery in core academic curriculum areas and emphasize the performing arts.

ARTICLE III

The school is organized on a non-stock, directorship basis.

The value of assets which the school possesses is:

Real Property: \$0

Personal Property: \$0

The school is to be financed under the following general plan:

- a. State school aid payments received pursuant to the State School Aid Act of 1979 or any successor law.
- b. Federal funds.
- c. Donations.
- d. Fees and charges permitted to be charged by public school academies.
- e. Other funds lawfully received.

ARTICLE IV

The address of the initial registered office is: 1362 Hickory Hollow Drive

The mailing address of the initial registered office is the same.

The name of the initial resident agent at the registered office is:

Dorothy Elizabeth Alexandra Jordan

ARTICLE V

The name and address of the incorporator is as follows:

Dorothy Elizabeth Alexandra Jordan
1362 Hickory Hollow Drive
Flint, Michigan 48532

ARTICLE VI

The school is a governmental entity.

ARTICLE VII

Before execution of a contract to charter a public school academy between the school and the Saginaw Valley State University Board of Control, the method of selection, length of term, and the number of members of the Board of Directors of the school shall be approved by a resolution of the Saginaw Valley State University Board of Control (the "University Board") as required by the Code.

The members of the Board of Directors of the school shall be selected by the following method:

1. Method of Selection. The initial Board of Directors shall be the individuals named in the resolution approved by the University Board. Subsequently, the Board of Directors of the school shall nominate a list of potential members of the Board of Directors equaling at least twice the number of vacancies on the Board. Provided the Board of Directors submits the list of nominees at least forty-five (45) days before the University Board's next regular meeting, the University Board shall select members from the list of nominees at its next regular meeting. Each nominee shall be available for interview by the University Board or its designee. A member appointed to fill a vacancy created other than by expiration of a term shall be appointed for the unexpired term of the vacating member in the same manner as the original appointment.

2. Length of Term. The term of each member of the Board of Directors shall be three (3) years, except that of the members first appointed, 1/3 shall be appointed for a term of three

years, 1/3 shall be appointed for a term of two years, and the remainder shall be appointed for a term of one year.

3. Number of Directors. The number of members of the Board of Directors of the school shall not be fewer than five (5) nor more than seven (7) as determined from time-to-time by the University Board.

4. Qualifications. Members of the Board of Directors shall not include: (i) employees of the school; (ii) directors, officers and employees of a management company that contracts with the school; (iii) Saginaw Valley State University officials, as representatives of Saginaw Valley State University; or (iv) members appointed or controlled by a profit or another non-profit corporation.

5. Oath. All members of the Board of Directors of the school must file an acceptance of office with the University. All members of the Board of Directors of the school shall take the oath of office required by Section 512a(4)(b)(vi) of the Code.

ARTICLE VIII

No part of the net earnings of the school shall inure to the benefit of or be distributable to its directors, Board of Directors, officers or other private persons, or organization organized and operated for a profit (except that the school shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in the furtherance of the purposes set forth in Article II hereof). Notwithstanding any other provision of these Articles, the school shall not carry on any other activities not permitted to be carried on by a governmental entity exempt from federal income tax under Section 115 of the IRC, or comparable provisions of any successor law.

Except as otherwise provided by law, upon the dissolution of the school, the Board of Directors shall after paying or making provision for the payment of all of the liabilities of the school, dispose of all of the assets of the school to Saginaw Valley State University Board of Control or to such other governmental entities who are organized for similar purposes as set forth in Article II.

ARTICLE IX

The school and its incorporators, members of its Board of Directors, officers, employees, and volunteers have governmental immunity as provided in Section 7 of Act No. 170 of the Public Acts of 1964, as amended, being Section 691.1407 of the Michigan Compiled Laws.

ARTICLE X

These Articles of Incorporation shall not be amended except by the process provided in the contract executed by the school and Saginaw Valley State University Board of Control, allowing the school to operate as a public school academy. This process is as follows:

The school, by a majority vote of its Board of Directors, may, at any time, propose specific changes to these Articles of Incorporation or may propose a meeting to discuss potential revisions to these Articles of Incorporation. The proposal will be made to the University Board through its designee. The University Board delegates to its President, or the President's designee, the review

Section 4. Secretary. The Secretary of the school shall be a member of the Board of Directors of the school. The Secretary shall: (a) keep the minutes of the Board of Directors meetings in one or more books provided for that purpose; (b) see that all notices, including those notices required under the Open Meetings Act, being Sections 15.261 to 15.275 of the Michigan Compiled Laws, are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the school and see that the seal of the school is affixed to all authorized documents; (d) keep a register of the post office address of each member of the Board of Directors; and (e) perform all duties incident to the office of Secretary and other duties assigned by the President or by the Board of Directors.

