FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE



2024-2025 University Report on Authorizing



The School State Aid Act of 1979

Act 94 of 1979

***** 388.1875k.amended THIS AMENDED SECTION IS EFFECTIVE OCTOBER 1, 2024*****

388.1875k.amended University authorizer of charter schools; reporting requirements.

Sec. 275k. (1) Not later than December 1 of each year, each university that receives an appropriation in section 236 that, in the current or previous academic year, serves or has served as an authorizing body shall submit a report to the house and senate appropriations subcommittees on higher education, the house and senate fiscal agencies, the state budget director, and the department of education containing, at a minimum, all of the following information, as applicable:

- a) A list of all of the schools currently authorized, and the following information for each school:
 - i) The year in which the school was authorized.
 - ii) The location of each school.
 - iii) The owner of the property at which each school is located, and the physical buildings utilized by the school, as applicable.
- b) A list identifying any schools that were closed or lost their authorization in the current or previous academic year.
- c) A description of any new contracts for the operation of a public school academy that will operate as the successor to a public school academy that is currently being operated under a contract issued by another authorizing body that is currently performing in the bottom 5% of schools.
- d) The academic performance of each school currently authorized, including whether a school is identified by the department of education as a partnership school. If a school is identified as a partnership school under this subdivision, the authorizing body must include a description of corrective actions in the school's partnership agreement, the duration of the partnership agreement, and an assessment of progress toward improvement.
- e) The total enrollment of each school at the time of submission, the grades served, and student turnover rate compared to the previous academic year, as applicable.
- f) Aggregated student enrollment data for students with an individualized education program as well as the total amount of special education cost reimbursements received by each school during the school's most recently completed fiscal year.
- g) The total number of fees, reimbursements, contributions, or charges permitted under section 502(6) of the revised school code, 1976 PA 451, MCL 380.502, that are assigned to each school currently authorized in a single academic year.
- h) The names of the members of the Board of Directors of each school currently authorized and the date that each member of each board was appointed, and a description of the methodology used by the authorizing body to select members for the boards of directors for each school currently authorized by the authorizing body.
- i) The name of the applicant who applied and received approval to organize each currently authorized school.
- j) The list of contracts and length of their terms, with education service providers associated with each school currently authorized pursuant to section 502 of the revised school code, 1976 PA 451, MCL 380.502, as applicable. The contracts described in this subdivision include, but are not limited to, those described in section 502(2)(d) of the revised school code, 1976 PA 451, MCL 380.502.

The School State Aid Act of 1979

- k) Activities undertaken by each university to ensure that the Board of Directors of each school complies with the open meetings act, 1976 PA 267, MCL 15.261 to 15.275, the freedom of information act, 1976 PA 442, MCL 15.231 to 15.246, and the laws prohibiting conflicts of interest.
- A description of the activities undertaken by the university to meet the functions of an authorizing body under section 502 of the revised school code, 1976 PA 451, MCL 380.502, as applicable.
- m) A financial report of the authorizing body's use of fees, reimbursements, contributions, or charges collected or retained under section 502(6) of the revised school code, 1976 PA 451, MCL 380.502. This report must include all of the following, at a minimum:
 - i. The total amount of fees collected or retained under section 502(6) of the revised school code, 1976 PA 451, MCL 380.502, by the authorizing body for the authorizing body's most recent fiscal year.
 - ii. The amount of funds reported under subparagraph (i) that were spent on compensation for faculty and staff employed primarily to meet the functions of an authorizing body. For the purpose of this subparagraph, an employee is presumed to be primarily employed to meet the functions of an authorizing body if that employee spends more than 50% of the employee's time on those activities.
 - iii. The number of positions, organized by job title, associated with expenditures reported under subparagraph (ii).
 - iv. The amount of funds reported under subparagraph (i) that were spent on contractual services to meet the functions of an authorizing body.
 - v. The amount of funds reported under subparagraph (i) that were spent on other overhead costs to meet the functions of an authorizing body.
 - vi. The amount of funds reported under subparagraph (i) that were transferred to another operating unit within the university.
 - vii. The amount of funds reported under subparagraph (i) that were spent on activities other than functioning as an authorizing body, including a list of those activities and the amount associated with each activity.
- n) An executive summary section that provides relevant summary data for reporting requirements under subdivisions (a) to (m).

(2) A report submitted under this section must be in a format that meets accessibility standards for viewing on the internet under the Americans with disabilities act of 1990, Public Law 101-336.

(3) A report submitted under this section must be published and updated through a link on the homepage of the public university's website.

(4) As used in this section, "authorizing body" means that term as defined in section 501 of the revised school code, 1976 PA 451, MCL 380.501.

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Executive Summary

The Ferris State University Charter Schools Office's (FSU CSO's) mission emphasizes providing quality oversight and support, guided by its core values of student learning, excellence, accountability, collaboration, diversity, and integrity.

The report covers the FSU CSO's adherence to the standards set by the National Association of Charter School Authorizers (NACSA), focusing on rigorous application processes, performance contracting, and ongoing oversight. Each academy is monitored for academic progress, financial solvency, operational integrity, and compliance through annual Contract Performance Reports (CPRs), with performance benchmarks guiding reauthorization decisions. The FSU CSO's support includes building culture assessments, academic monitoring, and interventions, as necessary.

The report highlights specific protocols for school safety, board compliance, and staff retention, including a comprehensive checklist to ensure secure environments and regular board governance training. The FSU CSO maintains compliance through Epicenter, a digital document management system, ensuring timely, accurate reporting of required documentation and adherence to the Open Meetings Act, Freedom of Information Act (FOIA), and conflict of interest requirements.

Section C of the report includes several details about each of the FSU CSO Academies, including all information required by Section 388.1875K of the State School Aid Act of 1979.

The FSU CSO did not close any schools and did not authorize any new schools during the 2023-24 school year.

One FSU CSO authorized academy is currently a partnership school, and the details of that agreement and oversight activities can be found in **Section E**.

The Authorizer Financial Report, detailing the expenditures and staffing of the FSU CSO, can be found in **Section F**.

In addition, several additional resources have been included in this report's appendices.

This summary reflects the FSU CSO's commitment to quality charter school authorizing, where accountability and robust support mechanisms foster enhanced student outcomes and operational transparency across its portfolio of Michigan-based academies.

Section A - Introduction

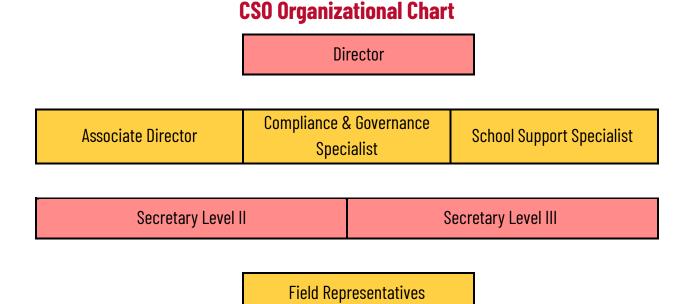
The Ferris State University (FSU) Board of Trustees authorized its first public school academy (PSA) on August 16, 1997. Since that time, the Trustees have authorized six academies that failed to open, voted to revoke one contract, and voted to not renew seven charter school contracts. The FSU PSA portfolio currently numbers 20 academies comprised of thirty-five campuses, and 9,451 students spread across Michigan (see locations on the next page).

The grade level distribution of the portfolios is as follows:

- 9 PreK-8
- 3 9-12*
- 8 PreK-12

*The portfolio contains two strict discipline academies serving suspended, adjudicated, and incarcerated youth and one alternative high school focused on credit recovery.

The Charter Schools Office (CSO) is part of the Academic Affairs division and reports directly to the University Provost/Vice President. In 2023-2024 the CSO was composed of six full-time staff and six part-time staff.



The FSU CSO is a founding member of the Michigan Council of Charter School Authorizers (MCCSA). Additionally, the CSO is a member of the National Association of Charter Schools Authorizers (NACSA) and the Michigan Association of Public School Academies (MAPSA). The CSO was fully accredited by Cognia in 2018 and has successfully passed three *Assurance and Verification Reviews* performed by the Michigan Department of Education.



Charter School Locations

Battle Creek Montessori Academy (PreK-8): 399 N.	Benton Harbor Charter School Academy (PreK-8):
20th St., Springfield, MI 49037	455 Riverview Dr., Benton Harbor, MI 49022
Blended Learning Academies Credit Recovery High	Blended Learning Academies Credit Recovery High
School (9-12): 1754 E. Clark Rd., Lansing, MI 48906	School (9-12): 30218 Plymouth Rd., Livonia, MI 48150
Bridge Academy East (PreK-5): 9600 Buffalo St.,	Bridge Academy West (6-8): 3105 Carpenter Ave.,
Hamtramck, MI 48212	Detroit, MI 48212
Bridge Academy High School (9-12): 3105 Carpenter	Clara B. Ford Academy (5-12): 20651 W. Warren Ave.,
Ave., Hamtramck, MI 48212 Creative Technologies Academy (K-12): 350 Pine St.	Dearborn Heights, MI 48127 Hope Academy of West Michigan (K-12): 240 Brown
NE, Cedar Springs, MI 49319	St. SE, Grand Rapids, MI 49507
Hope of Detroit Academy Elementary (K-4): 4443 N.	Hope of Detroit Academy Middle School/High
Campbell St., Detroit, MI 48210	School (5-12): 4444 35th St., Detroit, MI 48210
Huron Academy Utica Building (3-8): 36301 Utica	Huron Academy Metro Building (PreK-2): 11401 Metro
Rd., Clinton Township, MI 48035	Parkway, Sterling Heights, MI 48312
Joy Preparatory Academy (PreK-8): 15055 Dexter	Lighthouse Academy Barry County Community
Ave., Detroit, MI 48238	Building: 2950 M-179, Hastings, MI 49058
Lighthouse Academy Eagle Village (1-12): 4507	Lighthouse Academy Juvenile Justice Institute
170th Ave., Hersey, MI 49639	(6-12): 12263 James St., Holland, MI 49424
Lighthouse Academy Muskegon Community	Lighthouse Academy Ottawa Juvenile Detention
Building (5-12): 1161 W. Southern Ave., Muskegon, MI	Center (3-12): 12120 Fillmore St., West Olive, MI 49460
49442	
Lighthouse Academy South Campus (K-12): 3330	Lighthouse Academy The Pier (9-12): 701 Ball Ave.
36th St. SE, Kentwood, MI 49508	NE, Grand Rapids, MI 49503
Lighthouse Academy The Port: 205 East Apple Ave.,	Lighthouse Academy Waalkes (9-12): 1501 Cedar St.
Muskegon, MI 49442	NE, Grand Rapids, MI 49503
Marshall Academy (K-12): 18203 Homer Rd., Marshall,	Michigan Collegiate Elementary (K-5): 16911 Eastland
MI 49068	St., Roseville, MI 48066
Michigan Collegiate Middle School/High School	Michigan Connections Academy (K-12): 3950
(6-12): 31300 Ryan Rd., Warren, MI 48092	Heritage Ave., Okemos, MI 48864
Muskegon Montessori Academy for Environmental	New Bedford Academy (K-8): 6315 Secor Rd.,
Change (PreK-8): 2950 McCracken St., Norton Shores, MI 49441	Lambertville, MI 48144
Northridge Academy (PreK-8): 4100 W. Coldwater Rd,	Pittsfield Acres Academy (K-5): 4377 Textile Rd.,
Flint, MI 48504	Ypsilanti, MI 48197
Red Oak Academy (K-8): 22280 E. Price Dr.,	Voyageur Academy (K-6): 4321 Military St., Detroit, MI
Clinton Township, MI 48035	48210
Voyageur College Prep High School (7-12): 4366	
Military St., Detroit, MI 48210	

