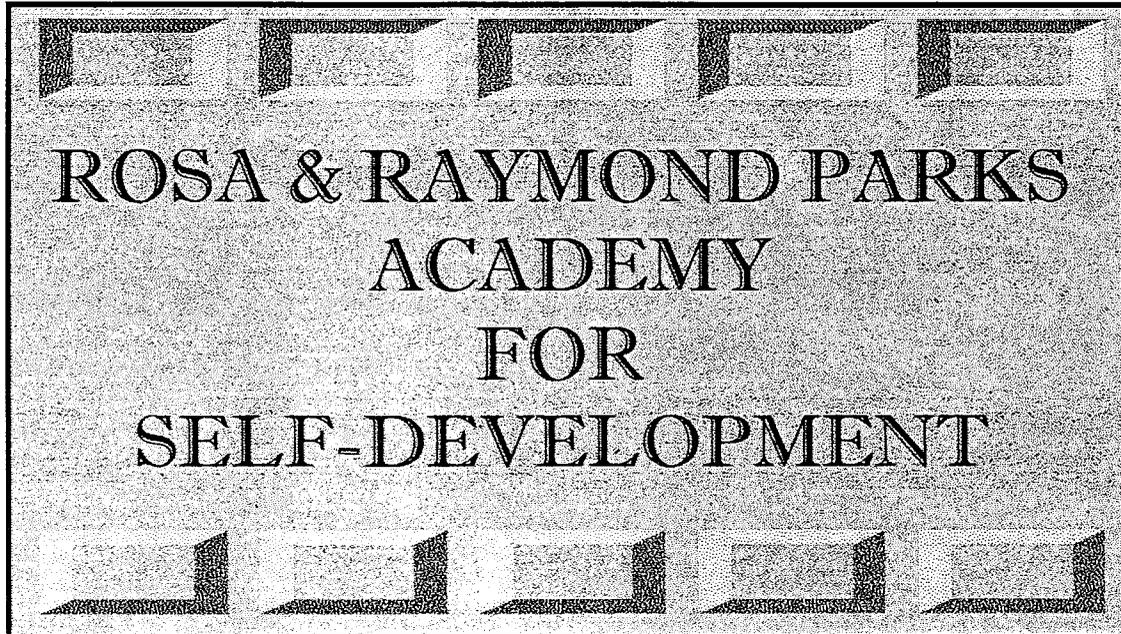


Application

by:



(Public School Academy)

to:

Detroit Board of Education

(Authorizing Body)

May 28, 1997

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I. Applicant Information

Name: Mrs. Rosa L. Parks
Address: 65 Cadillac Square, Suite 2200
City, State, Zip: Detroit, Michigan 48226
Phone: (313) 965-0606
Fax: (313) 894-3566

Affiliation (check one)

- Individual
 Representative of government entity
 Representative of non-profit entity
 Other (please describe):

II. General Information

Proposed Name of Academy: Rosa & Raymond Parks Academy for Self-Development
Proposed Date of Opening: September, 1997
Proposed Age or Grade Levels: Grades K - 12 (initial year Grades 6 - 12)

Proposed Enrollment

Year 1: 250
Year 2: 300
Year 3: 350

Target Population:

Students eligible for Kindergarten through Twelve, whose parents desire a multi-cultural, self-paced, technology-based, instructional delivery system designed to meet a students individual needs and abilities. Parents will desire an educational environment for their children which provides for instruction not only in the core academic subject areas, but also in non-violent training, character development, etiquette, and respect. Our students and parents, as an entire family, will be provided opportunities to develop a thorough knowledge of the history of the African American struggle for civil rights, along with a sense of responsibility for themselves and their communities.

III. Schedules

Schedule 1 Proposed Board of Directors

Mrs. Rosa L. Parks, Co-founder
 Rosa & Raymond Parks Institute for Self-Development
 9311 Wildemere
 Detroit, MI 48206
 313-898-6776
 Chairwoman of the Board, Length of Term: 3 years

~~Ms. Elaine Eason Steele, Co-founder
 Rosa & Raymond Parks Institute for Self-Development
 9311 Wildemere
 Detroit, MI 48206
 313-898-6776
 President, Length of Term: 3 years~~

REV. HOLLEY

Dr. Barbara Menzie, M.D., Vice President
 Rosa & Raymond Parks Institute for Self-Development
 9310 Otsego
 Detroit, MI 48206
 313-965-0606
 Vice President, Length of Term: 2 years

~~Mr. Jim Parker, Financial Secretary
 Rosa & Raymond Parks Institute for Self-Development
 128 Tyler
 Highland Park, MI 48226
 313-965-0606
 Treasurer, Length of Term: 2 years~~

BELLA BARDEW

~~Mrs. B. W. Eason, Parliamentarian
 Rosa & Raymond Parks Institute for Self-Development
 1032 E. Canfield
 Detroit, MI 48207
 313-965-0606
 Secretary, Length of Term: 1 year~~

PARENT REP

Schedule 2 Statement of Purpose
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The following statutory purposes will be fulfilled by the educational goals and programs of, and curriculum offered by, the public school academy. (*Required by law to check at least one.*)

- To improve achievement for all students, including, but not limited to, educationally disadvantaged students, by enhancing the learning environment.
- To stimulate innovative teaching methods.
- To create professional opportunities for teachers in a new type of public school in which the school structure and educational program can be innovatively designed and managed by teachers at the school site level.
- To achieve accountability for student educational outcomes by placing full responsibility for performance at the school site level.
- To provide parents and students with greater choices among public schools, both within and outside their existing school districts.
- To determine whether state educational funds can be effectively, efficiently, and equitably utilized by allocating funds on a per student basis directly to the school rather than through the school district administration.

Schedule 3 Statement of Educational Goals
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Mission Statement

The mission of the Rosa and Raymond Parks Academy for Self Development (the "Academy"), is to provide mentoring and alternative learning, through creative educational techniques, that incorporate the philosophies of Rosa and Raymond Parks. The Principles are based on their life experiences of pride, dignity and courage. Students will be educated and trained in a community environment to transfer common sense and survival skills into leadership and marketable skills.

The Academy will also provide training in life skills that incorporate the philosophies of Rosa and Raymond Parks: dignity with pride, courage with perseverance and power with discipline. Students will use holistic approaches to prepare for the global community in business, technology, transportation management, economic development, service production and health abuse prevention.

Educational Goals

- To motivate all students and families to increase receptivity to learning and growth in all aspects of life.
- To ensure that each student receives a solid foundation in the core academic subject areas.
- To provide an environment where all students and family members can benefit from sharing; those who teach, give and those who receive, give also. Healthy competition will be encouraged through the principles of pride, dignity and courage.
- To provide an educational environment where students focus on self improvement by graphing their growth and maturity in communications, journalizing, net-working, budget management, etc. Etiquette, body language, appearance and attitudes will be researched, demonstrated, and incorporated into the development of leadership and marketable skills.
- To provide for written entrance and exit proficiency performance results for each student, incorporating weekly progress review to ensure all students remain on target towards achieving their individual goals.

- To provide a setting where students, along with their family members, are encouraged to become proficient in the use of new technology.
- To provide for opportunities for students to explore and develop life skills such as the need to provide for one's self. Family and community will be identified, defined and examined for incorporation or development into marketable assets. Student leaders and support teams from various ethnic and socioeconomic backgrounds, will investigate life skills through social interaction, sports, workshops, seminars, panel discussions and technical programs. The emphasis on holism, the union of mind, body and spirit, will be encouraged during all physical and mental activity.

Schedule 4 Programs and Curricula**Academic Program and Curriculum**

The Academy's academic program and curriculum will be based on the Michigan Curriculum Framework - Content Standards and Benchmarks, while instituting learning objectives and teaching methodologies unique to our mission and target population. Our programs will be grounded in the philosophies of Rosa and Raymond Parks: dignity with pride, courage with perseverance and power with discipline. Students will set short and long range goals that improve performance, emphasize strengths and customize considered career paths. Using a collaborative and team-based approach, qualified educators, skilled professionals, peer counselors and positive role models all will be utilized to provide training that is integrated within a variety of experiential learning activities and is woven across the following key focus areas:

- Economic Development
- Critical Thinking
- Health Education
- Political Awareness
- Self Empowerment
- Communications
- Spiritual Principles
- Historical Roots
- Service Production

While all students will be provided instruction in the core academic subject areas of mathematics, language arts, science and social studies, teaching and learning will not take place in a vacuum or solely in a classroom environment, but instead through participation in active and real-life learning experiences designed to maximize each student's ability to acquire and internalize the skills necessary to successfully participate in society.

The Academy's programs will also utilize computers and technology as a tool for providing all students and their families access to the ever-expanding wealth of global information. Through the implementation of NovaNET, students will have access to thousands of proven curriculum lessons, making it possible to match each student to an individual and performance-based learning plan. Our standard curriculum will be matched to the Michigan Core Curriculum Model Content and Standards, while our customized curriculum will be matched to the unique goals and objectives of the Academy. Through the use of NovaNET, not only is a melding of the two strands possible, but our curriculum will always be up-to-date even as new discoveries and changing events around the world occur. All family members will have access to our NovaNET system as the Academy believes building strong families helps to ensure not only the success of each of our students, but our community at large.

For details of our existing program (The Rosa and Raymond Parks Institute for Self-Development), on which the Academy's program will be based, please see Attachment A. For details of the NovaNET Curriculum, please see Attachment B.

Schedule 5 Proposed Admissions Policy
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The Academy will not charge tuition and will not discriminate in its pupil admissions policy 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 a school district.

For first year operations, enrollment will be open to all students who are residents of this state, eligible for enrollment in grades 6 through 12 and whose parents desire an educational choice for their child(ren) offered by our particular mission, education program(s) and goals, target population, methods of assessment, curriculum, school year and school day schedules, and governance structure.

Should the number of applicants exceed the number of available spaces, the Public School Academy will contract with an approved Certified Public Accountant, or other recognized body allowable by law, to conduct a scientific random lottery for the selection of students. The lottery shall be constructed based on student capacity per grade level. The Public School Academy will in no way directly influence the racial, ethnic, or gender make-up of its student population unless required to do so by some other law or previous desegregation order. However, siblings of students already enrolled at the Public School Academy, as well as students enrolled in the Public School Academy in the preceding year, may be given first priority.

Students not chosen for a given year, with their parents' or legal guardian's written permission, shall be placed on a waiting list for the next available opening. The order of the waiting list shall also be generated by a scientifically conducted random lottery. All students shall receive written notification following the initial lottery (if one is necessary) of their acceptance or exact position on the waiting list. All students making the waiting list may apply, in writing, for an automatic continuance of their waiting list status. Students wishing to remain on the waiting list must submit the automatic continuance no later than thirty (30) days from receipt of notification in order to confirm and maintain their position on the waiting list.