Section 5. Treasurer. The Treasurer of the school shall be member of the Board of Directors of the school. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the school; (b) keep accurate books and records of corporate receipts and disbursements; (c) deposit all moneys and securities received by the school in such banks, trust companies or other depositories as shall be selected by the Board; (d) complete all required corporate filings; (e) assure that the responsibilities of the fiscal agent of the school are properly carried out; and (f) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 6. Assistants and Acting Officers. The Assistants to the Secretary and Treasurer, if any, selected by the Board of Directors, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the Secretary or Treasurer or by the President or the Board of Directors. The Board of Directors shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the acting officer is so appointed except as the Board of Directors may by resolution otherwise determine.

ARTICLE XIII

The school shall comply with all state and federal law applicable to public schools concerning church-state issues. To the extent disqualified under the federal or state constitution, the school shall not be organized by a church or other religious organization and shall not have any organizational or contractual affiliation with or constitute a church or other religious organization.

ARTICLE XIV

The person responsible for the filings and publications required by Part 6B of the Code is the President of the Board of Directors.

ARTICLE XV

These Articles of Incorporation are hereby signed by the incorporator on this ____ day of _____, 1997.

These Article of Incorporation shall become effective upon filing. However, the school shall not carry out the purposes set forth in Article II unless the Saginaw Valley State University Board of Control issues to the school a contract to operate as public school academy, and the contract is executed by both the school and the Saginaw Valley State University Board of Control.

Dorothy Elizabeth Alexandra Jordan, Incorporator

ARTICLE XV

These Articles of Incorporation are hereby signed by the incorporator on this ____ day of _____, 1997.

These Article of Incorporation shall become effective upon filing. However, the school shall not carry out the purposes set forth in Article II unless the Saginaw Valley State University Board of Control issues to the school a contract to operate as public school academy, and the contract is executed by both the school and the Saginaw Valley State University Board of Control.

Dorothy Elizabeth Alexandra Jordan, Incorporator

BYLAWS
OF
MOSAICA ACADEMY OF SAGINAW

ARTICLE I
NAME

This organization shall be called MOSAICA ACADEMY OF SAGINAW (the "Academy" or the "Corporation").

ARTICLE II
FORM OF CORPORATION

The Academy is organized as a non-profit, non-stock, directorship corporation.

ARTICLE III
OFFICES

Section 1. Principal Office. The principal office of the Corporation shall be located in the City of Saginaw, County of Saginaw, State of Michigan.

Section 2. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation, but in any event must be located in the state of Michigan, and be the business office of the registered agent, as required by the Michigan Nonprofit Corporation Act, MCL 450.2101 et. seq.

ARTICLE IV
BOARD OF DIRECTORS; MEETINGS; FISCAL YEAR

Section 1. General Powers. The business, property and affairs of the Corporation shall be managed by its Board of Directors. The Board of Directors may exercise any and all of the powers granted to it under the Michigan Non-Profit Corporation Act or pursuant to Part 6A and 6B of the Michigan Revised School Code ("Code"), as amended, MCL 380.501 to 380.518. The Board of Directors may delegate such powers to the officers of the Board of Directors as it deems necessary.

Section 2. Method of Selection. The initial Board of Directors shall be the individuals named in the resolution approved by the Saginaw Valley State University Board of Control ("University Board"). Subsequently, the Board of Directors of the Corporation shall nominate a list of potential members of the Board of Directors equaling at least twice the number of vacancies on the Board of Directors. Provided the Board of Directors submits the list of nominees at least forty-five (45) days before the University Board's next regular meeting, the

University Board shall select members from the list of nominees at its next regular meeting. When the nominations are forwarded to the University Board, they shall be accompanied by the nominees' resume, and each nominee shall be available for interview by the University Board of its designee. A member appointed to fill a vacancy created other than by expiration of a term shall be appointed for the unexpired term of the vacating member in the same manner as the original appointment.

Section 3. Length of Term. The term of each member of the Board of Directors shall be three (3) years, except that of the members first appointed, 1/3 shall be appointed for a term of three (3) years, 1/3 shall be appointed for a term of two (2) years, and the remainder shall be appointed for a term of one (1) year. At the first meeting, the Board of Directors shall designate which members of the initial Board of Directors shall serve one (1), two (2), and three (3) year terms. The length of term of the members of the Board of Directors shall commence with the first meeting of the Board of Directors.

Section 4. Number of Directors. The number of members of the Board of Directors shall never be fewer than seven (5) nor more than seven (7), as determined from time to time by the University Board.

Section 5. Qualifications. Members of the Board of Directors shall include at least one professional educator, preferably a person with school administrator experience. Members of the Board of Directors shall not include (i) employees of the Academy; (ii) directors, officers, or employees of a management company that contracts with the Academy; (iii) members appointed or controlled by a profit or another non-profit corporation; or (iv) Saginaw Valley State University officials, as representatives of Saginaw Valley State University ("University").

Section 6. Oath. All members of the Board of Directors of the Corporation must file an acceptance of office with the University. All members of the Board of Directors of the Corporation shall take the oath of office required by Section 512a(4)(b)(vi) of the Code.

Section 7. Tenure. Each member of the Board of Directors ("Director") shall hold office until the Director's replacement, death, resignation, removal or until the expiration of the term, whichever occurs first.