Section B – Core Authorizing Responsibilities and Activities

Ferris State University's authorizing practices are guided by its stated Mission, Vision, and Core Values:

<u>Vision</u>

Ferris State University will authorize public school academies that promise to transform the lives of students by demonstrating high-quality performance.

<u>Mission</u>

By implementing quality oversight, the Ferris State University Charter Schools Office (FSU CSO) focuses on student growth and achievement, offers professional learning opportunities, and provides relevant resources to its authorized public-school academies.

<u>Core Values</u>

The core values of the FSU CSO are the foundation or our organization's culture. Our values are static, unchanging and nonnegotiable, built from the belief that learning is a lifelong process and all students can learn.

We Value

Student Learning - As a higher education institution, student learning is in our DNA. We see opportunities created when students succeed, and we focus our oversight and support efforts on continual student success.

Excellence - Committed to superior results, we engage in practices that produce the highest quality outcomes in all our endeavors.

A Collaborative Working Environment - By supporting each other and building partnerships, we encourage a sense of community through cooperation, teamwork and consensus building with our stakeholders.

Accountability - Accountability leads to academic progress, and we believe in being held accountable for our work as an authorizer as deeply as we believe in holding all stakeholders accountable for their work.

Diversity - Recognizing that stakeholders are made up of diverse populations, we honor diversity of ideas, beliefs, and cultures.

Integrity and Trust - Our actions are guided by fairness and respect through transparency, effective communication, and the building of positive relationships with each other and our stakeholders.

Opportunities - Through the work we do as a charter school authorizer, we help create learning opportunities and environments by lending support for professional growth and development.

Section B - Core Authorizing Responsibilities and Activities

To determine how we implement our core responsibilities, we follow the National Association of Charter School Authorizers *Principles & Standards for Quality Charter School Authorizing*. Those Principles and Standards include the following components:

NACSA/FSU CSO Guiding Principles

- Maintain High Standards for Schools
 - o Set high standards for approving charter applicants
 - Maintain high standards for the schools we authorize and close schools that fail to meet laws and standards in the charter contract
- Uphold School Autonomy
 - o Assume responsibility for holding schools accountable, not for success or failure
 - Minimize compliance burdens on schools
- Protect Student and Public Interests
 - Make the well-being and interests of students the fundamental value of authorizing
 - Hold schools accountable for fulfilling their obligations to the public, including sound governance, management, stewardship of public funds, and public information and operational transparency according to law

NACSA/FSU CSO Standards and Core Authorizing Responsibilities

• Agency Commitment and Capacity

- State a clear mission for quality authorizing and support the purpose of charter school law
- Employ competent personnel or enlist experts in all areas essential to charter authorizing
- o Devote sufficient financial resources to fulfil all authorizing responsibilities
- Evaluate our work against national standards for quality authorizing
- Implement policies, processes, and practices that streamline and systematize our work toward stated goals
- Application Process and Decision Making
 - Provide a clear method and guidelines for applying to start a charter school
 - Develop fair, transparent, and quality-focused procedures for reviewing and approving charter applications
 - o Develop and apply rigorous approval criteria for new charter schools
 - Involve internal and external evaluators who are qualified to ensure applicants are capable and able to start and run a high-quality charter school
- Performance Contracting
 - Ensure that all charter contracts follow applicable law, allow for approved changes, require independent charter board approval, and grant terms which require periodic review

Section B – Core Authorizing Responsibilities and Activities

- Execute charter contracts, which state the rights and responsibilities of the school and authorizer, and define rigorous performance standards for renewal, intervention, revocation, and non-renewal
- Establish requirements for rigorous, independent contract oversight of any Education Service Provider contracted to support the school and academy board

• Ongoing Oversight and Evaluation

- Implement a comprehensive performance accountability and compliance monitoring program
- Visit each school and board meeting as appropriate and necessary for collecting data that cannot be obtained otherwise, including classroom visits, safety checks, school leader meetings, and board reports
- Evaluate each school annually on its performance toward meeting the academic, operational, financial, compliance, and governance standards and targets stated in the charter contract
- Communicate regularly with schools as needed, including both the school leaders and governing boards, and provide timely notice of contract violations and performance deficiencies
- Publicly provide an annual written report for each school summarizing its performance and compliance
- Respect the school's authority over its day-to-day operations
- Ensure that schools admit students as required under law
- Establish an intervention policy that states the conditions that trigger intervention and the types of actions taken
- Engage in intervention strategies that preserve school autonomy

• Revocation and Renewal Decision Making

- Implement a transparent and rigorous process that uses comprehensive academic, financial, and operational performance data to make merit-based renewal decisions
- Revoke a charter contract when there is clear evidence of extreme underperformance or violation of law or the public trust
- Grant renewal only to schools that have achieved the standards and targets stated in their charter contract, are organizationally and fiscally viable, and have been faithful to the terms of the contract and the law
- Monitor and work with the school governing board and leadership in conducting a detailed closure protocol that ensures timely notification to parents, orderly transition of students and student records to new schools, and disposition of school funds, property, and assets in accordance with the law

School Support Protocol

The Four Pillars

The Ferris State University (FSU) Charter Schools Office (CSO) has established a method for evaluating school performance that utilizes four pillars:

- 1. Academic Progress
- 2. Fiscal Solvency
- 3. Operations/Governance
- 4. Compliance

The CSO uses several support indicators to monitor and assess the performance of the academies that it authorizes. The CSO is guided by the performance standards as described in the National Association of Charter School Authorizers Principles and Standards for Quality Charter School Authorizing.

Performance Standards

Performance standards enable schools and authorizers to know the outcomes for which authorizers will hold schools accountable. They are the basis for school evaluation and should be incorporated into the charter contract. Academic, financial, and organizational performance standards should include clearly defined and measurable indicators, measures, metrics, and targets that:

• Academic Performance:

- Set expectations for student academic achievement status or proficiency, including comparable proficiency
- \circ Set expectations for student academic growth, including adequacy of growth toward state standards
- o Incorporate state and federal accountability systems, including state grading and/or rating systems
- Set expectations for postsecondary readiness, including graduation rates for high schools
- Provide schools an option to incorporate mission-specific performance measures for which the school has presented valid, reliable, and rigorous means of assessment approved by the authorizer
- Financial Performance
 - Enable the authorizer to monitor and evaluate the school's financial stability and viability based on shortterm performance
 - \circ Enable the authorizer to monitor and evaluate the school's long-term financial sustainability
 - Define financial management and oversight standards based on generally accepted accounting principles
- Organizational Performance
 - Define the key design elements of the educational program for which the authorizer will hold the school accountable

- Hold school governing boards accountable for meeting statutory and board established operating and reporting requirements
- Ensure school compliance with student and employee rights and obligations
- Establish expectations related to the school environment, including health and safety, transportation, facilities, and appropriate handling of records

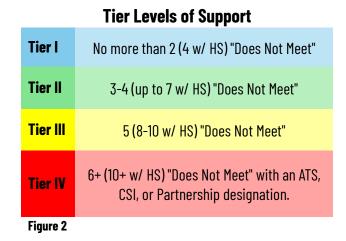
The support designation in a particular pillar may be adjusted throughout the academic year depending on changing data and fluctuations in the academies' key support indicators. In all cases, the academy's Board of Directors shall be apprised of any alterations to the academy's school color designation by representatives of the CSO.



Depending on each individual analysis, academies with either a yellow or red status in any pillar may be required to complete a support plan and will receive the assistance of the CSO school support team in enacting that plan. It is the goal of the school support team to work with the academy to help resolve the issues indicated, and it is not the intent of the CSO to assume the operations or governance of the academy.

Academy Tier Levels of Support

The CSO will look at each academy's progress and identify academies for academic support each fall with the most current data available. Due to MDE's release timeline, the School Index data will always be a year behind, in which case, the CSO will take the progress trend into account when assigning Tier levels of support. Each contract goal will be given a designation. The support team will look at the number of "Does Not Meet" designations, School Index trends, and prior academic history to assign a Tier level of support. The chart presented in **Figure 2** will be used as a guideline to start the conversation.



If an Academy is identified as Tier I or Tier II, there are universal supports available.

Academies identified as needing more support (Tier III or Tier IV), the CSO school support team will assist the Academy's leadership team in developing an Academic Monitoring Plan (AMP) that is aligned with their Michigan Continuous Improvement Process (MICIP). The AMP will identify the targets used to show academic growth, which over time, should lead to compliance with the contractual educational goals.