New openings, within any grade level and regardless of when they occur, shall always be first offered to students on the waiting list eligible for that grade level. Students and parents may request in writing, at anytime, that the student's name be withdrawn from the waiting list. Students on the waiting list who do not renew their intention to remain on the waiting list shall be removed from the list. All students are eligible to reapply during the normal enrollment period for any year even if they have requested removal from the waiting list in the previous year. If there are more applications to enroll in the Public School Academy than there are spaces available, pupils shall be selected to attend using a random selection process. Also, the Public School Academy shall allow any pupil who was enrolled in the immediately preceding school year to enroll in the Academy in the appropriate grade unless the appropriate grade is not being offered at Public School Academy.

The Public School Academy will work through a number of communications channels to identify and recruit students, including distribution of flyers at area churches, community centers, day care institutions (if applicable), local businesses; making use of the media through radio and cable public service announcements; and publication of the articles of incorporation, the enrollment period and the enrollment times in the major local newspapers.

All students are expected to attend school no less than ninety-five (95) percent of the time unless precluded from doing so by an approved absence due to illness or other approved emergency. Student learning obligations include following prescribed Public School Academy rules and guidelines, coming to school on time and prepared, completing all assigned work, participating in all programs and classes in which they may be enrolled, demonstrating respect for self and others, and putting forth effort which is indicative of their skill level, competence and expected potential.

Parents will be expected to agree to attend all teachers and parents conferences, volunteer time at the Public School Academy during each semester for special projects or programs, become involved in a parent support committee to render needed assistance to the Academy to reach its goal of outstanding education, and to work with administration and faculty to create a positive environment and collaborative learning environment

Schedule 6	Proposed Methods of Student Assessment
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The following methods of student assessment will be used by the public school academy:

- MEAP
 Michigan High School Proficiency (when applicable)

The following additional standardized methods will be used for assessment:

- California Achievement Test Iowa Test of Basic Skills
 Stanford Achievement Test Metropolitan Achievement Test
 Other:

The Michigan Assessment Program (MEAP), and any other standardized tests that may become required by law, including the Michigan High School Proficiency Test (when applicable), will be administered to all students.

Additional assessment and evaluation tools will include:

- Report Cards
- Student Portfolios
- Subject Area Evaluations
- Teacher-created tests
- Project-based Evaluations
- Pre and Post Testing / Assessment
- Student Self-Evaluation Sheet
- Student Journals
- Student Weekly Progress Graphs

Schedule 7 Proposed Method of Monitoring Academy Performance

The Public School Academy shall submit to the Detroit Board of Education, copies of aggregate pupil test scores on all required standardized tests, and all other student information as may be required by State law or by the Authorizing Body.

As it relates to overall performance of the Public School Academy, the following information shall be tracked on at least an annual basis:

- Academy Achievement on MEAP and other Standardized Tests (where applicable and/or required)
- Pupil Attendance Rates
- Pupil Promotion Rates
- Number of Student Drop-outs
- Number of Student Expulsions
- Number of Student Transfers
- Number of Student Achievement Awards
- Number of Teacher Achievement Awards
- Number of Public School Academy Achievement Awards
- Summary of Curricula
- Summary of Special Programs
- Parent/Teacher Conference Participation Rates
- Parent Involvement Rates
- Student Involvement Rates in Special Programs

In addition, the Public School Academy will track to the best of its ability, placement of students in subsequent schools and programs following graduation, and will make this information available to Detroit Board of Education, the Michigan Department of Education, parents, students, staff, and other interested parties.

Schedule 8 Proposed School Day Schedule
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(All Grades)

School opens at: 8:00 AM
Instruction begins at: 8:30 AM
Instruction ends at: 5:00 PM
Total instructional hours: 8 Hours 30 Minutes

Less:

 Lunch Begins: 12:25 AM Lunch Ends: 12:55 PM
Total Lunch : 30 Minutes
Total Passing Time to and from Lunch: 10 Minutes

 Passing Time between each period/class/module: 5 Minutes
 Number of Passing Times: 6
Total Passing Time per Day: 30

Total Break Time (if applicable): 20 Minutes (Teacher monitored break - 10 minutes during Period 2 and 10 minutes during Period 5)

Total Deductions: 90 Minutes

Total Instructional Hours and Minutes: 7 Hrs per day

Day Schedule Example

START TIME	END TIME	ACTIVITY CLASS
	8:00 AM	School Opens
8:15 AM	8:30 AM	Assembly / Attendance Daily Goal Setting
8:30 AM	9:55 AM	Period 1
10:00 AM	11:25 AM	Period 2
11:30 AM	12:15 AM	Period 3
12:20 PM	12:55 PM	Lunch
1:00 PM	2:25 PM	Period 4
2:30 PM	3:55 PM	Period 5
4:00 PM	4:45 PM	Period 6
4:50 PM	5:00 PM	Daily Review / Reflection
	5:00 PM	Dismissal

Schedule 9 Proposed School Year Schedule

For its initial year of operation, the Rosa and Raymond Parks Academy for Self-Development will begin in September of 1997, and end in June of 1998. Thereafter, the school will begin in July and operate on a continuous school year. During its initial year, and every year thereafter, the Academy will observe the same holidays as the Detroit Public Schools.

1997 / 1998 School Year

Month	Day	Activity
September	2	Open House for Parents and Students
	3	First Day for Students
	4, 5 and 8-12	Student Pre-assessment, Evaluation & Academic Counseling Individual Learning Plan Development
October	2	Open House - Community, Students & Parents
	28	No School - Teacher Professional Development Day
November	7	Parent/Student/Teacher Conferences Student Performance Evaluation
	27 - 28	No School - Thanksgiving
December	24-31	No School - Christmas Break
January	3	Classes Resume
	16	End of First Semester Marking Period Parent/Student/Teacher Conferences Student Performance Evaluation
	19	No School - Martin Luther King, Jr. Birthday
	30	No School - Teacher Professional Development Day
February	2-6	Teacher Planning & Development Week Winter Recess for Students
March	26	Parent/Student/Teacher Conferences Student Performance Evaluation
	27	No School - Teacher Professional Development Day
April	6-10	Spring Break
May	25	No School - Memorial Day
June	19	End of Second Semester Parent/Student/Teacher Conferences Student Performance Evaluation

June	23	Last Day for Students
	25	Awards Ceremony
	26	Last Day for Teachers

Schedule 10 Proposed Governance Structure
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Under the leadership, direction and guidance of its Board of Directors, and pursuant to the Bylaws, the Public School Academy will be structured to maximize teaching effectiveness while employing sound organizational and management principles in its operations as a public school academy. The Public School Academy Director, along with support from the Director of Instruction and other staff, shall be responsible for day-to-day supervision of the educational delivery program.

Using a team-based approach, all staff shall be directly involved in the development and implementation of continuous improvement processes at the Public School Academy, as well as participate in establishing methods to measure and monitor student performance and the achievement of educational goals for the program as a whole.

Teachers will be responsible for planning teaching and learning activities, in collaboration with specialty instructors, guest lecturers and community volunteers, which are coordinated within and across grade levels and subject areas so that standards for student achievement (consistent with the Michigan Curriculum Framework - Content Standards and Benchmarks) flow in a logical and progressive sequence. Teachers will also be responsible for ensuring that lessons and instructional activities are matched to a student's individual learning plan.

In collaboration with the teaching and administrative staff, the Academic Counselors will participate in developing and monitoring student individual learning plans to ensure all students remain on track towards meeting their learning obligations.

Schedule 11 Proposed Staff Responsibilities
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The Public School Academy shall employ qualified staff of the highest caliber who are able to perform the duties and responsibilities of their assigned position. Moreover, the Public School Academy will recruit and employ individuals who are committed to the educational vision, philosophy, goals and objectives of the program. All classroom teachers shall meet the certification requirements set forth in Part 22 of the Michigan School Code.

The Public School Academy Director, with the assistance of the Director of Instruction and other staff as designated by the Academy Board of Directors, shall develop staff policies, guidelines and rules to be approved by the Academy Board of Directors. Where appropriate, the Public School Academy shall obtain the advice of legal counsel and other professional experts as needed.

Staff will be directly responsible for fulfilling the responsibilities outlined in their job descriptions, as well as following all rules and guidelines established by the Academy Board of Directors and implemented by the Public School Academy Director. Staff will comply at all times with the requirements of all applicable laws, including the policies, guidelines, rules and procedures of the Public School Academy, and with the terms and conditions of their employment contracts.

EXECUTIVE DIRECTOR

The Executive Director will have the oversight of the Academy with direct supervision of the fiscal operation, organizational management and employment area.

QUALIFICATIONS

Master's Degree in Education from an accredited institution; several years experience as a successful classroom teacher, experience as a department chair or other education leadership position, ability to communicate with others effectively; excellent organizational and managerial skills, adept at monitoring business and operational processes of an educational organization.

RESPONSIBILITIES

- In collaboration with the Director of Instruction, directly supervise the academic program of the Academy, ensuring successful achievement of the Academy's mission, objectives and educational goals.
- Develop and maintain sound fiscal management policy.
- Administer the finances of the program with the support of the Academy's Board of Directors, implement budget, manage receipts and expenditures, provide full accounting of all transactions to Board.
- Supervise the keeping of all records necessary to the general administration of the program including financial, tax, payroll, personnel, educational, children's health and enrollment records, and all other records as required.
- Handle all negotiations regarding the legal status of the Academy together with licensing of the program.
- Recruit and advertise for open positions at the school and interview candidates for positions.
- Recruit and enroll students; interface with parents, with the State Department of Education officials, and with the Authorizer.
- Provide staff representation at all Academy Board meetings.
- Complete periodic evaluation of staff.
- Provide a two-way communication between staff, students, parents and community persons.
- Provide leadership in developing, implementing, monitoring and evaluating the Academy's plan of action.
- Maintain a clean and safe physical plant; creating an environment that promotes student learning.

- With assistance from the Community Outreach Coordinator, secure sustained parent and community involvement in all programs that effect the Academy.

DIRECTOR of INSTRUCTION

The Director of Instruction will oversee the instructional programs of the Academy including the following three focus areas:

Instruction: Promoting and maintaining a productive, creative and caring atmosphere in which every student can experience success.

Performance: Fostering an environment where students and staff are challenged to reach their greatest potential

Evaluation: Gathering and compiling data to determine if Academy's vision, mission, goals and objectives are being met.

The Director of Instruction reports directly to the Executive Director.

QUALIFICATIONS

Master's Degree in Education or an equivalent degree from an accredited institution; several years administration and teaching experience; understands the changing and creative environment that leads to academic excellence; a commitment to the ethical standards of personnel practices and willingness to continue professional development; high degree of personal and professional integrity, skill in developing positive inter-personal relationships.

RESPONSIBILITIES

- Supervise the planning and implementation of the daily program in accordance with the policies and educational philosophy of the Academy.
- Develop and effectively maintain a personal work plan listing goals, activities, dates and results expected.
- Develop and administer a periodic evaluation tool to measure the effectiveness of teacher's teaching methods and interpersonal skills.
- Actively be involved in collaborative efforts of the teaching staff to enhance education at the Academy; develop a positive climate that is conducive to teaching and learning.
- Supervise and direct the NovaNET instructional delivery system to ensure the Academy curriculum continues to meet the needs of its students while meeting and exceeding state and national standards.
- Enable synergy to be a the thrust of education excellence; providing assistance to teachers in planning, classroom management, student evaluation and the delivery of the instructional programs.
- Develop and monitor budget for instructional area.