Section 8. Removal. Any Director may be removed with cause by a two-thirds (2/3) vote of the Board of Directors of the Corporation or as directed by the University Board.

Section 9. Resignation. Any Director may resign at any time by providing written notice to the Corporation. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. A successor shall be appointed as provided in Section 2 of this Article.

Section 10. Annual and Regular Meetings. The Board of Directors shall hold a annual meeting on the first Monday in October of each year. The Board of Directors may provide, by resolution, the time and place, within the state of Michigan, for the holding of regular meetings. The Corporation shall provide notice of the annual and all regular meetings as required by the Open Meetings Act, MCL 15.261 et. seq.

Section 11. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President or any Director. The person or persons authorized to call special meetings of the Board of Directors may fix the place within the state of Michigan for holding any special meeting of the Board of Directors called by them, and, if no other place is fixed, the place of meeting shall be the principal business office of the Corporation in the state of Michigan. The Corporation shall provide notice of all special meetings as required by the Open Meetings Act.

Section 12. Notice: Waiver. In addition to the notice provisions of the Open Meetings Act, notice of any special meeting shall be given at least three (3) days prior to the special meeting by written notice, stating the time and place of the meeting, delivered personally or mailed or sent by facsimile to each Director at the Director's business address. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail so addressed, with postage thereon prepaid. If notice is given by facsimile, such notice shall be deemed to be delivered when the facsimile is sent. Any Director may waive notice of any meeting by written statement, or telecopy sent by the Director, signed before or after the holding of the meeting. The attendance of a Director at a meeting constitutes a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 13. Quorum. A majority of the Directors of the Board of Directors constitutes a quorum for the transaction of business at any meeting of the Board of Directors, but if less than a majority is present at a meeting, a majority of the Directors present may adjourn the meeting from time to time, providing such notice as is required by the Open Meeting Act.

Section 14. Manner of Acting. The act of the majority of the Directors of the Board of Directors shall be the act of the Board of Directors.

Section 15. Open Meetings. All meetings of the Board of Directors, including committee meetings, shall at all times be in compliance with the Open Meetings Act, to the extent the Open Meetings Act is applicable.

Section 16. Board Vacancies. A vacancy on the Board of Directors shall occur as specified in the Code. Any vacancy shall be filled as provided in Section 2 of this Article.

Section 17. Compensation. A Director of the Corporation shall serve as a volunteer director. By resolution of the Board of Directors, the Directors may be paid their expenses, if any, of attendance at meetings of the Board of Directors.

Section 18. Presumption of Assent. A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless that Director's dissent shall be entered in the minutes of the meeting or unless that Director shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. This right to dissent shall not apply to a Director who voted in favor of such action.

Section 19. Committees. The Board of Directors, by resolution, may designate one or more committees, each committee to consist of one or more Directors elected by the Board of Directors, which to the extent provided in the resolution as initially adopted, and as thereafter supplemented or amended by further resolution, shall have and may exercise, when the Board of Directors is not in session, the powers of the Board of Directors in the management of the business and affairs of the Corporation, except action in respect to the fixing of compensation for or the filling of vacancies in the Board of Directors or committees created pursuant to this Section, or amendments to the Articles of Incorporation or Bylaws. The Board of Directors may elect one or more of its members as alternate members of any committee who may take the place of any absent member or members at any meeting of a committee, upon request by the Chair of the meeting. Subject to the Open Meetings Act, each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of Directors of its activities as the Board of Directors may request.

Section 20. Fiscal Year, Budget and Accounting. The fiscal year of the Corporation shall begin on the first day of July in each year. The Board of Directors, subject to the oversight

responsibilities of the University Board, shall have exclusive control of the budget. The Board of Directors shall prepare and publish an annual budget in accordance with University Board policy.

ARTICLE V

OFFICERS OF THE BOARD

Section 1. Number. The officers of the Corporation shall be a President, Vice-President, Secretary, Treasurer, and such Assistant Treasurers and Assistant Secretaries or other officers as may be selected by the Board of Directors.

Section 2. Election and Term of Office. The Board of Directors shall elect the initial officers at a duly noticed meeting prior to July 1, 1998. Thereafter, the officers of the Corporation shall be elected annually by the Board of Directors at the annual meeting of the Board of Directors. If the election of officers is not held at that meeting, the election shall be held as soon thereafter as may be convenient. Each officer shall hold office while qualified or until the officer resigns or is removed in the manner provided in Section 3.

Section 3. Removal. 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 would be served thereby.

Section 4. Vacancies. A vacancy in any office shall be filled by appointment by the Board of Directors for the unexpired portion of the term.

Section 5. President. The President shall be a member of the Board of Directors. The President of the Corporation shall preside at all meetings of the Board of Directors. If there is not a President, or if the President is absent, then the Vice-President shall preside. If the Vice-President is absent, then a temporary chair, chosen by the members of the Board of Directors attending the meeting, shall preside. The President shall be an ex officio member of all standing committees and may be designated Chair of certain committees by the Board of Directors. The President shall, in general, perform all duties incident to the office of the President of the Board as may be prescribed by the Board from time to time.