Assigned Academy Tier levels are meant to identify supports needed for academies and not to solely measure if contractual goals were met. Once all academic information (MDE release of the index scores) becomes available, the CSO will evaluate if contractual goals were met and notify academies.

Pillar 1 – Academic Progress

Ferris monitors pupil academic achievement for all groups of pupils as required by the Revised School Code. Pursuant to the terms and conditions of the contract issued by the FSU Board of Trustees, **a contractual Educational Goals Policy has been created by the CSO**, which is part of the contract and goes into effect thirty (30) days after academy board notification, as stated in the terms and conditions of the contract for all academies being authorized or reauthorized pursuant to contracts issued by the university board.

Failure by the academy board to comply with the policy may result in the non-issuance of a contract, or, for existing academies, the initiation of suspension, termination, or revocation proceedings under the contract. This will be taken into consideration when determining reauthorization of an academy upon expiration of the contract.

Educational Goals and Related Measures

In accordance with the applicable law and the charter contract terms and conditions, **academies must achieve or demonstrate measurable progress toward the achievement of the educational goals identified in the Educational Goals Policy.** Academies will show academic progress by demonstrating measurable academic growth toward achievement and proficiency for all groups of students. Additionally, it is expected that the academy will meet the state of Michigan's academic standards and any improvement targets required to be achieved pursuant to state and federal law.

Academies are also expected to remain off the partnership school list published by the Michigan Department of Education. If the academy already has school buildings identified on this list, it is expected to make the progress necessary to no longer be identified on this list.

Twice a year in a scheduled support meeting, the CSO school support team will use an evaluation of the support indicators to identify the support and interventions necessary to support its schools based upon the specific deficiencies noted in the evaluation.

The school support team will utilize the support indicator targets, measures, and rubrics in **Figures 3-6** to evaluate the academic performance of an academy.

Academic Indicators for School Support- General Education Academies (Grades 2-8)				
Exc	eeds	"Meets" or "Exceeds" in both overall goals and both index goals and has no more than 2 "Does Not Meet" indicators		
Me	ets	"Meets" or "Exceeds" in both overa has no more than 4 "Does Not Mee		
Аррго	aching	more "Does Not Meet" indicators	l and both index goals and has 5 or DR has all "Approaching" indicators	
Does N	ot Meet	Did not meet overall goals and has partnership school		
		(Measuring Sta	te Expectations)	
Target	Reason for Tracking	Measure	Rubric	
The academy will have an MDE School Growth Index score of 50 or higher	Is the school meeting state designation expectations as set forth by the state and federal accountability systems in growth?	MiSchool Data Growth Index Score	Exceeds: ≥ 70% Meets: ≥50% but < 70% Approaching: ≥30% but < 50% Does Not Meet: < 30%	
		(Measuring Academ	ic Growth in Reading)	
Target	Reason for Tracking	Measure	Rubric	
Students will show growth in the 50th percentile or higher on the NWEA reading assessment from fall to spring	Are students making expected annual growth in reading compared to their peers?	Using a weighted average of the number of students per grade and the NWEA SCGP score on the reading Student Growth Report	Exceeds: \geq 70% Meets: \geq 50% but < 70% Approaching: \geq 30% but < 50% Does Not Meet: < 30%	
			mic Growth in Math)	
Target	Reason for Tracking	Measure	Rubric	
Students will show growth in the 50th percentile or higher on the NWEA math assessment from fall to spring	Are students making expected annual growth in math compared to their peers?	Using a weighted average of the number of students per grade and the NWEA SCGP score on the math Student Growth Report	Exceeds: ≥ 70% Meets: ≥50% but < 70% Approaching: ≥30% but < 50% Does Not Meet: < 30%	
			rowth-State Assessment)	
Target	Reason for Tracking	Measure	Rubric	
Academies will show a 3% growth increase on the math MSTEP/PSAT over time	Are students making sufficient yearly academic growth to increase proficiency in math?	Academies will show a 3% growth increase for "all students" on the MiSchool Data Report	Exceeds: $\geq 6\%$ Meets: $\geq 3\%$ but < 6% Approaching: $\geq 1\%$ but < 3% Does Not Meet: < 1%	
	(Measuring Academic Growth-State Assessment)			
TargetAcademies will show a 3%growth increase on the ELAMSTEP/PSAT over time	Reason for Tracking Are students making sufficient yearly academic growth to increase proficiency in ELA?	Measure Academies will show a 3% growth increase for "all students" on the MiSchool Data Report	Rubric Exceeds: ≥ 6% Meets: ≥3% but < 6%	
Figure 3			tinued on the following name	

Academic Indicators for School Support – General Education Academies (Grades 2-8)

Figure 3

Academic Indicators for School Support – General Education Academies (Grades 2-8) Cont.			
		(Measuring Sta	te Expectations)
Target	Reason for Tracking	Measure	Rubric
The academy will have an MDE Index score of 45 or higher	Is the school meeting the state designation expectations as set forth by state and federal accountability systems?	The MiSchool Data Overall Index Score	Exceeds: ≥ 70% Meets: ≥45% but < 70% Approaching: ≥30% but < 45% Does Not Meet: < 30%
		(Measuring Grade	Level Performance)
Target		Measure	Rubric
50% of students (grades 2-8 combined) are at the grade level norm on the NWEA reading assessment from fall to spring	Are students achieving proficiency on a nationally normed assessment in reading?	NWEA report stating the percentage of students at grade level using the average national achievement percentile ranking for reading	Exceeds: ≥ 70% Meets: ≥50% but < 70% Approaching: ≥30% but < 50% Does Not Meet: < 30%
		(Measuring Grade	Level Performance)
Target		Measure	Rubric
50% of students (grades 2-8 combined)are at the grade level norm on the NWEA math assessment from fall to spring	Are students achieving proficiency on a nationally normed assessment in math?	NWEA report stating the percentage of students at grade level using the average national achievement percentile ranking for math	Exceeds: ≥ 70% Meets: ≥50% but < 70% Approaching: ≥30% but < 50% Does Not Meet: < 30%
	·	(Measuring Grade Level Per	formance-State Assessment)
Target		Measure	Rubric
Academies will show a 3% difference on the ELA MSTEP/PSAT compared to the composite district	Are students outperforming students in schools they might otherwise attend (composite) on the ELA grade level state assessment?	Testing scores reported by MiSchool data. Composite resident district will be determined based on pupil enrollment as submitted to CEPI via MSDS in the fall of each academic year	Exceeds: ≥ 10% Meets: ≥3% but < 10% Approaching: ≥1% but < 3% Does Not Meet: 0%
	Γ		formance-State Assessment)
Target		Measure	Rubric
Academies will show a 3% difference on the math MSTEP/PSAT compared to the composite district	Are students outperforming students in schools they might otherwise attend (composite) on the math grade level state assessment?	Testing scores reported by MiSchool data. Composite resident district will be determined based on pupil enrollment as submitted to CEPI via MSDS in the fall of each academic year	Exceeds: ≥ 10% Meets: ≥3% but < 10% Approaching: ≥1% but < 3% Does Not Meet: 0%

Academic Indicators for School Support – General Education Academies (Grades 2-8) Cont.

Academic Indicat	tors for School Support- Gene	eral Education Academie	s (Grades 9-12)
Exceeds "Meets" or "Exceeds" in both overall goals and both Ind and has no more than 2 "Does Not Meet" Indicators			
Mee	ts	"Meets" or "Exceeds" in both of and has no more than 4 "Doe	overall goals and both Index goals s Not Meet" Indicators
Approaching Does Not Meet		"Meets" or "Exceeds" 1 overall goal and both Index goals and has 5 or more "Does Not Meet" Indicators or has all "Approaching" Indicators	
		Did not meet overall goals an partnership school	d has been labeled an ATS,CSI or
		(Measuring S	State Expectations)
Target	Reason for Tracking	Measure	Rubric
Academies will show a 3% growth increase on the math SAT over time	Are students making sufficient yearly academic growth to increase proficiency in math?	Testing scores reported by MiSchool data	Exceeds: ≥ 6% Meets: ≥3% but < 6% Approaching: ≥1% but < 3% Does Not Meet: < 1%
		(Measuring State Expectati	ons)
Target	Reason for Tracking	Measure	Rubric
Academies will show a 3% growth increase on the EBRW SAT over time	Are students making sufficient yearly academic growth to increase proficiency in ELA?	Testing scores reported by MiSchool data	Exceeds: ≥ 6% Meets: ≥3% but < 6% Approaching: ≥1% but < 3% Does Not Meet: < 1%
		(Measuring State Expectati	ons)
Target	Reason for Tracking	Measure	Rubric
Academies will show a 3% difference on the EBRW SAT compared to the composite district	Are students out-performing students in schools they might otherwise attend (composite) on state assessments in reading and writing?	Testing scores reported by MiSchool data. Composite resident district will be determined based on pupil enrollment as submitted to CEPI via MSDS in the fall of each academic year	Exceeds: ≥ 10% Meets: ≥3% but < 10% Approaching: ≥1% but < 3% Does Not Meet: 0%
		-	formance-State Assessment)
Target	Reason for Tracking	Measure	Rubric
Academies will show a 3% difference on the math SAT compared to the composite district	Are students out-performing students in schools they might otherwise attend (composite) on state assessments in math?	Testing scores reported by MiSchool data. Composite resident district will be determined based on pupil enrollment as submitted to CEPI via MSDS in the fall of each academic year	Exceeds: ≥ 10% Meets: ≥3% but < 10% Approaching: ≥1% but < 3% Does Not Meet: 0%

Academic Indicators for School Support – General Education Academies (Grades 9-12)

Figure 4

Academic indicators for School Support – General Education Academies (Grades 9-12)			
		(Measuring Grade Level Performance)	
Target	Reason for Tracking	Measure	Rubric
	Are students performing at		Exceeds: ≥ 60%
Academies will score 50% or higher	grade-level on college readiness	Testing scores reported by	Meets: ≥50% but < 60%
on the EBRW SAT	state benchmark standards in	MiSchool data	Approaching: ≥30% but < 50%
	reading and writing?		Does Not Meet: < 30%
		Measuring Grade Level Performance	
Target	Reason for Tracking	Measure	Rubric
	Are students performing at grade-level on college readiness state benchmark standards in math?	Testing scores reported by	Exceeds: ≥ 50%
			Meets: ≥40% but < 50%
Academies will score 40% or higher on the math SAT			Approaching: ≥30% but < 40%
		MiSchool data	Does Not Meet: < 30%

Academic Indicators for School Support - General Education Academies (Grades 9-12)

Alternative Education and Strict Discipline Academies

Academies designated as Alternative Education Academies or Strict Discipline Academies, as per the Michigan School Code, may be exempted from certain requirements due to their unique nature. The following targets, measures, and rubrics were mutually developed and agreed upon by the academy and the CSO and shall be attached to their contract. Both groups feel that these measures align with the academies' unique missions, and the data derived from these reports will hold students accountable for their academics and behavior.