- Develop and implement school calendar and daily schedules.
- Fulfill other duties and responsibilities assigned by the Director.

ACADEMIC TEACHER

The teacher will present him/her self at all times as a professional emulating the high scholastic and moral character of the Academy. The teacher will report to the Director of Instruction.

QUALIFICATIONS

Bachelors of Arts, or its equivalent, from an accredited institution, teacher certification meeting criteria established by the Teacher Preparation and Certification Division of the Michigan Department of Education; experience teaching children in a learning environment; possesses skills as a facilitator or coach; possesses the desire and will to be creative in teaching; able to develop and maintain constructive group relationships; exhibit expertise in the area of specialization.

RESPONSIBILITIES

- Develop and adhere to yearly, unit and daily lesson plans in relationship to the Academy's academic goals, curriculum and children's interests and abilities.
- Develop and provide for learning activities that utilize the critical thought process; provide for learning activities which include interactive discussion techniques and a "hands on" approach.
- Develop and implement various in-house evaluation tools and assessment methods to measure student achievement.
- Employ effective communication skills with students, parents and Academy administration.
- At all times be sensitive to what students need and desire and provide the kinds of activities that are appropriate for the classroom and other learning activities.
- Participate as a team player in all decision-making processes at the Academy.
- Treat each student and parent with dignity and respect while helping students become aware of their roles as an integral member of the group.
- Provide intellectual stimulation and emotional support to students and maintain an environment conducive to learning.
- Participate in staff training programs as recommended and/or required by the Executive Director, Director of Instruction and the Academy Board of Directors.
- Fulfill other duties and responsibilities as assigned.

ACADEMIC COUNSELOR

The Academic Counselor will assist the students with personal, family, social, educational and career decisions, problems and concerns. The Academic Counselor at all times will maintain ethical counseling techniques that will result in high self-esteem and confidence in the student.

Qualifications

Master of Arts in Guidance and Counseling or a Bachelor of Arts in Education/Counseling or its equivalent from an accredited institution coupled with verifiable experience showing positive results in an educational counseling position and currently working toward completion of the Master's Degree; prior classroom experience; able to provide guidance in large group settings. The Academic Counselor will have extensive experience and expertise in the area of vocational and educational assessment, and be familiar with current standards and computerized methods of assisting students in self-evaluation of career and job skills strengths and weaknesses.

Responsibilities

Enable students to understand their abilities, interests, talents, and personality characteristics so that students can develop realistic academic and career options.

Utilize appropriate and recognized assessment tools to diagnose and improve the learning ability of the student.

Demonstrate skill and experience in motivating students to academic excellence.

Demonstrate excellent interpersonal skills to develop and maintain frequent rapport with students, staff, parents, community, business and industry partners and administration.

Provide counseling as needed for individuals, families, groups and classes.

Develop, recommend and coordinate motivational programs and activities which help to foster positive learning and teaching environments.

Develop and coordinate effective and successful school-wide activities.

Participate as a team player in the operations and programs of the Academy.

Fulfill other duties and responsibilities as assigned by the Academy Executive Director.

STUDENT AFFAIRS COORDINATOR

The Student Affairs Coordinator will be responsible for maintaining all academic records and individual learning plans for the Academy's students. The Coordinator works in collaboration with the Academic Counselors to ensure students are on track and are placed in the optimum curriculum program that best meets their individual needs and desires.

QUALIFICATIONS

Bachelor's Degree or higher in Education or an equivalent degree from an accredited institution; minimum three (3) years teaching experience; understands the changing and creative environment that leads to academic excellence; a commitment to the ethical standards of personnel practices and willingness to continue professional development; high degree of personal and professional integrity, skill in developing positive inter-personal relationships. The Student Affairs Coordinator will have expertise in career planning and post-secondary education requirements.

RESPONSIBILITIES

- Develop, implement and maintain an effective administrative system for evaluating and monitoring student progress at the Academy.
- Oversee and supervise the maintenance of all student records, files and key information.
- Provide regular feedback to academic staff, students, parents and the Academy administration on the school's progress toward academic goals.
- Work in collaboration with the Academic Counselors and other staff to implement effective systems for developing student individual learning plans as well as conducting pre and post-assessments for career and academic planning.
- Develop and help implement the Academy's schedule of courses, activities and special events.
- Participate as a team player in all decision-making processes at the Academy.
- Treat each student and parent with dignity and respect while helping students become aware of their roles as an integral member of the group.
- Develop, maintain and oversee the distribution of information for students and families in the areas of academic planning, post-secondary education options, vocational options, career planning, etc.
- Provide intellectual stimulation and emotional support to students and maintain an environment conducive to learning.
- Participate in staff training programs as recommended and/or required by the Director, Curriculum Director and the Academy Board of Directors.

- Fulfill other duties and responsibilities as assigned.

COMMUNITY OUTREACH COORDINATOR

The Community Outreach Coordinator will assist the Academy in all of its outreach and partnership development with the community, businesses, parents, social service agencies, etc. The Community Relations Coordinator will also be responsible for marketing the Academy's programs to prospective parents and students, providing tours of the Academy, developing and distributing information materials relative to the Academy's programs and events, and assisting the Executive Director with all correspondence.

QUALIFICATIONS

Minimum Bachelor's Degree from an accredited institution; several years experience working with or in a community-based organization or experience within a business or educational organization in a position requiring building and maintaining partnerships and alliances; demonstrated communication and marketing skills; exceptional interpersonal skills; experience producing materials using technology and other computer-based programs.

RESPONSIBILITIES

- Develop and successfully maintain all Academy partnerships with the community, other educational and social service agencies, local businesses, foundations, etc.
- Organize and facilitate a parent support group.
- Interact with the media and all visitors to the Academy.
- Develop and distribute all marketing materials for the Academy including information newsletters, brochures, flyers, posters, etc.
- Seek out and establish business and other community-based partnerships which will assist the Academy in accomplishing its mission, educational goals and objectives.
- Work in collaboration with the Administration and staff on all key decisions impacting the Academy's reputation, plan of action and on-going partnership efforts.
- Assist the Administration in developing all materials pertaining to the Academy's programs, business forms, newsletters, and other communication materials.
- Other duties as assigned by the Academy Director.

TEACHING / MENTORING / LAB ASSISTANTS **(Education Aides)**

Education Aides will help the teacher or teachers assigned to in an effective and timely manner while at all times displaying a willing attitude to enhance the efforts of the Academy. Education Aides will have a functional relationship with the teachers assigned to and a direct reporting relationship to the Director of Instruction.

QUALIFICATIONS

Matriculation in an accredited institution and have prior experience working in an educational setting; possesses a positive attitude, a desire to learn and follow instruction; good interpersonal skill towards administration, staff and students; a high degree of emotional and physical stamina and the ability to cope with daily job requirements, computer literate and willing to learn and develop skills in new technologies.

RESPONSIBILITIES

- Work with individual students in a mentoring and/or tutoring capacity.
- Demonstrate initiative, energy and perseverance in accomplishing assigned tasks and objectives.
- Demonstrate basic working knowledge of available instructional materials and the latest teaching techniques.
- Provide assistance to students and families in the computer lab environment.
- Display the ability to communicate effectively with the organization, staff, students and parents.
- Maintain high ethical and professional integrity.
- Treat each student and parent with dignity and respect while helping students become aware of their roles as an integral member of the group.

SECRETARY/RECEPTIONIST

The Secretary/Receptionist will perform all clerical duties in an efficient and professional manner. The secretary will have computer skills and experience with several software programs such as the latest versions of WordPerfect, Excel, Lotus, Desktop Publishing, and other designated applications. The secretary will continue to take classes and training in enhance computer skills and other office management techniques. The Secretary will have a direct reporting relationship to the Director.

QUALIFICATIONS

Two (2) years of college with several years of office experience in a responsible position; possesses skills in computer science; demonstrates a commitment to the vision, mission, goals and objectives of the Academy as well as to the ethical standards of personnel practices; a willingness to continue professional development; ability to interact positively with the organization, staff, parents, students and visitors.

RESPONSIBILITIES

- Develop and maintain office procedures.
- Typing/data entry of attendance roster, menus, communications, administrative forms, brochures, curriculum guides, and other information and documents as necessary.
- Assist Director with development and monitoring Academy plan of action.
- Maintain up-to-date student and staff files/records and other files as necessary.
- Handle telephone, fax, mail and other communication processes for the Academy.
- Order supplies as necessary; maintain budget restraints.
- Create and/or produce for the organization, staff and clients memos, brochures, newsletters, etc. necessary to establish and maintain effective communication across all levels.
- Submit accurate and timely reports as required.
- Develop appropriate and workable back-up procedures for times of absence or emergencies.
- Fulfill other duties and responsibilities assigned.

Schedule 12	Estimated Annual Operating Budget
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<u>Operating Revenue</u>				
1	State Aid Payments	250	Students @	5,700 \$ 1,425,000
2	Miscellaneous Fees			
3	Grants/Contracts			
4	Gifts/Donations			
5	Other (Loan)			
6	Total Operating Revenue			\$ 1,425,000
<u>Operating Expenditures</u>				
	Personnel:	<u>Salary/Wage</u>	<u>Fringe Benefit</u>	
	Staff			
7	Instructional Staff	\$ 360,000	\$ 72,000	
8	Paraprofessionals	106,000	21,200	
9	Administrative	153,000	30,600	
10	Clerical	22,000	4,400	
11	Custodial/Maintenance		-	
12	Other		-	
13	TOTAL STAFF	\$ 641,000	\$ 128,200	\$ 769,200
14	Educational Contracted Services (including Professional Development)			30,000
15	TOTAL PERSONNEL			\$ 799,200
	Non-Personnel:			
	Supplies & Services:			
16	Educational Supplies & Testing		35,000	
17	Travel (staff)		30,000	
18	Travel (field trips)		60,000	
19	Insurance		35,000	
20	Office Supplies		25,000	
21	Postage		5,650	
22	Telecommunications		27,000	
23	Library/Media		20,000	
24	Contracted Services (includes CPA & Legal fee)		42,000	
25	DPS Administrative Fee (3% of Line 1)		42,750	\$ 322,400
	Facilities:			
26	Rental Payments		72,000	
27	Utilities		50,000	
28	General Maintenance & Supplies		20,000	
29	Contracted Services (including NovaNET)		50,000	
30	Debt Service			
31	Other:			\$ 192,000
	Equipment:			
32	Classroom		35,000	
33	Library/Media		16,400	
34	Computing		50,000	
35	Other: Office		10,000	\$ 111,400
36	Contingency			
37	TOTAL NON-PERSONNEL			\$ 625,800
38	Total Operating Expenditures			\$ 1,425,000
39	Revenue Over (Under) Expenditures			\$ -
<u>Net Operating Fund Balance</u>				
41	Beginning Balance (prior year carryover)			-
41	Transfers/Adjustments			-
42	Ending Balance			\$ -
43	Note: Restricted Reserves Included in Fund Balance			\$ -

Schedule 13	Proposed Staff Salaries
--------------------	--------------------------------

Instructional	10	Academic Teacher (avg. salary)	36,000	360,000	360,000	
Paraprofessionals	1	Academic Counselor	36,000	36,000		
	1	Community Relations Coord.	30,000	30,000		
	4	Education Aides (part-time)	10,000	40,000	106,000	
Administrative	1	Executive Director	65,000	65,000		
	1	Director of Instruction	50,000	50,000		
	1	Student Affairs Coordinator	38,000	38,000	153,000	
Clerical	1	Administrative Assistant	22,000	22,000	22,000	

Schedule 14 Proposed Physical Plant Description and Address
--

The applicant is aggressively seeking a suitable facility with the City of Detroit to house our program. The Academy intends to lease space which will comply with health, safety and fire codes, as required by the law for the grade levels and number of students it will be serving.