Section 6. Vice-President. The Vice-President shall be a member of the Board of Directors. In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice-President shall perform the duties of 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 perform such other duties as from time to time may be assigned to the Vice-President by the President or by the Board of Directors.

Section 7. Secretary. The Secretary shall be a member of the Board of Directors. The Secretary shall: (a) keep the minutes of the Board of Directors meeting in one or more books provided for that purpose; (b) see that all notices, including those notices required under the Open Meetings Act, are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all authorized documents; (d) keep a register of the post office address of each Director; and (e) perform all duties incident to the office of Secretary and other duties assigned by the President or the Board.

Section 8. Treasurer. The Treasurer of the school shall be a member of the Board of Directors of the school. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the school; (b) keep accurate books and records of corporate receipts and disbursements; (c) deposit all moneys and securities received by the school in such

banks, trust companies or other depositories as shall be selected by the Board; (d) complete all required corporate filings; (e) assure that the responsibilities of the fiscal agent of the school are properly carried out; and (f) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 9. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Board of Directors, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the Secretary, Treasurer, or President or by the Board of Directors. The Board of Directors shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the acting officer is so appointed except as the Board of Directors may by resolution otherwise determine.

Section 10. Salaries. Officers of the Board of Directors may not be compensated for their services. They may, however, be reimbursed for traveling and other expenses.

Section 11. Filling More Than One Office. Subject to the statute concerning the Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being Sections 15.181 to 15.185 of the Michigan Compiled Laws, any two offices of the Corporation except those of President and Vice-President may be held by the same person, but no officer shall execute, acknowledge or verify any instrument in more than one capacity.

ARTICLE VI

CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS

Section 1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances, but the appointment of any person other than a officer to acknowledge an instrument required by law to be acknowledged should be made by instrument in writing. When the Board of Directors authorizes the execution of a contract or of any other instrument in the name of and on behalf of the Corporation, without specifying the executing officers, the President or Vice-President, and the Secretary or Treasurer may execute the same and may affix the corporate seal thereto.

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. No loan, advance, overdraft or withdrawal by a officer or Director of the Corporation, other than in the ordinary and usual course of the business of the Corporation, shall be made or permitted.

Section 3. Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

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 banks, trust companies or other depositories as the Board of Directors may select, provided that such financial institution is eligible to be a depository of surplus funds under Section 5 or 6 of Act No. 105 of the Public Acts of 1855, as amended, being sections 21.145 and 21.146 of the Michigan Compiled Laws.

Section 5. Voting of Securities Owned by this Corporation. Subject always to the specific directions of the Board of Directors, shares or other securities issued by any other corporation and owned or controlled by this Corporation may be voted at any meeting of security holders of such other corporation by the President of this Corporation or by proxy appointed by the President, or in the absence of the President and the President's proxy, by the Secretary or Treasurer of this Corporation or by proxy appointed by the Secretary or Treasurer. Such proxy or consent in respect to any shares or other securities issued by any other corporation and owned by this Corporation shall be executed in the name of this Corporation by the President, the Secretary or the Treasurer of this Corporation without necessity of any authorization by the Board of Directors, affixation of corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of this Corporation shall have full right, power and authority to vote the shares or other securities issued by such other corporation and owned by this Corporation the same as such shares or other securities might be voted by this Corporation. This section shall in no way be interpreted to permit the Corporation to invest any of its surplus funds in any shares or other securities issued by any other corporation. This section is intended to apply, however, to all gifts, bequests or other transfers of shares or other securities issued by any other corporation which are received by the Corporation.

Section 6. Contracts Between Corporation and Related Persons. Any contract or other transaction between this Corporation and one or more of its Directors, or between this Corporation and any firm of which one or more of this Corporation's Directors are members or employees, or in which one or more of this Corporation's Directors are interested, shall be valid for all purposes, notwithstanding the presence of such Director or Directors at the meeting at which the Board of Directors of the Corporation acts upon, or in reference to, such contract or transaction, and notwithstanding the participation of the Director or Directors in such action, if the fact of such interest shall be disclosed or known to the Board of Directors and the Board of Directors shall, nevertheless, authorize, approve and ratify such contract or transaction by a vote of a majority of the Directors present, such interested Director or Directors to be counted in determining whether a quorum is present, but not to be counted as voting upon the matter or in calculating the majority of such quorum necessary to carry such vote. This Section shall not be construed to invalidate any contract or other transaction which would otherwise be valid under the common and statutory law applicable thereto.

Any director, officer or employee of the Academy, who enters into a contract with the Academy, that meets the definition of contract under the statute on Contracts of Public Servants with Public Entities, Act No. 317 of the Public Acts of 1968, being section 15.321 to 15.330 of the Michigan Compiled Laws, shall comply with the public disclosure requirements set forth in Section 3 of the statute. Public disclosure of the contract means as follows:

- (i) Prompt disclosure of any pecuniary interest in a contract with the Corporation. The disclosure shall be made a matter of corporate record at a regular or special meeting.
- (ii) The contract is approved by a vote of not less than 2/3 of the directors of the Corporation at a regular or special meeting. If applicable, the vote shall be without the vote of the director making the disclosure.
- (iii) The Corporation discloses the following summary information in its board minutes:
 - (a) The name of each party involved in the contract;
 - (b) The terms of the contract, including duration, financial consideration between parties, facilities or services of the

Corporation included in the contract, and the nature and degree of assignment of Corporation employees for fulfillment of the contract; and

- (c) The nature of any pecuniary interest.