Academic Indicators for School Support- Alternative Education Academies			
Exce	Exceeds Any combination of "Meets" or "Exceeds" in all indicators		r "Exceeds" in all indicators
Mee	its	Any combination of "Meets" or "Exceeds" plus has no more that "Approaching" and/or 1 "Does Not Meet" indicator	
Approa	ching	Any combination of "Meets," "Exceeds" or "Approaching" indicators plus no more than 2 "Does Not Meet" indicators	
Does No	ot Meet	Any combination of "Meets," "Exceeds," or "Approaching" plus has 3 or more "Does Not Meet" indicators	
		(Measuring State Expectati	ons)
Target	Reason for Tracking	Measure	Rubric
75% of all MICIP goals are met	Is the school meeting the state approved academic expectation and plan they have submitted?	Academies will meet 75% of current goals and "on track to meet" ongoing MICIP goals as submitted to the state of Michigan	Exceeds: All goals are met Meets: ≥75% but < 100% Approaching: ≥ 50% but <75% Does Not Meet: <50%
		(Measuring Academics)	
Target	Reason for Tracking	Measure	Rubric
70% of students will gain at least two credits per semester they are enrolled	Are students making the expected semester growth to earn their high school diploma?	Academies will maintain a spreadsheet of all students enrolled each semester and submit the percentage achieved at the end of the school year	Exceeds: ≥85 Meets: ≥70 but < 85 Approaching: ≥55 but < 70 Does Not Meet: < 55
		(Measuring Academics)	
Target	Reason for Tracking	Measure	Rubric
60% student attendance rate for "All Students"	Are students attending school on a regular basis to obtain the knowledge needed to graduate?	Academies will score a minimum of 60% for "All Students" on the MiSchool Data Student Attendance Report	Exceeds: $\geq 80\%$ Meets: $\geq 60\%$ but< 80% Approaching: $\geq 40\%$ but < 60% Does Not Meet: < 40%

Academic Indicators for School Support – Alternative Education Academies

Figure 5

Academic indicators for School Support - Alternative Education Academies Cont.			
	(Measuring Behavior- DEI)		
Reason for Tracking	Measure	Rubric	
Are students motivated to participate in a variety of activities that interest, expose, and prepare them for the future?	Academies will track and maintain a spreadsheet of student participation each semester and submit the percentage achieved at the end of each school year	Exceeds: 100% Meets: 99% >but< 75% Approaching: 75% >but< 50% Does Not Meet: < 50%	
	(Measuring Social Emotional Needs)		
Reason for Tracking	Measure	Rubric	
Are students making the expected growth towards gaining the proper social emotional skills needed to prepare them for success?	Academies will submit a report from two consecutive testing sessions using a mutually agreed upon SEL screening tool at the end of each school year	Exceeds: ≥85% Meets: ≥70% but < 85% Approaching: ≥ 55% but <70% Does Not Meet: <55%	
	Reason for Tracking Are students motivated to participate in a variety of activities that interest, expose, and prepare them for the future? Reason for Tracking Are students making the expected growth towards gaining the proper social emotional skills needed to prepare them for	Reason for Tracking Measure Are students motivated to participate in a variety of activities that interest, expose, and prepare them for the future? Academies will track and maintain a spreadsheet of student participation each semester and submit the percentage achieved at the end of each school year Reason for Tracking Measure Are students making the expected growth towards gaining the proper social emotional skills needed to prepare them for success? Academies will submit a report from two screening tool at the end	

Academic Indicators for School Support - Alternative Education Academies Cont.

Academ	ic Indicators for School Suppo	rt- Strict Niscinline Aca	demies
Academ			
Exceeds Any combination of "Meets" or "Exceeds" in all indicate		or "Exceeds" in all indicators	
Mee	ets	Any combination of "Meets" or "Exceeds" AND has no more th "Approaching" and/or 1 "Does Not Meet" Indicator	
Арргоа	nching	Any combination of "Meets," "Exceeds," or "Approaching" indicators AND no more than 2 "Does Not Meet" indicators	
Does No	ot Meet	Any combination of "Meets," ' has 3 or more "Does Not Mee	"Exceeds," or "Approaching" AND et" indicators
		(Measuring State Expectat	ions)
Target	Reason for Tracking	Measure	Rubric
75% of all MICIP goals are met	Is the school meeting the state approved academic expectation and plan they have submitted?	Academies will meet 75% of current goals and be "on track to meet" ongoing MICIP goals as submitted to the state of Michigan.	Exceeds: All goals are met Meets: ≥75% but < 100% Approaching: ≥ 50% but <75% Does Not Meet: <50%
		(Measuring Attendance)	·
Target	Reason for Tracking	Measure	Rubric
70% of students will show an improvement in their attendance from fall to spring (or enrollment until departure)	Are students making sufficient growth in attendance to obtain the knowledge needed to graduate?	Academies will track and submit an attendance report from their school information system at the end of each school year *Students with a rate above 90% are automatically considered "improved"	Exceeds: ≥85% Meets: ≥70% but < 85% Approaching: ≥ 55% but <70% Does Not Meet: <55%
(Measuring Behavior-DEI)			
Target	Reason for Tracking	Measure	Rubric
70% of students will show an increase in their social skills from fall to spring (or enrollment until departure)	Are students making sufficient growth in the social skills needed to prepare them for success?	Academies will track and submit a report from their SEL data at the end of each school year.	Exceeds: ≥85% Meets: ≥70% but < 85% Approaching: ≥ 55% but <70% Does Not Meet: <55%

Academic Indicators for School Support – Strict Discipline Academies

Figure 6

		(Measuring Behavior)	
Target	Reason for Tracking	Measure	Rubric
70% of students will show an improvement in their behavior from fall to spring (or enrollment until departure)	Are students making the expected growth in regulation and self-control to prepare them for success?	Academies will track and submit a report from their behavior data at the end of each school year. *Students with less than 10 behavior incidents are automatically considered "improved"	Exceeds: ≥85% Meets: ≥70% but < 85% Approaching: ≥ 55% but <70% Does Not Meet: <55%
		(Measuring Social Emotional Needs)	
Target	Reason for Tracking	Measure	Rubric
70% of students will show progress after the second screening in at least one area of a social emotional screening	Are students making the expected growth towards gaining the proper social emotional skills needed to prepare them for success?	Academies will submit a report from two consecutive testing sessions using a mutually agreed upon SEL screening tool at the end of each school year	Exceeds: ≥85% Meets: ≥70% but < 85% Approaching: ≥ 55% but <70% Does Not Meet: <55%

Academic Indicators for School Support - Strict Discipline Academies Cont.

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Pillar 2 - Fiscal Solvency

The CSO evaluates the fiscal health of its schools continuously throughout the year. **The fiscal oversight and support determination process provides the CSO with a mechanism to identify schools to help determine the level of oversight, support, intervention, and proper allocation of resources necessary to accomplish its support goals.** The fiscal oversight and support system relies on the evaluation of financial statements.

Based on national best practices, the CSO has identified key support and performance indicators that will allow it to analyze a school's fiscal health effectively. Those key support indicators are listed in **Figure 7**.

Twice a year in a scheduled support meeting, the CSO school support team will use an evaluation of the support indicators to identify the support and interventions necessary to support its schools based upon the specific deficiencies noted in the evaluation.

Fiscal Indicators for School Support

	Fiscal Indicators for S	School Support	
New School The school is in its first year of operation and does n an indicator level		of operation and does not receive	
Fiscally Stable		Does not meet one of the PR	IMARY KPIs OR Meets all KPIs
Does not meet two of the PRIMARY KPIs Identified for Review Enrollment Change KPI AND does not me Enrollment KPI			
Does No	t Meet	Does not meet three of the P	RIMARY KPIS
PRIMARY - Cu	rrent Ratio	Measuring compliance with	Staff Certifications
Target	Reason for Tracking	Measure	Rubric
Current Ratio is >= to 1.0	Can the school pay its short term obligations?	current assets/current liabilities	Meets: Meets the target Does Not Meet: Does not meet the target
PRIMARY - Change in Fund Balance I	Ratio		MUSIC Insurance Coverage
		Requirements	
Target	Reason for Tracking	Measure	Rubric
The fund balance is greater than 20% of revenue and other sources OR the most recent year change in fund balance ratio is positive and aggregated 3 year change in fund balance ratio is positive OR Aggregated 3-year change in fund balance ratio is greater than -1.5% AND the previous year change in fund balance ratio is positive AND most recent year change in fund balance ratio is positive	Is the school operating within its means?	Fund balance is greater than 20% of revenues and other sources OR Change in FB ratio: most recent year change in fund balance/most recent year total revenues and other sources Aggregated change in FB ratio: sum of 3 years change in fund balance/ sum of 3 years of total	Meets: Meets the target Does Not Meet: Does not meet the target
*Note: Schools is the first year of operation will have a positive fund balance (greater than 0) and schools in their second year of operation will have a change in fund balance ratio for the two years that is positive.		revenues and other sources *Note: Change in FB includes other sources and other uses	

Figure 7

Fiscal Indicators for School Support Cont.