The applicant agrees to provide all required building permits, proofs of inspection, and certificates of occupancy, and such other facility and insurance documents as may be required, to the Detroit Board of Education, or its designated representative, prior to operating as a public school academy.

Schedule 15 Proposed Articles of Incorporation

DRAFT
ARTICLES OF INCORPORATION
OF THE
THE ROSA AND RAYMOND PARKS ACADEMY OF SELF-DEVELOPMENT

ARTICLE I

Name of The Public School Academy

The name of the Public School Academy is: **The Rosa and Raymond Parks Academy of Self-Development.**

ARTICLE II

Name of The Authorizing Body

The name of the authorizing body of the Public School Academy is the Detroit Board of Education (the "Authorizing Body").

ARTICLE III

Purposes

The purposes for which the Rosa and Raymond Parks Academy of Self-Development (the "Public School Academy") is created are:

a) The Public School Academy is organized for all the purposes specified in Part 6A and Part 6B of Act 416, Public Acts of Michigan, 1994 (the "Act"), including operating and owning a Public School Academy, which shall provide, without tuition, education to children Grades K - 12. Admission to the Public School Academy will not be denied on the basis of race, color, religion, creed, sex or national origin.

b) The Public School Academy is a body corporate and a governmental agency, and together with all activities incident to its purposes, shall, at all times, be conducted so as to be a governmental entity under Federal and State laws. Notwithstanding any other provision of these By-Laws, the Public School Academy shall not carry on any activity not permitted to be carried on by a governmental instrumentality exempt from federal income tax under Section 115 of the Internal Revenue Code of 1986, as amended (the "Code"), or by a nonprofit corporation organized under the laws of the State of Michigan and subject to a contract authorized under the Act.

ARTICLE IV

Directors and Meetings of the Board of Directors

Section 1. **Board of Directors.** All of the business and affairs of the Public School Academy shall be managed and administered by a Board of Directors (the "Board") which is the governing body of the Public School Academy, in accordance with the Act, the Bylaws and the rules and regulations promulgated by the State of Michigan Board of Education and the Authorizing Body. All official activity of the Public School Academy shall be approved by action of the Board. All directors shall hold office until their respective successors are duly elected and qualified.

Section 2. **Number of Directors.** The Board of the Public School Academy shall consist of five (5) directors, until changed by a duly adopted amendment of these Articles of Incorporation.

Section 3. **Term of Office.** A director of the Board of Directors of the Public School Academy shall hold office for a term of three years, except for the initial directors appointed pursuant to Section 4 of Article IV of whom one-third shall be appointed for a term of three years, one-third shall be appointed for a term of two years, and one-third shall be appointed for a term of one year.

Section 4. **Appointment of Initial Directors.** All initial directors of the Board of the Public School Academy shall be appointed by resolution of the Board of the Authorizing Body and shall consist of at least the following:

- (a) Mrs. Rosa L. Parks, 9311 Wildemere, Detroit, MI 48206
313-898-6776
Chairwoman of the Board, Length of Term: 3 years
- (b) Ms. Elaine Eason Steele, 9311 Wildemere, Detroit, MI 48206
313-965-0606
President, Length of Term: 3 years
- (e) Dr. Barbara Menzie, M.D., 9310 Otsego, Detroit, MI 48206
313-965-0606
Vice President, Length of Term: 2 years
- (c) Mr. Jim Parker, 128 Tyler, Highland Park, MI 48203
313-965-0606
Treasurer, Length of Term: 2 years
- (d) Mrs. B. W. Eason, 1032 East Canfield, Detroit, MI 48207
313-965-0606
Secretary, Length of Term: 1 year

Section 5. **Appointment of Subsequent Directors.** Upon the expiration of the initial terms of the directors listed in Section 4 of Article IV, the Board of the Authorizing Body, pursuant to a resolution, shall appoint all subsequent directors to the Board of Directors of the Public School Academy from a list of nominees submitted by the Board of Directors of the Public School Academy equaling at least twice the number of the vacancies on the Board of Directors of the Public School Academy. Each director listed in Section 4 shall be listed on the list of nominees submitted by the Board of Directors of the Public School Academy, provided such director desires to continue to remain a director of the Public School Academy. Upon the expiration of each director's initial and subsequent terms as a director, a director may be appointed by the Board of the Authorizing Body for one or more additional terms as a director of the Public School Academy.

Section 6. **Vacancies.** A vacancy in the office of a director of the Board of Directors of the Public School Academy occurs immediately without declaration by an officer or acceptance by the Board of the Public School Academy or one of its directors, upon one of the following events:

- (a) The death of the incumbent, or the incumbent's being adjudicated insane or to be found to be mentally incompetent by a court of competent jurisdiction.
- (b) The incumbent's resignation.
- (c) The incumbent's removal from office. An incumbent may be removed from office with cause at any annual or special meeting of the Board of the Public School Academy by the affirmative vote of two-thirds of the remaining directors of the Board of the Public School Academy.
- (d) The incumbent's conviction of a felony.
- (e) The incumbent's appointment being declared void by the Authorizing Body, State of Michigan Board of Education, or a court of competent jurisdiction.
- (f) The incumbent's neglect or failure to file the acceptance of office with the Secretary of the Board of the Authorizing Body, to take the oath of office, or to give or renew an official bond required by law.
- (g) The incumbent's ceasing to possess the legal qualifications of holding office.
- (h) The incumbent's ceasing to reside in the State of Michigan.
- (i) Any other inability to serve.

Vacancies shall be filled by appointment by the Board of Authorizing Body pursuant to procedures in Section 5 of Article IV. Notwithstanding anything in Section 5 of Article IV to the contrary, a director listed in Section 4 of Article IV shall not be listed on the list of nominees submitted by the Board of Directors of the Public School Academy if the office of such director has been deemed vacant pursuant to this Section 6. An individual appointed to fill a vacancy which has occurred

immediately as defined in this Section 6 of Article IV shall be appointed for the unexpired term of the vacant office.

Section 7. **Public Office.** Membership on the Board of Directors of the Public School Academy shall constitute the holding of a public office and each member shall file an acceptance of office and take and file the following oath or affirmation before assuming office: "I do solemnly swear (or affirm) that I will support the constitution of the United States and the constitution of this state, and that I will faithfully discharge the duties of the office of a member of the board of directors of a public school academy according to the best of my ability."

Section 8. **Meetings.** The meetings of the Board shall be governed by the Bylaws and the Open Meetings Act, Act 267, Public Acts of Michigan, 1976.

Section 9. **Bylaws.** The Board shall adopt and amend the Bylaws in accordance with the Act, the rules and regulations promulgated by the State of Michigan Board of Education and the Board of the Authorizing Body.

ARTICLE V

Powers and Duties of the Public School Academy and the Board and Officers

Section 1. The Public School Academy shall possess and the Board of the Public School Academy shall exercise on behalf of the Public School Academy all those powers and duties described in Sections 513(12), 514a, 515 and 516 of the Act and, subject to the conditions in the Act and all applicable State and Federal laws, those powers and duties necessary to carry out the purposes for which the Public School Academy was created.

Section 2. A description of the duties of the officers of the Board can be found in the By-Laws of the Public School Academy.

Section 3 The powers granted in these Articles of Incorporation shall be in addition to those granted by any statute or charter. The enumeration of any power either in these Articles of Incorporation or in the Act shall not be construed as a limitation upon such general powers; provided, however, that the Public School Academy shall not undertake any action inconsistent with its status as a public body corporate and as a school district authorized to receive school aid funds pursuant to Section 11 of Article IX of the Michigan Constitution of 1963.

ARTICLE VI

Effective Date

These Articles of Incorporation shall become effective and the Public School Academy shall become established upon the occurrence of all of the following events:

- (i) the publication of the Articles of Incorporation in accordance with the Act;
and
- (ii) the filing of the Articles of Incorporation in accordance with the Act;

ARTICLE VII

Publication and Filing Responsibility

It shall be the duty of the Secretary of the Board of the Authorizing Body to publish and file these Articles of Incorporation in accordance with the Act. It shall be the duty of the Secretary of the Board of the Authorizing Body to publish these Articles of Incorporation at least once in The Detroit Free Press and/or the Detroit News.

ARTICLE VII

Office and Agent

Section 1. **Registered Office.** The registered office of the Public School Academy is: 65 Cadillac Square, Suite 2200, Detroit, Michigan 48226

Section 2. **Mailing Address.** The mailing address shall be the same as the registered address.

Section 3. **Resident Agent.** The resident agent at the registered office is: Rosa L. Parks.

ARTICLE IX

Restrictions Upon Operation

Notwithstanding any other provision of these Articles of Incorporation, no part of the net earnings of the Public School Academy shall inure to the benefit of, or be distributable to its directors, trustees, officers, or other private persons, except that the Public School Academy shall be authorized and empowered to pay reasonable compensation for the services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof. No substantial part of the activities of the Public School Academy shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Public School Academy shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Article of Incorporation, the Public School Academy shall not carry on any activities not permitted to be carried on by an organization, contributions of which are deductible under Section 170 of the Code.

ARTICLE X

Amendment of Articles of Incorporation

These Articles of Incorporation may be amended if adopted by the Board of the Public School Academy pursuant to the contract between the Public School Academy and the Authorizing Body, or as required by law. Each amendment shall be adopted, executed, and published, and certified printed copies shall be filed, in the same manner as the original articles of incorporation.

IN WITNESS WHEREOF and in accordance with the Act we hereby execute these Articles of Incorporation for and on behalf of the Rosa and Raymond Parks Academy of Self-Development.

By _____

By _____

Its: Secretary

Its: President

The foregoing Articles of Incorporation were adopted by the _____, of the _____
_____ at a meeting held on the ____ day of _____, 19__.

Secretary

Schedule 16 Proposed Bylaws

**DRAFT
BYLAWS
OF
THE ROSA AND RAYMOND PARKS ACADEMY OF SELF-DEVELOPMENT**

ARTICLE I

The Public School Academy

Section 1. Offices. The Director office of the Rosa and Raymond Parks Academy of Self-Development in the State of Michigan shall be located in the City of Detroit and the County of Wayne.

Section 2. Purposes. The purposes for which the Public School Academy is organized are:

(a) The Public School Academy is organized for all of the purposes specified in Part 6A and 6B of the Act 416, Public Acts of Michigan, 1994 (the "Act"), including owning and operating a public school academy, which the Public School Academy shall provide, without tuition, education to children in grades Kindergarten through Twelve, who reside within the geographic boundaries of the State of Michigan. Admission to the Public School Academy will not be denied on the basis of race, color, religion, creed, sex or national origin.