ARTICLE VII

INDEMNIFICATION

Each person who is or was a trustee, Director, officer or member of a committee of the Corporation and each person who serves or has served at the request of the Corporation as a trustee, director, officer, partner, employee or agent of any other corporation, partnership, joint venture or other enterprise, shall be indemnified by the Corporation to the fullest extent permitted by the corporation laws of the State of Michigan as they may be in effect from time to time. The Corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his status as such, whether or not the Corporation would have power to indemnify such person against such liability under the preceding sentence. The Corporation may, to the extent authorized from time to time by the Board, grant rights to indemnification to any employee or agent of the Corporation to the extent provided under the laws of the State of Michigan as they may be in effect from time to time.

ARTICLE VIII

SEAL

The Board of Directors may provide a corporate seal which shall be circular in form and have inscribed thereon the name of the Corporation, the State of Michigan and the words "Corporate Seal" and "Public School Academy."

ARTICLE IX

AMENDMENTS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted obtaining (a) the affirmative vote of a majority of the Board of Directors at any regular or meeting of the Board of Directors, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for special meetings, and (b) the written approval of the changes or amendments by the University President. In the event that a proposed change is not accepted by the University President, the University Board shall consider and vote upon a change proposed by the Corporation following an opportunity for a written and oral presentation to the University Board by the Corporation. Amendments to these Bylaws take effect only after they have been approved by both the Corporation Board of Directors and by the University President or the University Board.

These Bylaws were adopted as and for the Bylaws of the Mosaica Academy of Saginaw in an open and public meeting, by unanimous consent of the Board of Directors on the ____ day of _____, 1997.

Secretary

EXHIBIT 2
JUNIOR GREAT BOOKS



JUNIOR GREAT BOOKS

Rationale

The Junior Great Books program focuses on helping students acquire the following skills:

- Critical thinking—offering original answers to questions of interpretation; and testing, supporting, and developing answers using evidence from the text;
- Reading comprehension—deriving word meanings from context, recalling and organizing details, making inferences, analyzing character and causation, and drawing conclusions;
- Enjoyment of literature—finding personal significance in powerful works of literature;
- Oral communication—expressing complex thoughts and opinions persuasively and listening and responding to others' ideas; and
- Writing—noting initial reactions to a text, formulating provisional ideas through short writing projects, and developing ideas in personal and analytical essays and creative compositions.

Program Description

The Junior Great Books curriculum is a student-centered program of interpretive reading, writing, and discussion that maintains high expectations for teachers and students. Based on the shared inquiry method of learning developed by the Great Books Foundation, the curriculum provides students with intensive work in constructing meaning from significant literary works.

The Junior Great Books curriculum is designed to be used in classrooms where students are reading at varying levels of ability and interest. This approach uses interpretive questioning—compelling, open-ended questions about the meaning of a text—to help students discuss the text using their own individual and cultural perspectives. Every activity includes an oral component and emphasizes cooperative learning. Classrooms in which the strategies are used enable emergent, beginning, intermediate, and expert readers to participate fully and experience success. Even the most proficient readers are challenged by the curriculum's thought-provoking literature, and by the way in which the activities allow students to go as far as they can in exploring a story's complexities. Whatever their skill level, participants in Junior Great Books are fully involved in the process of interpreting a text and, over time, can become accomplished readers, speakers, and thinkers.

The Junior Great Books curriculum comprises three programs: the Read-Aloud program (for kindergarten and first grade); Junior Great Books (for second through ninth grades); and Introduction to Great Books (for the tenth through twelfth grades).

Promising Practices and Programs for Improving Student Achievement

Sample of Effective Approaches for Improving the
Academic Achievement of Students in Low-performing
Educational Settings



WRITTEN BY:

Jennifer A. Bell, Ph.D.

Alicia Meza, Ed.D.

Thomas L. Williams, Ed.D.

FOR:

Curriculum and Instructional Leadership Branch
District and School Support Division
California Department of Education
Sacramento, California 95814

THE READ-ALoud PROGRAM

Poetry, folktales, and children's stories
for emerging readers.