PRIMARY - Days Cash on Hand		Measuring Timeliness of Epicenter Tasks		
Target Reason for Tracking		Measure	Rubric	
At least 60 days of unrestricted cash on hand OR Between 30 and 60 days of unrestricted cash on hand with a positive increase from the previous year		Unrestricted cash/(total expenditures + other uses /365)	Meets: Meets the target Does Not Meet: Does not meet the target	
PRIMARY - Enrollment Change (Over	Time)	Measuring Accuracy/Comp	leteness of Epicenter Tasks	
Target	Reason for Tracking	Measure	Rubric	
Current year enrollment is greater than or equal to 95% of enrollment 5 years ago AND Current year enrollment is greater than or equal to 95% of previous year enrollment		Current year preliminary fall headcount enrolled / year 1 audited fall headcount AND Current year preliminary fall headcount enrolled / previous year (year 4) audited fall headcount		
PRIMARY - Debt to Asset Ratio		Measuring State Notification of Non-compliance of a State Requirement		
Target	Reason for Tracking	Measure	Rubric	
Debt to asset ratio is equal to or less than .9 Does the school own more in assets than it owes in liabilities?		Total liabilities (governmental activities)/total assets (governmental activities)	Meets: Meets the target Does Not Meet: Does not meet the target	
SECONDARY - Current Year Enrollme	nt Change	Measuring State Notification of Non-compliance of a State Requirement		
Target Reason for Tracking		Measure	Rubric	
Current year enrollment is greater than or equal to 95% of previous year enrollment		Current year preliminary fall headcount enrolled / previous year audited fall headcount	Meets: Meets the target Does Not Meet: Does not meet the target	

Fiscal Oversight and Support Identifiers

Based on an academy's performance with the fiscal indicators presented in **Figure 7**, schools will be identified with the following labels:

Fiscal Support Identifiers

Identified for Review (IR)
An academy will be Identified for Review if it fails to:
Meet two of the primary support indicators
 Meet the enrollment change support indicators and does not meet the current
year enrollment support indicator (secondary)
The CSO will determine if the school moves to a Fiscal Concern school or if it will continue to be Identified for
Review.
New Schools (Tier 0)
Schools in the first year of operation are identified as
a New School.

Figure 8

The CSO applies the calculation of the support indicators on the audited financial statements and the 4th Quarter financial statements. In addition, the CSO performs the evaluations explained in **Figure 9** throughout the year to determine the quality of financial reporting and oversight of each school.

Ferris State University CSO Standard Fiscal Oversight Model					
Standard Oversight – Warning System	Warning Indicators	Timing	Business Rule	Formula	Source
Does the school have issues with internal controls? Is the school a going concern?	Financial Controls	November	 Unmodified opinion No material weaknesses or a going concern 	Review of audit letters and notes	AFS
Are the second quarter financial statements complete?	Quality of Submissions	January	 Correct year and quarter The statements include a balance sheet and the statement of revenues, expenditures and change in fund balance The statements include a balance sheet that is balanced The statements include a change in fund balance on the balance sheet that is the same as the change in fund balance on the statement of revenues, expenditures and change in fund balance 	Compliance review	QFS
Are the third quarter financial statements complete?	Quality of Submissions	April	 Correct year and quarter The statements include a balance sheet and the statement of revenues, expenditures, and change in fund balance The statements include a balance sheet that is balanced, and the statements include a change in fund balance on the balance sheet that is the same as the change in fund balance on the statement of revenues, expenditures, and change in fund balance 	Compliance review	QFS
Is the school ending the year in a deficit?	Deficit	June	Zero or positive fund balance	Fund balance equal to or greater than zero	Final Amended Budget
Is the current year budgeted state aid revenue stable compared to last year's state aid revenue?	Unrestricted State Aid Revenue Stability	July	Budgeted unrestricted state aid revenue is between 95% and 105% of previous year's state aid revenue	Current year FSR (July) foundation grant/Budgeted unrestricted state aid revenue	Original Budget

Ferris State University CSO Standard Fiscal Oversight Model

Figure 9

Standard Oversight – Warning System	Warning Indicators	Timing	Business Rule	Formula	Source
Is the school operating within its means?	Projected General Fund Balance Ratio	July	Projected General Fund ending fund balance is ≥ 5% of total expenditures	Projected General Fund ending fund balance/Budgeted total expenditures	Original Budget
Are the fourth quarter financial statements complete?	Quality of Submissions	January	 Correct year and quarter The statements include a balance sheet and the statement of revenues, expenditures, and change in fund balance The statements include a balance sheet that is balanced The statements include a change in fund balance on the balance sheet that is the same as the change in fund balance on the statement of revenues, expenditures, and change in fund balance 	Compliance review	QFS
Is the school projected to end the year with a deficit?	Deficit	July	Zero or positive fund balance	Fund balance ≥ 0	4th QFS - Accrual
Can the school pay its large contracts?	ESP and/or lease forgiveness	Throughout July	Review 4th QFS	Review of financial statements	4th QFS - Accrual
Is budgeted state aid revenue overstated (based on enrollment) compared to actual enrollment?	State Aid Revenue Variance (Enrollment)	October	Actual enrollment is ≥ 95% budgeted enrollment	Actual enrollment is ≥ 95% of budgeted enrollment	Original Budget

FSU CSO Standard Fiscal Oversight Model Cont.

Figure 9

Standard Oversight – Warning System	Warning Indicators	Timing	Business Rule	Formula	Source
Are the first quarter financial statements complete?	Quality of Submissions		 Correct year and quarter The statements include a balance sheet and the statement of revenues, expenditures, and change in fund balance The statements include a balance sheet that is balanced The statements include a change in fund balance on the balance sheet that is the same as the change in fund balance on the statement of revenues, expenditures, and change in fund balance 	Compliance review	QFS
Are there any financial related items included in the board meeting minutes that need to be considered?	Board Minutes	Monthly	Review the board meeting minutes to determine if there are any financial related items that need to be considered	Review of board meeting minutes	Board Meeting Minutes

FSU CSO Standard Fiscal Oversight Model Cont.

Figure 9

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Pillar 3 - Operations

To evaluate the operations and governance of its schools, the CSO has identified the following operational and governance components to measure.

Expectations for Effective Board Meetings

CSO Field Representatives attend every board meeting and evaluate the governance of the schools based on a board governance rubric. The rubric in **Figure 11** is specifically evaluating the board meeting expectations in **Figure 10**.

Board Meeting Expectations

Academic Pillar	Compliance and Governance Pillar
 The educational contractual goals were discussed Data was presented on school growth and achievement The Board acknowledged and supported the needs of diverse learners (ex. Special Education, ELL, Socioeconomic subgroups, etc.) The Board asked relevant questions to the school's academic growth and achievement Data was discussed and used to make decisions Academic success was celebrated 	 The Board properly followed the Open Meetings Act The Board properly followed Robert's Rules of Order The Board discussed Epicenter on time and accuracy compliance State Non-Compliance notifications were discussed, if appropriate Board member(s) presented/shared newly learned information from a professional development training/webinar
Fiscal Pillar	Operations Pillar
 The Board discussed short term financial obligations The Board received, reviewed, and asked questions regarding financial statements and the school's budget The Board discussed any transactions or acquisitions, especially those over \$150,000 The Board discussed the school's overall fiscal health Data was discussed and used to make decisions 	 All Board members were present for the meeting All Board members were prepared for the meeting The Board discussed the school's operations The Board discussed school climate and culture The Board discussed school safety and security The Board discussed current staffing numbers, needs, and retention The Board used the school's vision and mission to drive discussion and decision making Data was discussed and used to make decisions

Rubric for Board Meeting Evaluation

Rating	Expectations
5	 The Board appears independent from the school leaders and management company The Board engages with the school leaders by asking good questions School leaders provide meaningful and relevant data about the school's performance All Board members attended the meeting Appropriate board protocol is used
4	One of the expectations was not present
3	• Two of the expectations were not present
2	• Three of the expectations were not present
1	 The Board does not appear to be independent from the school leaders or management company The Board does not engage meaningfully with quality questions School leaders do not provide meaningful and relevant data about the school's performance Board members were absent for the meeting Appropriate board protocol is not used

Figure 11

Field representatives will identify any of the above items that are missing and inform the CSO. When a board is continuously missing one or more of the above expectations, it is identified for support. The CSO does not expect that all specific items identified in **Figure 10** and **Figure 11** will be present in every meeting, but that boards will be addressing these topics throughout the year as a demonstration of effective governance.

Staff Retention Rates

The CSO has contracted with a human resources firm to audit and track employee turnover. With the information provided through the audit, the CSO can calculate a turnover rate for each school. **Research shows that high rates of staff turnover indicate the potential for issues with the educational environment, and schools with high rates of turnover are identified for support.**

Safety and Security

Twice a year, Field Representatives will perform safety walkthroughs of their assigned academies. A 32-point checklist has been created to help verify that buildings are safe for students and staff. If there are any deficiencies found, schools are identified for support.

School Safety and Security Checklist

Exterior doors are locked.
□ A method (e.g., cameras, windows) is used to determine identity of visitors before being admitted.
\Box Signs are posted stating that visitors must be identified before entering.
\Box Visitors have some form of identifier signaling that they checked in with the main office.
□ Doors are locked to unoccupied instructional spaces.
External security cameras are in place, functional, and monitored.
□ Centralized communication (e.g., PA systems, phones with speaker capability) is available in all spaces with students and staff.
\square Evacuation maps are present in all spaces with staff and students.
□ Emergency exits are clearly marked.
□ Building space is clean and generally well maintained.
\square Hallways are clear of items that could be unsafe either to hide behind or cause injury.
\square All students are under adult supervision during the school day.
\Box Appropriate staff have access to CPI training and implementation of de-escalation strategies are evident.
\Box OSHA/MIOSHA workplace required posters are displayed in a conspicuous place.
\square Hazardous chemicals and cleaners are properly labeled and safely secured.
\square Materials Safety Data Sheets are on-site and available for review.
\Box Fire extinguishers are properly maintained and inspected.
Using non-certified staff (e.g., support staff, cafeteria staff, custodians, secretaries, counselor) staff can describe emergency procedures and building routes.