(b) The Public School Academy is a body corporate and a governmental agency, and, together with all activities incident to its purposes, shall, at all times, be conducted so as to be a governmental entity under Federal and State laws. Notwithstanding any other provision of these By-Laws, the Public School Academy shall not carry on any activity not permitted to be carried on by a governmental instrumentality exempt from federal income tax under Section 115 of the Internal Revenue Code of 1986, as amended (the "Code"), or by a nonprofit corporation organized under the laws of the State of Michigan and subject to a contract authorized under the Act.

ARTICLE II

Meetings of the Board of Directors

Section 1. Place of Meetings. Regular meetings of the Board of Directors of the Public School Academy (the "Board") shall be held quarterly at the Public School Academy's Director office and in accordance with the Open Meetings Act, Act 267, Public Acts of Michigan, 1976, as may be amended from time to time (the "OMA").

Section 2. Annual Meeting. The annual meeting of the Board shall be held at the date, time and place as determined by the Board at the first meeting. At the annual meetings, the Board shall elect officers and consider such other business as may properly be brought before the meeting. If less than a quorum of the directors appear for an annual meeting of the Board, the holding of such meeting shall not be required in matters which might have been taken up at the annual meeting may be taken up at any later regular, special or annual meeting.

Section 3. Other Regular Meetings. The regular meetings of the Board shall be held at the dates, times and places determined by the Board at the first meeting.

Section 4. Special Meetings. Special Board meetings for any purpose or purposes, may be called at any time by any director or by the President or, if he or she is absent or unable to act, by any Vice President or Secretary. Special Board meetings shall be called by the President or Secretary upon written request of any two (2) directors. The business transacted at any such meeting shall be limited to the purpose or purposes stated in the notice thereof.

Section 5. Notices for Meetings and Adjournments. Notices of all meetings and adjournments shall be given in accordance with the applicable sections of the OMA.

Section 6. Quorum. Except to adjourn the meeting as hereinafter provided, a majority of the Board without regard to the authorized number of directors shall be necessary to constitute a quorum for the transaction of business. Every act or decision done or made by an absolute majority of the Board at a meeting duly held at which a quorum is present shall be regarded as the act of the Board unless a greater number be required by law, the Articles of Incorporation, or these Bylaws. Decisions and deliberations of the Board shall be governed by the applicable sections of the OMA.

Section 7. Adjournment. A quorum may adjourn any Board meeting to meet again at a stated place, date, and hour; however, in the absence of a quorum, a majority of the directors present at any regular or special Board meeting may adjourn from time to time until the time fixed for the next regular Board meeting.

Section 8. Fees and Compensation. By resolution of the Board, the directors may be paid their expenses, if any, incurred while fulfilling the obligations of their duties.

Section 9. Committees. The Board may, by resolution, provide for such standing or special committees as it deems desirable and discontinue the same at its pleasure. Each such committee shall have such powers and perform such duties not inconsistent with law, as may be assigned to it by the Board. If provision be made for any such committee, the members thereof shall be appointed by the Board, shall consist of one or more members of the Board and shall serve during the pleasure of the Board. Vacancies in such committees shall be filled by the Board.

ARTICLE III

Officers

Section 1. Officers. The officers of the Board shall be a President, a Vice President, a Secretary, and a Treasurer. One person may hold two or more offices. In no case shall any officer execute, acknowledge or verify any instrument in more than one capacity.

Section 2. Election. The officers of the Board, except such officers as may be appointed in accordance with the provisions of Sections 3 or 5 of this Article III, shall be chosen by the Board, and each shall hold his or her office until he or she shall resign, until he or she shall be removed or otherwise disqualified to serve, or until his or her successor shall be elected and qualified.

Section 3. Subordinate Officers and Agents. The Board may appoint such other officers and agents as the business of the Public School Academy may require, each of whom shall hold office for such period, have such authority, and perform such duties as may be provided in these Bylaws or as the Board may from time to time determine.

Section 4. Removal and Resignation. Any officer or agent of the Board may be removed by a majority of the whole Board at the time in office at any regular or special Board meeting.

Any officer may resign at any time by giving written notice to the Board, the President, or the Secretary. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for regular appointments to such office.

Section 6. President. The President shall preside at all Board meetings. The President shall be ex officio a member of all the standing committees, if any; and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

Section 7. Vice President. In the event of the President's absence or disability, the Vice President shall perform all the duties of and shall be subject to all the restrictions upon the President. The Vice President shall have such other powers and authority and shall perform such other duties as from time to time may be prescribed for him or her by the Board or these Bylaws.

Section 8. Secretary. The Secretary shall attend all Board meetings and shall keep or cause to be kept, in his or her custody at the Director or registered office of the Public School Academy in the State of Michigan or such other place as the Board may order, a book recording the minutes of all Board meetings setting forth: the place, date, time and decisions made; whether regular or special, and, if special, how authorized; the notice thereof given; the names of those present and absent at Board meetings; and the proceedings thereof.

The Secretary shall keep in safe custody the seal of the Public School Academy, and, when authorized by the Board, affix the same or cause the same to be affixed to any instrument requiring it; when so affixed, the seal shall be attested by his or her signature or by the signature of the Treasurer. The Secretary shall perform such other duties and have such other authorities as are delegated to him or her by the Board.

The Secretary shall give or cause to be given notice of all Board meetings required by these Bylaws and by the Board.

Section 9. The Treasurer. The Treasurer shall, subject to the direction of the Board, have the custody of the funds and securities belonging to the Public School Academy and shall keep full and accurate accounts of receipts and disbursements in books belonging to the Public School Academy.

The Treasurer shall deposit all moneys and other valuables in the name and to the credit of the Public School Academy with such depositaries as may be designated by the Board; shall disburse the funds of the Public School Academy as may be ordered by the Board; shall render to the President and the Board, whenever either requests it, an account of all of his or her transactions as Treasurer and of the financial condition of the Public School Academy; and shall have such other powers and authority incident to the office of Treasurer and shall perform such other duties as may be prescribed by the Board or these Bylaws.

ARTICLE IV

Operations As A Public School Academy

Section 1. Overall Governance Structure. The overall structure of the Public School Academy shall be the responsibility of its Board of Directors. The Board of Directors shall set policy for the management of the business, property, personnel, and other affairs of the Public School Academy. The Board shall conduct its business pursuant to these Bylaws.

The Board of Directors shall approve the annual budgets for the Public School Academy and provide for employment of staff, all as recommended by the administrator director. It shall also provide general guidance for improving the Public School Academy, its programs, and method of accomplishing its educational goals and objectives.

Section 2. Educational Goals. The educational goals of the Public School Academy are set forth on the attached Schedule 3.

Section 3. Curriculum. The curriculum of the Public School Academy is set forth on the attached Schedule 4.

Section 4. Methods of Pupil Assessment. Pupils of the Public School Academy shall be assessed as set forth on the attached Schedule 6.

Section 5. Admission Policy and Criteria. The admission policy and criteria of the Public School Academy are set forth on the attached Schedule 5.

Section 6. Public School Academy Calendar and Public School Academy Day Schedule. The proposed school calendar and school day schedule of the Public School Academy are set forth on attached Schedules 8 and 9, respectively.

Section 7. Age or Grade Range of Pupils to be Enrolled. The Public School Academy shall provide education to children grades K - 12.

Section 8. Staff Responsibilities. A description of the responsibilities of the staff of the Public School Academy are set forth on the attached Schedule 11.

Section 9. Governance Structure of Public School Academy. In addition to the provisions of these Bylaws, the governance structure of the Public School Academy are set forth on attached Schedule 10.

Section 10. Applicable Law. The Public School Academy shall comply with all of the provisions set forth in the Act, and subject to the provisions of the Act, with all other state law applicable to public bodies and with federal law applicable to public bodies or school districts.

Section 11. Physical Plant. The Public School Academy will be located at _____ . A description of the physical plant is set forth on the attached Schedule 14.

Section 12. District Identification. The Public School Academy will be located in the Wayne County Regional Educational Service Agency, (intermediate school district) and the Detroit Public Schools local school district.

Section 13. Collective Bargaining Assurance. Employees of the Public School Academy will be covered by the collective bargaining agreements that apply to other employees of the school district employed in similar classifications in schools that are not public school academies.

ARTICLE V

Miscellaneous

Section 1. Annual Report. The Public School Academy shall cause a financial report of the Public School Academy for the preceding fiscal year to be prepared within three (3) months after the end of the fiscal year and shall deliver such report to the Authorizing Body. The report shall include the Public School Academy's year-end balance sheet and, if prepared by the Public School Academy, its statement of source and application of funds.

Section 2. Loans. No loans shall be contracted on behalf of the Public School Academy and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances. No loan or advance to or overdraft or withdrawal by an officer, director, or member of the Public School Academy shall be made or permitted.

Section 3. Governmental Immunity. The Public School Academy and its incorporators, board members, officers, employees and volunteers have governmental immunity as provided in Section 7 of Act 170 of the Public Acts of 1964, as amended.

ARTICLE VI

Execution of Instruments

Section 1. Bank Accounts. Each bank account of the Public School Academy shall be established and continued only by order of the Board.

Section 2. Checks, Etc. All checks, drafts, and orders for the payment of money shall be signed in the name of the Public School Academy in such manner and by such officers or agents as the Board shall from time to time designate for that purpose. No check or other instrument for the payment of money to the Public School Academy shall be endorsed otherwise than for deposit to the credit of the Public School Academy. All checks of the Public School Academy shall be drawn to the order of the payee.

Section 3. Contracts, Conveyances, Etc. When the execution of any contract, conveyance or other instrument has been authorized without specification of the executing officers, the President or any Vice President and the Secretary or Treasurer may execute the same in the name and on behalf of this Public School Academy and may affix the corporate seal thereto. The Board shall have power to designate the officers and agents who shall have authority to execute any instrument on behalf of the Public School Academy in more than one capacity.

Notwithstanding anything contained herein to the contrary, no officer, agent or employee of this Public School Academy shall have the authority to disburse moneys or other property to other persons, to obligate the Public School Academy to do or perform any act, to make any payments of

money or property, or to execute any of the instruments described herein on behalf of this Public School Academy other than in the ordinary course of business unless he shall have previously obtained the approval of the Board of Directors and unless such approval or ratification shall appear in the minutes of this Public School Academy.

ARTICLE VII

Fiscal Year

The Public School Academy's fiscal year shall be July 1 to June 30.

ARTICLE VIII

Seal

The Public School Academy may have a seal which shall have inscribed thereon the name of the Public School Academy, the state of incorporation, and the words "Public School Academy Seal." The seal may be used by causing it or a facsimile to be imprinted, affixed, reproduced, or otherwise.

ARTICLE IX

Amendments

These Bylaws may be added to, altered, amended, or repealed by consent of the directors then in office, or by the vote of not less than two-thirds (2/3) of the directors then in office at any regular or special meeting, if written notice of the proposed addition, alteration, amendment, or repeal shall have been given to each director at least **three (3) business days** before the meeting.