DRAGON SERIES

FROG PRINCE

Brothers Grimm as told by Wanda Gág

WHEAT FOWL AND RABBIT GET JUSTICE

Iranian folktale as told by Harold Courlander
George Herzog

NATURE SPEAKS"

Poetry by Carl Sandburg, James Reeves,
Federico Garcia Lorca

RAJ AND THE MAGIC LUTE

Iranian folktale as told by Jean Russell Larson

THE TALE OF JOHNNY TOWN-MOUSE

Beatrix Potter

COMPANIONS"

Poetry by A. A. Milne, Gwendolyn Brooks,
Robert Louis Stevenson

MYA MARRIES THE TORTOISE

Iranian folktale as told by W. F. P. Burton

THE HUCKABUCK FAMILY AND HOW

THEY RAISED POP CORN IN NEBRASKA
AND QUIT AND CAME BACK

Carl Sandburg

MAGICAL PLACES"

Poetry by Byrd Baylor, William Shakespeare,
Martin Brennan

SAILING SHIP SERIES

THE SHOEMAKER AND THE ELVES

Brothers Grimm as told by Wanda Gág

THE FROG WENT A-TRAVELING

Russian folktale as told by Vsevolod Garshin

NIGHT INTO DAWN"

Poetry by Robert Hillyer and John Ciardi,
and a Mescaitero Apache song

THE TALE OF TWO BAD MICE

Beatrix Potter

POUKI CUTS WOOD

Iranian folktale as told by Harold Courlander

FANTASY"

Poetry by Sylvia Plath, Edward Lear,
and Lewis Carroll

JOHN AT SCHOOL

Philippa Pearce

COYOTE RIDES THE SUN

Native American folktale as told by
Jane Louise Curry

SEASONS"

Poetry by Nikki Giovanni,
Robert Louis Stevenson,
and Langston Hughes

THE BLACK HEN'S EGG

French folktale as told by Natalie Savage Carlson

THE MOUSE AND THE WIZARD

Hindu fable as told by Lucia Turnbull

"IMAGINATION"

Poetry by Leslie Norris, Mark Van Doren,
and Robert Louis Stevenson

RUMPELTILTSKIN

Brothers Grimm, translated by Ralph Manheim

EEYORE HAS A BIRTHDAY AND GETS TWO PRESENTS

A. A. Milne

"WHEN I GROW UP"

Poetry by Rabindranath Tagore and X. J. Kennedy,
and a Chippewa song

THE KING OF THE FROGS

African folktale as told by Humphrey Harman

SNOW-WHITE AND THE SEVEN DWARFS

Brothers Grimm, translated by Randall Jarrell

"MYSTERIOUS ANIMALS"

Poetry by T. S. Eliot, Jennifer Kelly, and Robert Graves

PEGASUS SERIES

CHESTNUT PUDDING

Iroquois folktale as told by John Bierhorst

THE PIED PIPER

English folktale as told by Joseph Jacobs

"FANCIFUL ANIMALS"

Poetry by Edward Lear and A. A. Milne

THE MERMAID WHO LOST HER COMB

Scottish folktale as told by Winifred Finlay

HANSEL AND GRETEL

Brothers Grimm, translated by Randall Jarrell

"SPECIAL PLACES"

Poetry by Gwendolyn Brooks and Robert Frost,
and a Navajo poem

MOTHER OF THE WATERS

Haitian folktale as told by Diane Wolkstein

ZLATEH THE GOAT

Isaac Bashevis Singer

"SECRET MESSAGES"

Poetry by Robert Louis Stevenson, Barbara Juster
Esbensen, and Emily Dickinson

Appendix Five: Mosaica

JUNIOR GREAT BOOKS

Folktales, children's stories,
and classic and modern fiction for
elementary and middle schools.