Figure 12

School Safety and Security Checklist Cont.

If the school has an elevator, there is evidence that it has been inspected.
 Playground or other outside space used by students is secure (e.g., fencing, gates, properly staffed) and properly maintained.

□ Policies and procedures are in place to monitor bags and backpacks and allow for searching.

□ Appropriate staff are trained in First Aid, AED and CPR.

The following medical equipment is on-site and identified staff members have been trained to use/administer if needed:

□ Sharps Container

🗆 EpiPens

□ Automated External Defibrillators (AEDs)

□ There is a publicly available Drinking Water Management Plan.

□ The school has a plan to install filtered bottle filling stations and filtered faucets by the end of the 2025-2026 school year.

□ There is an Emergency Operation Plan that is reviewed biannually and communicated to all staff.

□ There is a Cardiac Emergency Response Plan that is reviewed annually and communicated to all staff.

□ The weekly Crime Log is available for review. (The report may be titled something else. It must include crimes involving physical violence, gang-related activity, illegal possession of a controlled substance or controlled substance analogue, or other intoxicant, trespassing, and property crimes including, but not limited to, theft and vandalism. For a property crime, the report shall include an estimate of the cost to the school district resulting from the property crime.)

Building Culture

Three times a year, Field Representatives will observe the building culture, instructional practice, and instructional quality of their assigned academies based on the components identified in **Figure 13** and **Figure 14**. When deficiencies are identified in any of these categories, schools are identified for support by the school support team. Deficiencies are identified and shared with the CSO. If a trend is identified that may indicate a systemic training or communication issue, the school is identified for support by the CSO.

Building Culture Observations for Evaluations

Physical Environment	Safety (Emotional and Physical)
 The building is clean and shared spaces are well organized Adequate space for movement Evidence of student work is displayed in and outside of the classroom environment Celebrations of student cultures are evident through photos, school events, student work, etc. All stakeholders demonstrate adherence to rules, procedures, and expectations 	 Students appear to feel emotionally and physically safe Mental health support is available to meet a variety of student needs (visual, print, discussion, etc.) Classrooms and community areas within the building are physically safe Technology safety guidelines are apparent (visual, print, discussion, etc.) Behavior is appropriate and conducive to a safe and positive learning environment
Interpersonal Relationships	Resources
 Positive adult to student interactions Positive and professional adult interactions Positive student to student interactions Adults value, acknowledge, and celebrate all students' backgrounds and ideas Students feel valued and comfortable 	 Access to relevant and adequate resources to support learning and behavior management Materials and resources are readily available Effective use of staff (paraprofessionals, aides, etc.) Technology is available to all students

Classroom Environment/Culture of Learning	Student Engagement and Questioning
 Teachers and students demonstrate positive relationships that foster student well-being and help to develop their identity as learners Classroom norms are evident and result in patterns that encourage risk taking, collaboration, and respect Resources, materials, and technology are age appropriate and relate to the course/content Instructional time is maximized through efficient transitions, management routines, and positive student discipline Teacher successfully responds to any misbehavior by referring to the classroom expectations 	 Students can and do take ownership of their learning There is a mixture of teacher to student and student to student interaction Students are on task when participating in discussions, independent work, or group projects during the visit The teacher capitalizes on student strengths (academic background, life experiences, cultural/language etc.) If questioning is present, teacher uses questioning techniques that probe students for deeper understanding, uncover misconceptions, or clarify student thinking
Purpose, Curriculum, and Pedagogy	Assessment for Student Learning
 Lessons are grade level appropriate The purpose is clearly communicated through student behavior, verbal, and/or physical strategies Students can explain what they are learning and why Instructional materials, scaffolds, and tasks align with the learning target Success criteria are present and align to the learning targets 	 Some form of assessment is present or available Assessment tasks allow students to demonstrate learning Students can assess their learning in relation to the success criteria Targeted feedback is given to students based on learning targets Students are held accountable for their learning and completed work

Evaluating Overall Operational Effectiveness

Twice a year in a scheduled support meeting, the CSO school support team will use an evaluation of the support indicators identified in **Figure 15** to identify the support and interventions necessary to support its schools.

Operations Indicators for School Support

	Operations Indicators fo	or school Support		
Exce	eds	"Exceeds" in 3 or more Indicators, no less than "Meets" in 2 indicators		
Mee	its	"Meets" in 3 or more Indicato indicators	rs, no less than "Approaching" in 2	
Approa	ching	No less than "Approaching" in	n all indicators	
Does No	t Meet	"Does Not Meet" in any one ir	ndicator	
Board Meeting Effectiveness		(Measuring Quality of Mana	gement Effectiveness)	
Target	Reason for Tracking	Measure	Rubric	
During the academic school year, the academy will obtain a 95% average on all of the Board Meeting Quality Reviews	Is the School Board adequately trained and operating effectively?	Academies will obtain an average of 95% or higher on the Ferris State University CSO Board Meeting Checklist Quality Rubric	Exceeds: 100% <> 95% Meets: 95% <> 85% Approaching: 85% <> 75% Does Not Meet: <75%	
Staffing Retention Rates		(Measuring Health of Staff Morale)		
Target	Reason for Tracking	Measure	Rubric	
During the academic school year, the academy will retain 90% or more of their teaching, support, and administrative staff	Is there stability in the school's staffing?	Academies will maintain a retention rate of 90% or more from the QPRG staff reports	Exceeds: 100% <> 95% Meets: 95% <> 85% Approaching: 85% <> 75% Does Not Meet: <75%	
Safety/Security		(Measuring Health of Educa	ational Environment)	
Target	Reason for Tracking	Measure Rubric		
During the academic school year, the academy will obtain a 95%- 100% average from two safety checklists	Is the school operating with effective safety practices?	Academies will obtain an average of 95% or higher on the Ferris State University CSO School Safety and Security Checklist	Exceeds: 100% Meets: 99% <> 95% Approaching: 95% <> 90% Does Not Meet: <90%	

Figure 15

Continued on the following page

Instructional Practice/Quality		(Measuring Quality of Instructional Practice)		
Target	Reason for Tracking	Measure	Rubric	
During the academic school year, the academy will obtain a 75%- 100% average from three school visitations	Is the building exhibiting the culture necessary for quality education?	Schools will obtain an average of 75% or higher on the Ferris State University CSO Classroom/School Visitation Form Section 2 conducted three times a year	Exceeds: 100% Meets: 99% < > 75% Approaching: 75% < > 50% Does Not Meet: < 50%	
Instructional Practice/Quality		(Measuring Quality of Instructional Practice)		
Target	Reason for Tracking	Measure	Rubric	
During the academic school year, the academy will obtain a 75%- 100% average from three school visitations	Are educator practices creating the conditions for quality education?	Schools will obtain an average of 75% or higher on the Ferris State University CSO Classroom/School Visitation Form Section 1 conducted three times a year	Exceeds: 100% Meets: 99% <> 75% Approaching: 75% <> 50% Does Not Meet: < 50%	

Operations Indicators for School Support Cont.

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Pillar 4 - Compliance

Staff Certification

The CSO has contracted with a firm experienced in auditing the certification and legal documentation required for school employees. Three times each year, the firm provides a detailed report and review of staff certification and documentation, including the identification of any deficiencies. Depending upon the severity and frequency of any deficiencies, the CSO will evaluate the school for support.

Insurance Coverage

The CSO has contracted with a firm to evaluate each school's compliance with required insurance coverage based on the authorization contract standards. Discrepancies are identified and reported to school leaders for correction. Depending upon the severity of the discrepancies and the frequency of reminders for correction, the CSO will evaluate the school for support.

Epicenter On-Time Submission Compliance

The CSO uses a document management system called Epicenter to track and store all the documents that schools must submit to MDE and the authorizer following the contractual requirements of the CSO. The system tracks and reports missed deadlines for these required reports. When schools consistently miss deadlines and reach a lower rating for missed submissions, they are identified by the CSO for support and training.

Epicenter Submission Accuracy

The CSO uses a document management system called Epicenter to track and store all the documents that schools must submit to MDE and the authorizer following the contractual requirements of the CSO. The system allows the CSO to reject inaccurate submissions. When schools consistently submit inaccurate documentation and receive lower ratings for submission accuracy, they are identified by the CSO for support and training.

State Non-Compliance Notifications to Authorizer

CSO staff occasionally receive or become aware of notifications from the state and other agencies of authority related to non-compliance of legal requirements. When that happens, the notification is logged, and communication is made with the school leaders for investigation. Based upon the severity and frequency of these notifications, schools are identified for support by the CSO.

Evaluating Overall Compliance Effectiveness

The targets, measures, and rubrics identified in **Figure 16** are used to evaluate a school's compliance effectiveness. Twice a year in CSO school support meetings, the CSO school support team will use an evaluation of the support indicators to identify the support and interventions necessary to support its schools.

Compliance Indicators for School Support

	Compliance Indicators f	or School Support		
Exce		"Exceeds" in 2 or more Indicators, no less than "Meets" in 2 indicators "Meets" in 2 or more indicators, no less than "Approaching" in 2		
Approa		indicators No less than "Approaching" i	n all indicators	
Does No	-	"Does Not Meet" in any one in		
Staff Certification		Measuring compliance with	h Staff Certifications	
Target	Reason for Tracking	Measure	Rubric	
Academies will maintain level 1 compliance with staff certification requirements	Are school staff properly certified?	Academies will be audited by QPRG and will reach level 1 compliance by the final review	Exceeds: Level 1 Meets: Level 2 Approaching: Level 3 Does Not Meet: Level 4	
Insurance Coverage		Measuring Compliance with MUSIC Insurance Coverage Requirements		
Target Academies will maintain 100% compliance with MUSIC insurance coverage requirements	Reason for Tracking Are the school's insurance policies aligned with authorizer requirements?	Measure Academies will be audited by the Hylant Group for adequate insurance coverage and will not be required to modify their policies to accommodate them	RubricExceeds: No modifications required after initial reviewMeets: One request for modification and one reminder for updated proof of insurance after initial reviewApproaching: Two modification requests and no more than two reminders for updated proof of insurance after initial reviewDoes Not Meet: More than two modifications or more than two requests for updated proof of insurance after initial review	

Figure 16

Continued on the following page.