IV. Attachments

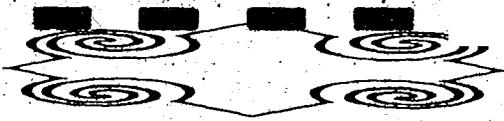
Attachment A.	The Rosa & Raymond Parks Institute for Self-Development
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**Rosa & Raymond Parks Institute for
Self Development
65 Cadillac Square, Suite 2200
Detroit, MI 48226
(313) 965-0606 Fax # (313) 894-3566**

**The Parks Legacy
65 Cadillac Square, Suite 2200
Detroit, MI 48226
(313) 961-8526**

**Rosa and Raymond Parks Institute for
Self Development
65 Cadillac Square, Suite 2200
Detroit, MI 48226**

**ROSA &
RAYMOND PARKS
INSTITUTE FOR
SELF
DEVELOPMENT**



Program Mission & Components

As part of the continuing commitment of the Rosa & Raymond Parks Institute for Self Development, we will promote the optimum health of our youth and their extended families. We will provide to them positive information to prevent substance abuse and to promote a healthy life style.

Background

The Rosa & Raymond Parks Institute for Self Development co-founded in February of 1987 by Mrs. Rosa Parks and Ms. Elaine Eason Steele, began programming in 1989. Youth were encouraged to maintain a healthy lifestyle by incorporating balanced eating habits, avoiding harmful substances, and practicing positive thinking techniques.

Pathways to Prevention

Pathways to Prevention will work to develop skills and knowledge of abuse prevention, in an attractive clean environment of positive role

models, skilled professionals, and peer counselors. Services will be made available to youth via community groups, youth homes, churches, and Detroit area schools. Training modules address, conflict, resolution, peer monitoring, abuse prevention and parenting related items including but not limited to self-esteem and decision making. The goal of Pathways to Prevention is to motivate youth to make healthy lifestyle choices. Comprehension of this information will be determined through: (a) pre and post testing (b) student program evaluation and (c) training graduates as peer counselors.

Pathways to Freedom

Pathways to Freedom enhances Pathways to Prevention as it traces the underground railroad into the Civil Rights Movement and beyond. Students journey into more than 18 states throughout the country and Canada. For 33 days and nights youth conduct educational and historical research under the theme: "*Where Have We Been? Where Are We Going?*"

*"Where Have We Been?"
"Where Are We Going?"*

As the programs merge, youth learn life building skills that empower them, their families and their communities. Skills including but not limited to:

- ◆ Goal Setting
- ◆ Global Critical Thinking
- ◆ Economic Development
- ◆ Health Education
- ◆ Political Awareness
- ◆ Self Empowerment
- ◆ Communications
- ◆ Spiritual Principals
- ◆ Historical Roots
- ◆ Etiquette

will promote the students to conduct themselves under the banner of pride, dignity, and courage of a "Rosa Parks"

"I have learned that in order to bring about change, you must not be afraid to take the first step. We will fail when we fail to try. Each and every one of us can make a difference."

National Orientation Outline

Purpose: To sensitize all ethnic groups of students and chaperones participating in the freedom ride of the African American experience. The information will be presented in a positive format based on the philosophy of Mrs. Rosa L. Parks', "Quiet Strength." These sessions will stimulate the creative and critical thinking skills of the freedom riders by presenting written materials, video presentations, speakers, role playing and networking.

Each state will host its own orientation if they have six or more students participating. States that have less than six students and one chaperone participating will join with a neighboring state by contacting the national office for placement. The day and overnight sessions will be held, July 12 - July 14. The morning of July 14, students and chaperones will travel to Memphis, Tennessee together.

I. Non-Violent Training

- A. Racial Reconciliation
- B. Review "Eyes on the Prize"
- C. Role Playing
- D. Buddy Assignment

II. Character Development

- A. Body Language
- B. Role Playing
- C. Name Acceptance
- D. Support for Peers

III. Etiquette

- A. Gender
- B. Accommodations/Travel
 - a) bus
 - b) plane
 - c) train
 - d) automobile
 - e) home
 - f) dormitory
 - g) educational/historical research tours
 - h) spiritual centers
 - i) hotel
- C. Required Dress
- D. Language skills

IV. Respect

- A. Self
- B. Others
- C. Sexual Behavior
- D. Tone of Voice
- E. Gender Blending
- F. Recognition of Mother of the Movement and Leaders

V. Rosa L. Parks' Philosophy

- A. Review Books
- B. Values

VI. Program

- A. Itinerary Review
 - a) introduction
 - b) communication skills/public speaking
 - c) historical sharing from ethnic community
 - d) meditation (leader each day)
- B. Budgeting
 - a) investment
 - b) amounts
- C. Journals
 - a) format
 - b) structure
- D. Networking
 - a) buddy assignment
 - b) local students
 - c) community leaders
- E. Questions
 - a) preparation
 - b) presentation

VII. Complaint Procedures

- A. Student
- B. Chaperone

PURPOSE:

Participants will trace the route of the "underground railroad," from the south to the north - east and west and the emergence of the Civil Rights Movement. Rosa Parks' life and contributions to the civil rights movement will be researched and the influence of other ethnic groups on the African American experience will be analyzed and evaluated.

OBJECTIVES:

- . Develop a thorough knowledge of the history of the African American struggle for civil rights. (Activities: Required and suggested readings (attached list); workshops; panel discussions; field trips; film; demonstrations).
- I. Students will acquire a greater comprehension of the components required for success as a professional, business person, technician or a laborer. (Activities: Job search exercises; workshops on appropriate business attire; seminars on proper business communication and interaction. Interactive discourse on career opportunities and the requisite education (post secondary and/or vocational) for career choices.
- II. All participants will become more cognizant of what is needed to achieve and maintain a healthy body and mind. (Activities: Workshop on proper nutrition and exercise; Seminars and Interactive discourse on sexually transmitted diseases, teen pregnancy, substance abuse, self pride and discipline.)
- V. Students will learn the art of effective communicating required for advancement in all professions. (Activities: Field trips to laboratory media centers; Participatory workshops on mental preparation and practical exercise for verbal fluency.
- I. Student participants will be assisted in developing their sense of responsibility for themselves and their communities. (Activities: Abbreviated series of the "Rites of Passage Shule" which is designed: a) to "prepare, enable, equip and empower young people for an effective life; and b) "to facilitate the spiritual introspection and self-discovery needed for identifying one's goals, potential and direction".

PATHWAYS TO FREEDOM

An Educational and Historical Program of the
ROSA AND RAYMOND PARKS INSTITUTE FOR SELF DEVELOPMENT

Theme: Where Have We Been? Where Are We Going?

PURPOSE:

Participants will trace the route of the "underground railroad," from the south to the north - east and west and the emergence of the Civil Rights Movement. Rosa Parks' life and contributions to the civil rights movement will be researched and the influence of other ethnic groups on the African American experience will be analyzed and evaluated.

- Develop a thorough knowledge of the history of the African American struggle for civil rights. (Activities: Required and suggested readings (attached list); workshops; panel discussions; field trips; film; demonstrations).
- I. Students will acquire a greater comprehension of the components required for success as a professional, business person, technician or a laborer. (Activities: Job search exercises; workshops on appropriate business attire; seminars on proper business communication and interaction. Interactive discourse on career opportunities and the requisite education (post secondary and/or vocational) for career choices.
 - III. All participants will become more cognizant of what is needed to achieve and maintain a healthy body and mind. (Activities: Workshop on proper nutrition and exercise; Seminars and Interactive discourse on sexually transmitted diseases, teen pregnancy, substance abuse, self pride and discipline.)
 - IV. Students will learn the art of effective communicating required for advancement in all professions. (Activities: Field trips to laboratory media centers; Participatory workshops on mental preparation and practical exercise for verbal fluency.
 - V. Student participants will be assisted in developing their sense of responsibility for themselves and their communities. (Activities: Abbreviated series of the "Rites of Passage Shule" which is designed: a) to "prepare, enable, equip and empower young people for an effective life; and b) "to facilitate the spiritual introspection and self-discovery needed for identifying one's goals, potential and direction".

INSTITUTE BROCHURE

MISSION:

The Rosa and Raymond Parks Institute for Self Development, provides mentoring and alternative learning, through creative educational techniques, that incorporate the philosophies of Rosa and Raymond Parks. The Principles are based on their life experiences of pride, dignity and courage. Youth and volunteers are trained in a community environment to transfer common sense and survival skills into leadership and marketable skills.

MISSION II

The Rosa and Raymond Parks Institute for Self Development, provides training in life skills that incorporate the philosophies of Rosa and Raymond Parks. The principles are based on their life experiences of pride, dignity and courage. Students use holistic approaches to prepare for the global community in business, technology, transportation management, economic development, service production and health abuse prevention.

BACKGROUND:

The Rosa and Raymond Parks Institute for Self Development, was co-founded in February of 1987 by Mrs. Rosa Parks and Ms. Elaine Eason Steele, in honor of Raymond Parks (1903 - 1977). The era of legalized racial segregation demanded Raymond's and Rosa's commitment to first class citizenship for people of color. Self taught with minimal formal education, Raymond was a skilled barber. Rosa, a domestic and seamstress, finished high school after her marriage to Raymond. They both encouraged others to register to vote, combine their financial resources, demand quality formal education and involve themselves in community development.

Rosa Louise McCauley Parks, was arrested December 1, 1955 for refusing to give her seat to a white male passenger on the demands of the bus driver, in Montgomery, Alabama. December 5, the Montgomery Bus Boycott began and lasted 381 days. Her courage, catapulted her into world history, where she is affectionately referenced as the "mother of the modern day civil rights movement."

PURPOSE:

The Rosa and Raymond Parks Institute for Self Development motivates youth to reach their highest potential. Generational gaps are forgotten as the vitality of youth, the experience of adults and the wisdom of seniors, establishes a unique learning environment of mutual respect. Students are challenged to expand the legacy of Raymond and Rosa Parks.

PROGRAM FOCUS:

The programs are based on the philosophies of Rosa and Raymond Parks which demonstrated dignity with pride, courage with perseverance and power with discipline. Students set short and long range goals that improve performance, emphasize strengths and customize considered career paths. Skilled professionals, peer counselors and positive role

models provide training in:

- Economic Development
- Critical Thinking
- Health Education
- Political Awareness
- Self Empowerment
- Communications
- Spiritual Principles
- Historical Roots
- Service Production

EDUCATION:

The major thrust of the Institute's programs is education, (youth, parents and community). Motivational training is designed to increase receptivity to learning and growth in all aspects of life. All participants benefit from sharing; those who teach, give and those who receive, give also. Healthy competition is encouraged through the principles of pride, dignity and courage.

Young students focus on self improvement by graphing their growth and maturity in communications, journaling, net-working, budget management, etc. Etiquette, body language, appearance and attitudes are researched, demonstrated, and incorporated into the development of leadership and marketable skills.

Written entrance and exit proficiency performance results will be provided for each student. Graphs will be reviewed weekly. Adults are encouraged to become as proficient as youth in the use of new technology.