SERIES 2

FIRST SEMESTER

THE HAPPY LION

Louise Fatio

THE TALE OF SQUIRREL NUTKIN

Beatrix Potter

HOW THE CAMEL GOT HIS HUMP

Rudyard Kipling

KANGA AND BABY ROO COME TO THE FOREST, AND PIGLET HAS A BATH

(from WINNIE-THE-POOH) A. A. Milne

ARAP SANG AND THE CRANES

African folktale as told by
Humphrey Harman

BLUE MOOSE

Daniel Manus Pinkwater

ANANCY AND DOG AND PUSS AND FRIENDSHIP

West Indian folktale as told by
James Berry

JACK AND THE BEANSTALK

English folktale as told by
Joseph Jacobs

THE MAGIC LISTENING CAP

Japanese folktale as told by
Yoshiko Uchida

THE JACKAL AND THE PARTRIDGE

Punjabi folktale as told by
Flora Annie Steel

NAIL SOUP

Swedish folktale as told by Linda Rahm

THE APPLE OF CONTENTMENT

Howard Pyle

SECOND SEMESTER

THE RED BALLOON

Albert Lamorisse

THE OTHER SIDE OF THE HILL

Elizabeth Coatsworth

THE EMPEROR'S NEW CLOTHES

Hans Christian Andersen

HOW THE ELEPHANT BECAME

Ted Hughes

ANANSI'S FISHING EXPEDITION

West African folktale as told by Harold Courlander
and George Herzog

THE VELVETEN RABBIT

Margery Williams

THE TERRIBLE LEAK

Japanese folktale as told by Yoshiko Uchida

THE SINGING TORTOISE

West African folktale as told by Harold Courlander
and George Herzog

THREE BOYS WITH JUGS OF MOLASSES AND SECRET AMBITIONS

Carl Sandburg

CINDERELLA

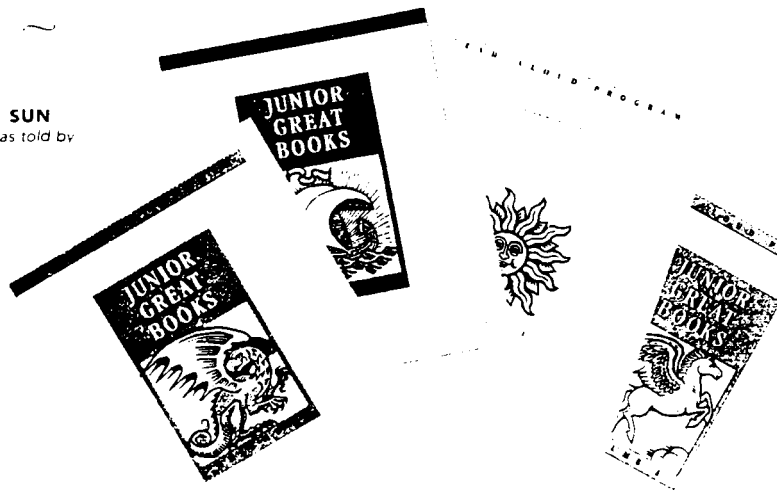
Charles Perrault

THE MOUSE'S BRIDE

Indian folktale as told by Lucia Turnbull

HOW COYOTE STOLE THE SUN

Native American folktale as told by Jane Louise Curry



SERIES 3

FIRST SEMESTER

- MASTER CAT**
Perrault
- FISHERMAN AND HIS WIFE**
Grimm, translated by Lucy Crane
- LITTLE DAUGHTER OF THE SNOW**
folk tale as told by Arthur Ransome
- UGLY DUCKLING**
Christian Andersen
- MONSTER WHO GREW SMALL**
Grant
- LITTLE HUMPBACKED HORSE**
folk tale as told by Post Wheeler
- LA AND THE HONEST THIEF**
folk tale as told by I. G. Edmonds
- BRAVE LITTLE TAILOR**
Grimm, translated by Ralph Manheim
- LABADIE'S BIG BLACK DOG**
Canadian folk tale as told by Natalie Savage Carlson
- ORUSHES**
folk tale as told by Flora Annie Steel
- ALL THE FAULT OF ADAM**
folk tale as told by Barbara Walker
- WISE CHILDREN**
Graves

SECOND SEMESTER

- BLACK HEART OF INDRI**
Hoge
- GREEN MAN**
Hailey
- MOUSEWIFE**
Godden

THE FIRE ON THE MOUNTAIN
Ethiopian folk tale as told by Harold Courlander and Wolf Leslau

WOMAN'S WIT
Howard Pyle

THE MAN WHOSE TRADE WAS TRICKS
Georgian folk tale as told by George and Helen Papashvily

HOW THE TORTOISE BECAME
Ted Hughes

TOM-TIT-TOT
English folk tale as told by Flora Annie Steel

THE SNOWMAN
Hans Christian Andersen

ELLEN'S LION
Crockett Johnson

RIVER BANK
(from THE WIND IN THE WILLOWS)
Graham

OPEN ROAD
(from THE WIND IN THE WILLOWS)
Graham

SECOND SEMESTER

- ANK YOU, M'AM**
Hughes
- WATER-HORSE OF BARRA**
folk tale as told by Winifred Finlay
- STORY OF WANG LI**
Coatsworth
- ELEPHANT'S CHILD**
Kipling
- LISSA THE BEAUTIFUL**
folk tale as told by Post Wheeler

ALBERIC
Jansson

FRESH
Pearce

THE ENCHANTED STICKS

Steven J. Myers

WISDOM'S WAGES AND FOLLY'S PAY

Howard Pyle

MR. SINGER'S NICKNAMES

James Kruss

ALICE'S ADVENTURES IN WONDERLAND

(selection) Lewis Carroll

SECOND SEMESTER

THUNDER, ELEPHANT, AND DOROB
African folk tale as told by Humphrey Harman

THE MAN WITH THE WEN
Japanese folk tale as told by Idries Shah

ALI BABA AND THE FORTY THIEVES
(from THE ARABIAN NIGHTS)

THE GOLDFISH
Eleanor Farjeon

BEAUTY AND THE BEAST
Madame de Villeneuve

PROT AND KROT
Polish folk tale as told by Agnes Szudek

THE HEMULEN WHO LOVED SILENCE
Tove Jansson

THE DEVOTED FRIEND
Oscar Wilde

THE DANCING PRINCESSES
Walter de la Mare

ALLAH WILL PROVIDE
North African folk tale as told by Robert Gilstrap and Irene Estabrook

MR. TOAD
(from THE WIND IN THE WILLOWS) Kenneth Grahame

THE FURTHER ADVENTURES OF TOAD
(from THE WIND IN THE WILLOWS) Kenneth Grahame

SERIES 5

FIRST SEMESTER

- CHARLES**
Shirley Jackson
- GHOST CAT**
Donna Hill
- TURQUOISE HORSE**
Gerald Hausman
- MAURICE'S ROOM**
Paula Fox
- BARBIE**
Gary Soto
- LENNY'S RED-LETTER DAY**
Bernard Ashley
- THE PRINCE AND THE GOOSE GIRL**
Elinor Mordaunt