Compliance Indicators for School Support Cont.

Epicenter On-time Compliance		Measuring Timeliness of Epicenter Tasks		
Target	Reason for Tracking	Measure	Rubric	
The academy and Board of Directors will maintain 100% for on-time Epicenter submissions	Are school compliance requirements completed on time?	The academy and Board of Directors will maintain 98% for on-time Epicenter submissions	Exceeds: 100% compliance Meets: ≥98% but < 99% compliance Approaching: ≥95% but < 98% compliance Does Not Meet: < 95% compliance	
Epicenter Submission Accuracy		Measuring Accuracy/Comp	leteness of Epicenter Tasks	
Target	Reason for Tracking	Measure	Rubric	
The academy and Board of Directors will maintain 100% for accurate Epicenter submissions	Are school compliance requirements completed accurately?	The academy and Board of Directors will maintain 90% for accurate Epicenter submissions	Exceeds: 100% compliance Meets: ≥90% but < 99% compliance Approaching: ≥80% but < 90% compliance Does Not Meet : < 80% compliance	
State Non-compliance Notification	to Authorizer	Measuring State Notification	n of Non-compliance of a State	
		Requirement		
Target	Reason for Tracking	Measure	Rubric	
The authorizer does not receive any notifications from the state for non- compliance	Is the school in compliance with all state and federal requirements?	The CSO will count the number of times contacted by MDE for non- compliance issues and tally them each year	Exceeds: No notifications of non-compliance from MDE or other agencies Meets: No more than two immaterial notifications of non- compliance from MDE or other agencies Approaching: No more than three immaterial notifications of non-compliance from MDE or other agencies Does Not Meet: More than four immaterial notifications or any material notifications from MDE or other agencies	

Summary Report

The CSO will generate a report for each of its academies, which will summarize the results of the findings associated with its support determination on a recurring basis—depending upon the timing of the data collection, but annually in November—a final report will be used to determine the schools support level in each pillar (Academic, Fiscal, Operational, and Compliance).

This report will be shared with all school stakeholders along with a letter identifying the support required in each category, if any. An example of this report is below.

Summary Report - Academic Section

The academic section of the report identifies each area of the evaluation, the rating for each area, an explanation of the reason for tracking, and an interpretation of the results. In addition, depending upon the support level determined for each area, a list of support recommendations is provided on the right.

	The ABC Academy				
Academic Support	Meets	Description			
Indicators	2022-23	What questions are we answering?	What are the results telling us?	What FSU support is available?	
MDE Support Category	Universal	Has any school in the district been identified as needing supports or interventions by the state due to low academic performance?	Performance was above the state criteria used to identify needed support	Universal Support: Available as needed	
Goal 1: 2nd-8th Grade Academic Growth	Meets				
50 on the School Growth Index	Exceeds	Is the school meeting state designation expectations as set forth by the state and federal accountability systems in growth?	Student growth is at the state expected level	Meets: 1) CSO sponsored professional development and networking opportunities	
50th percentile on NWEA SCGP (Reading)	Meets	Are students making expected annual growth in reading compared to their peers?	Students are growing at expected rates compared to their peers around the nation in reading	 2) Field Representative's assistance School Support Team mid-year check in 3) Additional supports available upon need/request 	
3% Growth on M- STEP/PSAT over time (ELA)	Does Not Meet	Are students making sufficient yearly academic growth to increase proficiency in ELA?	Students are not showing adequate growth to reach proficiency in ELA		

Figure 17

Continued on the following page

Summar	y Report -	Academic	Section Cont.
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		The ABC Academy		
Academic Support	Meets	Description		
Indicators	2022-23	What questions are we answering?	What are the results telling us?	What FSU support is available?
50th percentile on NWEA SCGP (Math)	Approaching	Are students making expected annual growth in math compared to their peers?	Some students are growing at the expected rates compared to their peers around the nation in math	Meets: 1) CSO sponsored professional development and networking opportunities 2) Field Representative's assistance School Support Team
3% growth on M- STEP/PSAT over time (Math)	Does Not Meet	Are students making sufficient yearly academic growth to increase proficiency in math?	Students are not showing adequate growth to reach proficiency in math	
Goal 2: 2nd-8th Grade Academic Proficiency	Meets			mid-year check in 3) Additional supports
45 on the School Index	Exceeds	Is the school meeting state designation expectations as set forth by the state and federal accountability systems?	School programming and performance is at the state expected level	available upon need/request
50% of students are at grade level norm on the NWEA (reading)	Approaching	Are students achieving proficiency on a nationally normed assessment in reading?	Some students are demonstrating proficiency in reading	
3% difference compared to composite (ELA M- Step/PSAT)	Does Not Meet	Are students outperforming students in schools they might otherwise attend (composite) on the ELA grade level state assessment?	Students are demonstrating lower achievement than their peers in the same geographical area in ELA on the state assessment	
50% of students are at grade level norm on the NWEA (Math).	Approaching	Are students achieving proficiency on a nationally normed assessment in math?	Some students are demonstrating proficiency in math	
3% difference compared to composite (Math M- Step/PSAT)	Does Not Meet	Are students outperforming students in schools they might otherwise attend (composite) on the math grade level state assessment?	Students are demonstrating lower achievement than their peers in the same geographical area in math on the state assessment	

Figure 17

Continued on the following page

		The ABC Academy		
Academic Support	Meets	Description		
Indicators	2022-23	What questions are we answering?	What are the results telling us?	What FSU support is available?
HS Academic Growth & Student Achievement (Overall)	Meets		-	
3% Growth on SAT Over Time (EBRW)	Meets	Are students making sufficient yearly academic growth to increase proficiency in ELA?	Student growth is at the state expected level to reach proficiency in EBRW	Meets: 1) CSO sponsored professional development and networking
3% difference compared to composite (EBRW SAT)	Exceeds	Are students outperforming students in schools they might otherwise attend (composite) on the state assessment in reading and writing?	Students are demonstrating higher achievement than their peers in the same geographical area in EBRW on the state assessment	opportunities 2) Field Representative's assistance School Support Team mid-year check in 3) Additional supports available upon need/request
50% meeting standard on EBRW SAT	Approaching	Are students performing at grade-level on college readiness state benchmark standards in reading and writing?	Some students are demonstrating college readiness in reading and writing	
3% Growth on SAT over time (Math)	Does Not Meet	Are students making sufficient yearly academic growth to increase proficiency in math?	Students are not showing adequate growth to reach proficiency in math	
3% difference compared to composite (Math SAT)	Exceeds	Are students outperforming students in schools they might otherwise attend (composite) on the state assessment in math?	Students are demonstrating higher achievement than their peers in the same geographical area in math on the state assessment	
40% meeting standard on Math SAT	Approaching	Are students performing at grade-level on college readiness state benchmark standards in math?	Some students are demonstrating college readiness in math	

Summary Report - Academic Section Cont.

Summary Report - Fiscal Section

The fiscal section is designed to provide the same general information as the academic section, including the rating, reasoning, and interpretation of the findings. Available support based on the findings is listed on the right.

	The ABC Academy				
Fiscal Support	Fiscal Concern	Description			
Indicators	2022-23	What questions are we answering?	What are the results telling us?	What FSU support is available?	
Current ratio	Meets	Can the school pay their short term obligations?	The school should be able to pay short term obligations	Fiscal Concern: 1) CSO sponsored professional	
Change in fund balance ratio	Does Not Meet	Is the school operating within its financial means?	The school may be approaching a fund balance that can make medium term funding shortfalls difficult to manage	development for Board members 2) Stress testing for any significant trends or events 3) Specialized audit, if	
Days cash on hand	Does Not Meet	Does the school have the cash available to pay bills?	The school may not be able to pay short term obligations if not temporary	needed 4) Professional development for PSA staff	
Enrollment change over time	Meets	Is the school's main revenue source stable over time?	The school's long-term student enrollment and projections are stable	5) Provide a financial coach if needed	
Debt to asset ratio	Does Not Meet	Does the school own more in assets than it owes in liabilities?	The school may be significantly over- burdened by debt, which could result in financial distress		
Current year enrollment change	Meets	Is the school's current year enrollment stable?	The school's short-term student enrollment and projections are stable		

Summary Report - Operations and Compliance Section

The Operations and Compliance sections of the report are combined but designed to provide the same level of detail and explanation as the academic and fiscal sections. Since each category requires a different type of support, individualized support based on categories is provided.

Operations Support Indicators

	The ABC Academy				
Operations Support	Meets	Description			
Indicators	2022-23	What questions are we answering?	What are the results telling us?	What FSU support is available?	
Board meeting effectiveness	Exceeds	Is the school board adequately trained and operating effectively?	The school board is operating effectively.	Exceeds: Support provided only as requested	
Staff retention rates	Meets	Is there stability in the school's staffing?	The hiring and retention practices of the school are effective.	Meets: Support provided only as requested	
Safety and Security	Approaching	Is the school operating with effective safety practices?	The school may have some minor improvements needed in safety.	Specialized Support: Includes support from the CSO Field Representative or support from a safety consultant	
Building Culture	Meets	Is the building exhibiting the culture necessary for quality education?	The school's culture appears to be healthy and effective.	Meets: Support provided only as requested	
Instructional Practice and Quality	Approaching	Are educator practices creating the conditions for quality education?	There may be some improvements that could be made to improve the classroom learning environment.	Specialized Support: Specialized training, support, and evaluation from the CSO in consultation with the school leaders, depending on the situation	

Compliance Support Indicators

		The ABC Academy		
Compliance Support	Meets	Description		
Indicators	2022-23	What questions are we answering?	What are the results telling us?	What FSU support is available?
Staff certification	Meets	Are school staff properly certified?	The school is meeting the state's certification requirements	Meets: Support provided only as requested
Insurance coverage	Exceeds	Are the school's insurance policies aligned with authorizer requirements?	The school meets all FSU insurance requirements	Exceeds: Support provided only as requested
Epicenter on-time compliance	Exceeds	Are school compliance requirements completed on time?	The school continuously meets compliance documentation deadlines	Exceeds: Support provided only as requested
Epicenter submission accuracy	Approaching	Are compliance submissions accurate?	The school occasionally submits inaccurate compliance documents	Specialized Support: Direct support and training from the CSO Compliance Specialist
State non-compliance notifications	Meets	Is the school in compliance with all state and federal requirements?	No significant material notifications for non- compliance from MDE or the ISD have been received by the CSO	Meets: Supports provided only as requested

Contract Performance Reports

All FSU-authorized public school academies receive annual individualized Contract Performance Reports (CPRs) early in the academic year. These reports include school achievement and growth data, the academy's contractual goal achievement status, and comparisons to similar public school academies.