EDUCATION II

Life skills such as the need to provide for one's self, family and community are identified, defined and examined for incorporation or development into marketable assets. Student leaders and support teams from various ethnic and socioeconomic backgrounds, investigate life skills through social interaction, sports, workshops, seminars, panel discussions and technical programs. The emphasis on wholism, the union of mind, body and spirit, is encouraged during all physical and mental activity.

Program Advisory Board

The use of human resources to generate a community center environment gives young people direct contact with role models and also provides a sense of support, ownership and commitment among all involved. The volunteers assist in program development and implementation.

The Institute garners leadership support from volunteers from all walks of life. The focus is on empowering today's young people to reach their highest potential. Creative, active people from across the nation who are interested and willing

to volunteer their talents are invited to join us. Upon request, a list of volunteer opportunities will be mailed to you.

Programs:

The Institute continues to develop programs to implement its goals. The present programs are:

- . Pathways to Freedom
- . Pathways to Prevention

- . Pathways to Freedom School
- . First Bank of Pathways to Freedom
- . Pathways for Educators
- . Adopt-A-School

. PATHWAYS TO FREEDOM

Pathways to Freedom is a youth-oriented program. Since the summer of 1989, multi-cultural youth, ages 11-17, from all socioeconomic backgrounds, around the world, have been invited to participate. They perform educational and historical research, by tracing "the underground railroad into the civil rights movement and beyond," primarily by bus, as former freedom riders did in the 1960's. The theme is, "Where Have We Been? Where Are We Going?" Special emphasis is placed on Mrs. Rosa Parks' contributions to civil and human rights.

There are three divisions of Pathways: regional, national and international.

Regional: Local, national and international students, ages 11-17, participate in orientation and educational and historical research in Michigan, (Institute's national office and Mrs. Parks' home) and Canada for two weeks. Other states may be added.

National: National and international students, ages 13 - 17, participate in orientation and educational and historical research in many states, for four to five weeks. National students join the regional students for the last two weeks.

International: Only national student alumni, ages 14 and above, may participate in orientation and educational and historical research abroad. Dates are based on the preferred weather conditions in the countries.

To qualify for this intense training program, students must volunteer to abide by the code of conduct, have maintained at least a 2.5 grade point average, participate in an interview and complete the application. Challenged students with a one on one chaperone are invited to apply also.

The curricula includes but is not limited to: diversity training, public speaking and professional networking. Support curricula includes: journaling, budget management, health, spirituality, history and etiquette.

PATHWAYS TO PREVENTION:

Pathways to Prevention removes the curiosity of substance abuse through education and positive activity. Skilled professionals, positive role models and peer counselors, challenge youth, to reach their highest potential by making healthy lifestyle choices.

The Institute is licensed to train and motivate youth to avoid harmful substances. Parental support is strongly encouraged. Youth participants are required to sign a pledge against abuse of any harmful substances.

PATHWAYS TO FREEDOM SCHOOL:

Students under 17 years of age are motivated to increase their reading and comprehension levels with trained professionals and interns. Books and training manuals are provided by the Children's Defense Fund.

FIRST BANK OF PATHWAYS TO FREEDOM:

Students are trained in bank management for ninety days. At the end of the training, one of ten students is placed in an operations position, which includes: president, vice president, branch manager, assistant branch manager, customer service representative, teller and security officer. Youth depositors and officials must be 17 years of age or under for this program.

An adult advisory board reviews and observes the delivery of services, but the students operate the bank. The general manager of First Independence National Bank of Detroit certifies each student to perform a selected banking position.

PATHWAYS FOR EDUCATORS:

The Institute's Pathways for Educators program provides training for educators and youth service providers. Educators and youth service providers will also perform educational and historical research as they "trace the underground railroad into the civil rights movement and beyond." Recommended curricula and supplements will be provided to assist them in integrating these experiences into their schools and enrichment activities of their work place and organizations.

ADOPT-A-SCHOOL:

The Institute's Adopt-A-School Program is a mentoring and tutorial program where skilled professionals, youth service providers and peer counselors, adopt a class, school or youth facility to bring enrichment and balance to the students environment. Parents, teachers and the community are invited to support and commit to their development.

Additional Information:

To start a chapter of the Institute in your area or for training by The Parks Legacy Team in any of the above programs, please write the Rosa and Raymond Parks Institute for Self Development, 65 Cadillac Square, Suite 2200, Detroit, Michigan 48226. The telephone numbers are (313) 965-0606, Fax: (313) 894-3566. The national Pathways to Freedom office is (919) 778-4854 in Goldsboro, North Carolina.

The Rosa and Raymond Parks Institute for Self Development is a non-profit (501C-3) organization. Private donations are welcomed and encouraged.

RECOMMENDED READING:

Four books authored by Mrs. Rosa L. Parks:

- . Rosa Parks: My Story by Rosa Parks with Jim Haskins
- . Quiet Strength by Rosa Parks with Gregory Reed
- . Dear Mrs. Parks: A Dialogue With Today's Youth with G. Reed
- . I Am Rosa Parks by Rosa Parks w/Jim Haskins (pre-scholars)

- . Other memorabilia available
- . Please inquire about The Rosa Parks Fan Club

Above books may be purchased or ordered from local book stores.

THE PARKS LEGACY TEAM:

December 21, 1996, Mrs. Parks completed the 40th year commemoration of the 381 day Montgomery Bus Boycott. She traveled with The Parks Legacy Team into 40 cities throughout the United States, Canada and Nassau, Bahamas, sharing her educational programs through dramatic history, communications systems and youth rallies. For information on bringing The Parks Legacy Team to your area, Please telephone (313) 961-8526, (313) 965-0606 or Fax to (313) 894-3566.

PATHWAYS TO FREEDOM '97

An Educational and Historical Program of the
Rosa and Raymond Parks Institute For Self-Development

ANNUAL THEME: "Where Have We Been? Where Are We Going"

PATHWAYS TO FREEDOM NATIONAL OFFICE

P.O. Box 10476 • Goldsboro, North Carolina • 27532 • Ph: (919) 778-4831 • Fx: (919) 778-4854

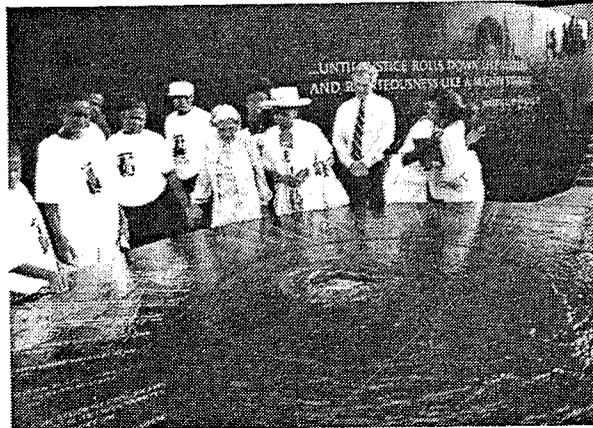
National Headquarters

65 Cadillac Square • Suite 3200 • Detroit, Michigan • 48226 • (313) 965-0606

APPLICATION FOR PARTICIPATION

Enclosures:

Standard Application Form/Physician's Certification (Student/Chaperone)
Participation Requirements
Parental/Guardian Authorization
Endorsement Forms (1) (Please duplicate as needed)
Essay Requirements (Select two from four available topics)
Community Service Activities



Please forward all correspondence or requests to:

PATHWAYS TO FREEDOM FOR 1997
Pathways To Freedom National Office
P.O. Box 10476
Goldsboro, North Carolina 27532
(ph) (919) 778-4831
(fx) (919) 778-4854

AN OVERVIEW OF PATHWAYS TO FREEDOM

The Rosa and Raymond Parks Institute for Self Development will sponsor its 8th National Pathways to Freedom program July 7 - August 13, 1997, its Regional program from July 29 - August 13, 1997, and its International program in October, 1997 (exact dates to be announced). Multi-cultural youth, ages eleven through seventeen, from all socioeconomic and ecumenical backgrounds, through the USA, Canada, and guest countries will perform educational and historical research. The annual theme is, "**Where Have We Been? Where Are We Going?**"

Students properly chaperoned will trace the "Underground Railroad" into the Civil Rights Movement and beyond" by bus. Through Pathways to Freedom and its other programs, the Institute brings the history of the Civil Rights Movement to life and empowers today's youth with the skills to work for human rights in all areas.

Pathways is an intensive training program where students volunteer to participate in a structured environment of mutual respect, etiquette and team support. Areas of concentration include, but are not limited to: *Cultural Diversity, African-American History, Civil Rights History, Effective Communication, Spiritual Growth and Health Awareness*. All participants, youth and chaperones, improve basic mechanical skills in writing and math, through daily journals and personal budgets. Networking with peers, local and national leaders is strongly encouraged and youth must send their new friends and acquaintances thank you notes and/or letters.

Lodging is included in the national, regional and international programs. Students and chaperones reside with host families, in dormitories, and in hotels to commemorate facilities that were available to African-Americans before and after legalized segregation.

Mrs. Rosa L. Parks is fondly referred to as "*The Mother of the Modern Day Civil Rights Movement*" and co-founder of the institute. She will join the freedom riders in certain areas on their journey for group and one-one-one networking opportunities.

Applications may be obtained from the national office of Pathways to Freedom or the office of the Rosa and Raymond Parks Institute for Self-Development.

Pathways To Freedom
National Office
P.O. Box 10476
Goldsboro, North Carolina
(919) 778-4831
(919) 778-4854 fax

The 1997 Pathways To Freedom National Program

Name of City	Projected Dates <small>*Subject to minor changes</small>	Area(s) of Study Pending confirmation of sponsors/presentors	Mileage to next city
Detroit, Michigan	July 7 - 10, 1997	Orientation	260
Cincinnati, Ohio	July 10 - 13, 1997	Economics History Education	705
Omaha, Nebraska	July 13 - 15, 1997	African-American History	189
Kansas City, Kansas	July 16 - 17, 1997	History Education	250
Tulsa, Oklahoma	July 18 - 19, 1997	Rest/Maintenance	395
Memphis, Tennessee	July 20 - 22, 1997	Storytelling/Religion History	213
Huntsville, Alabama	July 23 - 24, 1997	Education History	179/187
Selma/Montgomery/ Tuskegee, Alabama	July 24 - 26, 1997	Civil Rights History	428
Charleston, South Carolina	July 26 - 29, 1997	Personal Pride & Appearance History Military Science*	494
Washington, DC	July 29 - 31, 1997	Civic Responsibility History	39
Baltimore, Maryland	July 31, 1997	Education Rest & Maintenance	355
Buffalo, New York	August 1 - 3, 1997	Communications Cultural Diversity History	20
Niagara Falls, New York	August 4, 1997	Rest & Maintenance	91
Toronto (Ontario), Canada	August 4 - 6, 1997	Cultural Diversity History	
Dresden/ N. Buckston, Puce (Ontario), Canada	August 7, 1997	Underground Railroad	
Detroit, Michigan	August 8 - 13, 1997	Economics ECONOMICS African-American History Ecumenical Studies Etiquette Rest Graduation	