TRAMP Appendix Five: Mosaica

Malcolm Carrick

ALBERIC THE WISE

Norton Juster

PODHU AND ARUWA

African folk tale as told by Humphrey Harman

THE INVISIBLE CHILD

Tove Jansson

THE BAT-POET

Randall Jarrell

SECOND SEMESTER

A GAME OF CATCH

Richard Wilbur

THE TALE OF THE THREE STORYTELLERS

James Kruss

SPIT NOLAN

Bill Naughton

THE QUEEN'S CARE

Elizabeth Jamison Hodges

LUCKY BOY

Philippa Pearce

THE SECRET OF THE HATTIFATTENERS

Tove Jansson

THE HAPPY PRINCE

Oscar Wilde

KADDO'S WALL

West African folk tale as told by Harold Courlander and George Herzog

DITA'S STORY

Mary Q. Steele

OLIVER HYDE'S DISHCLOTH CONCERT

Richard Kenney

MOWGLI'S BROTHERS

(from THE JUNGLE BOOKS) Rudyard Kipling

"TIGER-TIGER!"

(from THE JUNGLE BOOKS) Rudyard Kipling

SERIES 6

FIRST SEMESTER

- THROUGH THE TUNNEL**
Doris Lessing
- RAYMOND'S RUN**
Toni Cade Bambara
- MY GREATEST AMBITION**
Morris Lurie
- A LIKELY PLACE**
Paula Fox
- THE MYSTERIES OF THE CABALA**
Isaac Bashevis Singer
- BAD CHARACTERS**
Jean Stafford

CHURA AND MARWE
African folk tale as told by Humphrey Harman

SUPERSTITIONS
Mary La Chapelle

THE LAST GREAT SNAKE
Mary Q. Steele

GASTON
William Saroyan

SOUNCHI
Amos Oz

SECOND SEMESTER

- THE VELD**
Ray Braagbur
- THE WHITE UMBRELLA**
Gish Jen
- THE PARSLEY GARDEN**
William Saroyan
- THE SECRET OF THE YELLOW HOUSE**
Anthony Browne



LEARNING OBJECTIVES FOR K-12

Appendix Five: Mosaica

READING

Strategy:

- cite specific passages
- read closely and compare passages
- consider different interpretations

Comprehension:

- recall details
- understand cause and effect
- analyze author's tone and purpose

Vocabulary:

- comprehend through context
- understand multiple-meaning words
- understand metaphor and figures of speech

"You know, in Junior Great Books, you have to read things very, very carefully, because you're thinking, thinking, thinking all the time."

—Third-grade student

"Junior Great Books selections are unedited, rich, and highly complex literature. And they've really been enhanced by the recent addition of more multicultural selections and women authors. It's all there!"

—District administrator

THINKING

Generate and support ideas:

- identify a problem
- clarify an argument
- support an argument with reasoning and evidence
- use inference

Evaluate and revise ideas:

- consider more than one side; weigh evidence
- question and test an argument
- draw conclusions
- revise and improve an argument

"We wanted our children to think. And that's why Junior Great Books was perfect for us."

—Elementary school administrator

"Junior Great Books is one of the most valuable tools I have ever seen for developing critical-thinking skills."

—Eighth-grade teacher

WRITING

- take notes
- write persuasively
- relate personal experience to ideas
- use story themes in writing
- write creatively

"Students wrote at a very high level. I often had to limit them from writing too much!"

—Fifth-grade teacher

"In Junior Great Books discussion, meaningful dialogue explodes out of students' engagement with the text."

—District administrator

SPEAKING

- state ideas clearly and fully
- explain and defend concepts
- agree and disagree constructively
- maintain purposeful discussion

LISTENING

- listen for different ideas
- ask for clarification
- synthesize and build on others' ideas

"We were really pleased with the strong oral component. Weaker readers can participate for the first time on equal footing with other students. Their lack of reading fluency doesn't interfere with their initial understanding of the text."

—Elementary school administrator



**EXHIBIT 3
BUDGET**

Mosaica Academy of Saginaw- 1997-98 Operating Budget

Total Number of Students			500
State per pupil expenditure			6,661
Total Revenue			3,330,500
Less: Expences			
Teachers' Salaries		34.26%	1,141,000
Teachers' Benefits	25.0%	8.56%	285,250
Administration Salaries & Benefits		5.67%	188,750
Classroom Materials		2.69%	89,500
Instructional Support		6.75%	224,809
Food		4.00%	133,220
Other Operations		17.97%	598,625
Program Evaluation & Assessment		0.50%	16,653
Equipment Lease		5.57%	185,561
Management Fee		10.00%	333,050
SVSU Oversight Fee		3.00%	99,915
Contingency		1.03%	34,168
Total Direct Expences		100.00%	3,330,500