The 1997 Pathways To Freedom National Program

Name of City	Projected Dates *Subject to Minor Changes	Area(s) of Study Pending Confirmation of Sponsors/Presentors	Mileage to Next City
Detroit, MI	July 7-10, 1997	Orientation	260
Cincinnati, Ohio	July 10- 13, 1997	Economics,History,Education	705
Omaha, Nebraska	July 13- 15, 1997	African-American History	189
Kansas City, Kansas	July 16- 17, 1997	History & Education	250
Tulsa, Oklahoma	July 18- 19, 1997	Rest & Maintenance	395
Memphis, Tennessee	July 20- 22, 1997	Storytelling/Religion/History	213
Huntsville, Alabama	July 23- 24, 1997	Education/History	179/187
Selma/Montomery, AL	July 24-26, 1997	Civil Rights History	428
Charleston, S. Carolina	July 26- 29, 1997	Personal Pride & Appearance	494
Washington, DC	July 29-31, 1997	Civic Responsibility/History	39
Baltimore, Maryland	31-Jul-97	Education/Rest & Maintenance	355
Buffalo, New York	August 1- 3, 1997	Communications/History	20
Regional Orientation begins at the University of Windsor Aug. 1-3, 1997			
National Tour continues.....			
Niagara Falls, New York	4-Aug-97	Rest & Maintenance	91
National Tour and Regional Tour continues together....			
Toronto, Canada	August 4-6, 1997	Cultural Diversity/History	
Dresden/N. Buxton,ONT	7-Aug-97	Underground Railroad	
Detroit, Michigan	8-Aug-97	Focus Hope/Lewis College of Business	
Detroit, MI	9-Aug-97	Museum of African American History	
Detroit, MI	10-Aug-97	Imani Day	
Detroit, MI	11-Aug-97	Beauty Day/Dinner Dance	
Detroit, MI	12-Aug-97	Finale	
Detroit, MI	13-Aug-97	Farewell Brunch	

Regional Orientation begins at the University of Windsor Aug. 1-3, 1997

National Tour and Regional Tour continues together.....

Toronto, Canada	August 4-6, 1997	Cultural Diversity/History
Dresden, ONT	7-Aug-97	Uncle Tom's Cabin
Detroit, Michigan	8-Aug-97	Focus Hope/Lewis College of Business
Detroit, MI	9-Aug-97	Museum of African American History
Detroit, MI	10-Aug-97	Imani Day(Calvery Baptist church)
Detroit, MI	11-Aug-97	Beauty Day/Dinner Dance
Detroit, MI	12-Aug-97	Finale'
Detroit, MI	13-Aug-97	Farewell Brunch

*Cost of Regional Tour \$500.00

For more information, please contact the Detroit Regional Office at:

Rosa & Raymond Parks Institute for Self Development
Attention: Pathways to Freedom
65 Cadillac Square, Suite 2200
Detroit, MI 48226
(313) 965-0606 Fax # (313) 894-3566

Attachment B.	NovaNET Curriculum Sample
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NovaNET Courseware

A sample of some NovaNET courseware

"NovaNET provides great flexibility and potential to change and adapt and expand the curriculum offered on an as-needed basis to each student."

— Tom Williams, *Alternative Programs Director, Sweetwater Union High School District, Chula Vista, CA*

"The staff at UCI has always been supportive of our efforts, and we know that we can call them anytime for assistance. They have gone the extra mile for us, and they have always made us feel that we are their most important customer."

— Dr. John Powless, *Chapter I Coordinator, Tuba City High School, Tuba City, AZ*

- [Fundamental Skills: Language Literacy](#)
- [Fundamental Skills: Mathematics](#)
- [High School Equivalency/GED Language Literacy](#)
- [High School Equivalency/GED Mathematics](#)

High School Curricula

NovaNET is the only computer-based education system that provides a virtually complete high school curriculum. Many NovaNET sites offer high school or college (advanced placement) credit for completion of this coursework. Colleges are also using these curricula in developmental education programs. The following is a partial list of the most frequently used curricula in schools and institutions throughout the country.

- [Math](#)
- [English](#)
- [Science](#)
- [Social Sciences](#)
- [Additional High School Curricula](#)
- [Specialized Programs](#)
- [Vocational Programs](#)
- [Life Skills](#)
- [English as a Second Language \(ESL\)](#)
- [Post-Secondary Programs](#)

[Click here to return to the NovaNET Home Page.](#)

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Packaged Curricula

"The first priority was *'high quality learning'*, so that this program would not be viewed by outsiders as merely a 'diploma mill' for dropouts. The NovaNET system is perfect for this philosophy, since its programs require high performance and content mastery."

— Sandra Coleman, *Director, Hanks Academy, El Paso, TX*

NovaNet offers packaged curricula that allow subscribers to get an immediate start. Topics include fundamental skills education, GED preparation, high school and college subjects, life skills, study skills, job skills, vocational training, and English as a Second Language. They include thousands of hours of discrete lessons organized into scope-and-sequences that maximize objective mastery and skill acquisition. The curricula are keyed to major diagnostics and objectives for public schools, adult education, literacy and national competencies.

Mastery-based Learning

Each curriculum is organized into a number of units. Units are composed of:

- a diagnostic and prescriptive pre-test
- three to twelve NovaNET lessons
- a post-test to confirm mastery of unit objectives

Students begin with a pre-test that diagnoses skill deficiencies. If no deficiencies are identified, NovaNET promotes the student to the next unit. Otherwise, NovaNET recommends a customized prescription of lessons. After successfully completing the lessons, students take the post-test to ensure they have mastered all the unit's objectives.

Instructors may override the system at any point to modify the prescription, reassign pre- and post-tests or advance students to the next unit.

Proven Results

NovaNET's diagnostic pre-tests quickly guide students to the areas where they need help, resulting in remarkably effective grade-level gains in comparison to traditional teaching methods.

[Case Study 1: Hanks Academy](#)

[Case Study 2: Academy of Science and Technology](#)

[Click here for more information about NovaNET courseware.](#)

[Click here to return to the NovaNET Curriculum Page.](#)

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Depth of Offerings

"The NovaNET system provides instruction which is individualized, responsive to student input, and emphasizes higher thinking skills while improving performance in basic skills."

— Mary Melton, *Executive Director, Tucson Youth Development, Tucson, Arizona*

The nationally recognized Computer-based Education Research Laboratory at the University of Illinois has been a pioneer in the design and creation of instructional software for the past thirty years. NovaNET is the product of that rich heritage, boasting a library of almost 10,000 hours of proven instructional software in more than 150 topics. This entire resource is available to each NovaNET subscriber.

Courseware Development

NovaNET's courseware is developed for educators by educators. The lessons incorporate a range of instructional paradigms that give each student the greatest chance for success while maximizing learning time. NovaNET accepts original student-constructed answers and encourages the development of higher-order thinking skills. Each topic employs a selection of lessons that include:

- Mastery-Based Tutorials
- Group Learning Activities
- Problem Solving
- Information Retrieval
- Dialogues
- Simulations and Role Playing
- Assessment and Testing
- Instructional Games

Personalized Learning

Students have individual needs. NovaNET's lessons satisfy those needs by providing

- immediate and positive feedback specific to the current activity
- the ability to progress at an individual pace
- adjustment to student responses by branching within lessons to new areas or repeating activities where appropriate
- bookmarking for open-entry/open-exit progression

Continuous Upgrades

NovaNET is not a "static" system. Every student and instructor can use NovaNET's built-in electronic mail to send comments to NovaNET's courseware designers. When changes are made they are immediately delivered to all sites via the wide-area network. This capability, which is unique to NovaNET, gives subscribers unprecedented input into system enhancements.

Subscribers also play a significant role in guiding new lesson development. Regular customer surveys and an ongoing curriculum discussion forum help NovaNET lesson developers understand subscribers' needs. Once new lessons are completed they are immediately delivered to all sites via the network--so subscribers never have to wait for new releases.

Comprehensive Student Management and Record Keeping

"NovaNET was selected because it features an excellent student management system... it is an 'open' system which lends itself to *individualization* and can be customized to meet the needs of each student."
— Navajo Country, *Private Industry Council, Holbrook, AZ*

NovaNET's user-friendly student management system promotes effective individualized instruction. Instructors have at their fingertips a powerful means of managing instruction and monitoring, evaluating and reporting on student progress.

Managing Instruction

A simple menu-driven format lets instructors add and remove students and assign instruction. Assignments can be easily altered and re-prioritized at any time. Options are available for making assignments to an entire class at once, copying assignments from one student to another and assigning either individual lessons or entire curricula. NovaNET even automatically notifies instructors when students complete coursework or require new assignments.

Tracking Progress

A complete history of each student's work can be viewed at any time. The history includes data on when lessons were completed, how long each took to complete, total time on the system and attendance. NovaNET stores the students' most recent tests, which allows instructors to review the errors and, if desired, go over the test with the student. Summary statistics for the entire class are automatically captured, making it easy to monitor program effectiveness.

Rewarding Results

NovaNET treats students as mature learners and guides them through the learning process. As students complete lessons, NovaNET moves them to the next step. This may be a new lesson, a new concept within the same topic, more practice on the same topic, or a unit pre-test or post-test. NovaNET encourages students with frequent, positive and immediate feedback.

Instructors can provide individual feedback directly to students by sending them electronic mail messages. These can be written to a specific student or an entire class and are viewed the next time the student signs on. Another "reward" option for strong performance is for instructors to assign instructional games and access to notesfiles.

Peace of Mind

All NovaNET statistics and information are password protected. They are stored on the NovaNET system and backed up daily for total security. Student access is limited to the range of activities assigned to them directly by their instructors.

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Total Flexibility

"The use of the NovaNET system in the community school setting has become the learning tool needed to increase student success in Riverside Country."

— Norman Diggs, *Principal, Riverside Country Office of Education, Riverside, CA*

While NovaNET offers a full range of packaged curricula, each educator and site has distinctive needs which may demand unique curriculum offerings.

NovaNET's C-Router™ curriculum development software and Testing 1-2-3™ test construction and delivery software provide total flexibility. With these powerful tools, instructors can design custom curricula and testing to meet precise needs:

- align NovaNET directly to program, district or state competencies and objectives
- build complete for-credit courses
- computerize quizzes and tests to eliminate paperwork and manual grading
- create customized menus of lessons and learning activities

Complete Customization

NovaNET allows the instructor to customize curricula that can include the following:

- any of NovaNET's thousands of lessons
- subscriber-designed tests and quizzes
- off-line activities and assignments
- third-party software that can be launched and managed by NovaNET

Using these building blocks, instructors can have complete control over course content and design and program implementation.

Curriculum Sharing

NovaNET subscribers typically make their curricula available to the entire community of NovaNET subscribers. The hundreds of "published" custom curricula include high school and middle school courses, advanced placement courses, community and technical college courses and many more.

When starting a new program, NovaNET subscribers can choose to use NovaNET's packaged curricula, other subscribers' custom curricula, and/or a curriculum designed specifically for the new program. No other system offers this degree of flexibility!

[Click here to return to the NovaNET Curriculum page.](#)

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