See Appendix A – Benton Harbor Charter School Academy Contract Performance Report

Actions Taken to Ensure Board of Directors Comply with the Law

MCL 388.1875k.amended Section 275k(1)(k)

The Ferris State University Charter Schools Office (FSU CSO) routinely undertakes activities to ensure that the Board of Directors of each school complies with the Open Meetings Act, 1976 PA 267, MCL 15.261 to 15.275, the Freedom of Information Act, 1976 PA 442, MCL 15.231 to 15.246, and laws prohibiting conflicts of interest.

At the time of appointment to a Board of Directors, the new board member receives electronic and hard copies of the *Board Handbook*. In this orientation guidebook, topics include, but are not limited to, the Open Meetings Act (OMA), Freedom of Information Act (FOIA), and Conflict of Interest (COI).

An FSU CSO Field Representative is present at every regular Board of Directors meeting. One of the responsibilities of a Field Representative is to monitor and ensure compliance with the OMA, FOIA, and COI.

The FSU CSO utilizes Epicenter, a web-based document management system, to acquire, collect, and organize all Board of Directors and academy related documents. Through Epicenter, the Compliance and Governance Specialist for the FSU CSO reads, evaluates, and, if necessary, returns for corrections all documents submitted in the system to ensure compliance with the OMA, FOIA, and COI.

The Compliance and Governance Specialist publishes a monthly board communication that is included in the Board of Directors' board meeting packet **(See Appendix B)**. Information provided in this publication often summarizes the laws pertaining to OMA, FOIA, and COI. To reinforce the information in the board communication, at every board meeting the Field Representative emphasizes key points of the law and responds to any questions a board member may have or refers to the Compliance and Governance Specialist for further follow up.

All new board members are required to watch, listen, and learn from FSU CSO online board development videos. One of the five units in the series of videos is dedicated to the legal and statutory requirements of a board member and the board as a whole, such as, but not limited to, the OMA, FOIA, and COI. At the completion of the 20-30 minute video, the board member must certify that they have watched the video. The videos are also available to veteran board members to watch as a refresher course.

In the fall of every year, the FSU CSO requires all board members to complete and return an annual in-depth conflict of interest questionnaire **(See Appendix C).** If appropriate, the Compliance and Governance Specialist may need to follow up on a board member's response for further details. The completed questionnaire is maintained in the board member's file.

Annually, each Board of Directors is required to hold an organizational meeting. One of the requirements at this meeting is to discuss and adopt a Board Resolution that appoints a FOIA Coordinator for the academy and board **(See Appendix D)**.

Lastly, the Compliance and Governance Specialist has established and maintained a positive working relationship with all board members, especially the chairperson of each Board of Directors. Board chairs and members frequently contact the Compliance and Governance Specialist for information, verification, and/or clarification regarding the OMA, FOIA, and COI.

Methodology Used to Select Members for Each Academy's Board of Directors

MCL 388.1875k.amended Section 275k(1)(h)

Board member recruitment begins with the Academy's Board of Directors. Before they start looking for the right individual, they identify what they want and need in a member, and they consider the board's current members and assess what skills or experience may be missing and/or needed in the future.

Once the board has identified the key qualities they want, they reach out to potential candidates in as many ways as possible. Below are recruitment strategies used by boards to find possible new board members.

- Parent or grandparent of a student at the academy, but no more than two on the board
- Graduates from the school
- Inquire with teachers and other school staff
- Current board member's business contacts, church, club, and group
- School leader and management company's business contacts, church, club, and group
- Reach out to your community
- Major employers (usually encourage their employees to volunteer in the community)
- Local clubs (e.g., veterans, rotary, senior center, etc.)
- College or University (employees and students)
- Create a listing on LinkedIn
- Create a listing on a volunteer match site
- Professional organizations (e.g., accounting, law, marketing, education, construction, etc.)

Once the board finds interested individuals, they provide prospective board candidates with information about the school, role of the board, charter contract, board member expectations, public meetings and any other information they feel is pertinent. The board or board recruitment committee then screens, interviews, and evaluates potential candidates, as well as invites them to attend a board meeting.

When the board identifies a board candidate at a public meeting, the board formally approves a recommendation of the appointment of the candidate to the Board of Directors. At this point, the Ferris State University Charter Schools Office (FSU CSO) begins its process

For the FSU CSO to consider a board candidate, the individual must complete an Application and Conflict of Interest Questionnaire for Academy Board of Directors. **(See Appendix E)** Additionally, the board candidate must provide a resume and proof of US citizenship.

Section B – Core Authorizer Responsibilities and Activities Methodology Used to Select Members for Each Academy's Board of Directors

Upon receipt of the completed application, questionnaire, resume, and proof of US citizenship, the CSO Compliance and Governance Specialist formally sends a letter to the prospective board candidate acknowledging their interest in serving on the academy's Board of Directors. The letter also provides information about next steps in the process. Copied on the letter are the board president, school leader, Educational Service Provider (ESP) representatives, and the assigned FSU CSO Field Representative. **(See Appendix F)**

The Compliance and Governance Specialist initiates a criminal record search on the board candidate. Once the results are received and there are no concerns, the Compliance and Governance Specialist contacts the individual to schedule a telephone or virtual interview. The interview consists of questions for the board candidate and provides vital information about board member expectations, as well as the role and responsibilities of the board, ESP, and the authorizer. **(See Appendix G)**

The FSU CSO reviews the board candidate's application, conflict of interest questionnaire, resume, proof of US citizenship, criminal record search results, and interview notes. If it is determined that the board candidate would be a positive addition to the board, the FSU CSO makes a formal recommendation to the FSU Board of Trustees for the appointment of the candidate.

The FSU CSO provides the FSU Board of Trustees with the board candidate's application, conflict of interest questionnaire, and resume for their review. If additional information or clarification is needed, the secretary to the FSU Board of Trustees contacts the FSU CSO with those questions. Upon satisfaction of their review, they formally accept the FSU CSO's recommendation and appoints the candidate to the academy's Board of Directors.

For over 25 years, Ferris State University has been committed to supporting Michigan communities that seek innovative options in K-12 public education. In 1997, the Ferris State University Board of Trustees voted to make Ferris State a charter public school authorizer in Michigan with Northridge Academy as our first Public School Academy (PSA). Our portfolio now includes twenty academies with an enrollment of over 9,000 students across grades K-12.

In this section, you will find a profile for each of the schools that Ferris State University Charter Schools Office (FSU CSO) authorizes. The profiles are listed in alphabetical order by school name.

Each profile contains the following pieces of information:

- School Name
- School District Name
- Building Code
- District Code
- Physical Address
- Phone Number
- Website
- Grades Served
- Initial Charter Contract Term
- Initial Charter Applicant
- Current Charter Contract Term
- School Property Owner
- School Building Owner
- Education Services Provider (ESP) (if applicable)
- Current ESP Contract Term (if applicable)
- Whether the academy is an MDE Partnership School
- Total permitted fees, reimbursements, contributions, or charges
- Total amount of special education cost reimbursements received by the academy
- Aggregated student enrollment data for students with an Individualized Education Program (IEP)
- Governing Board of Directors (with appointment dates and end of current term)
- Enrollment (current year and previous)
- Enrollment Trend
- Academic Performance

Additional information about each charter school academy can be found by visiting their school website or by visiting <u>www.ferris.edu/charterschools/schools</u>



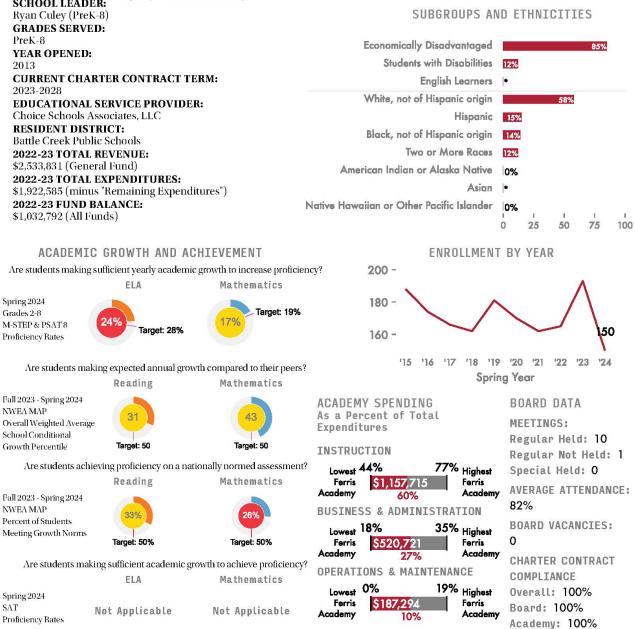
BATTLE CREEK MONTESSORI ACADEMY

399 20TH STREET N, SPRINGFIELD, MI 49037 BATTLECREEKMONTESSORI.COM



MISSION

Battle Creek Montessori Academy educates students through Montessori methods and character development leading to intellectual curiosity and academic excellence, developing children who are self-reliant, peaceful, embrace diversity, and contribute meaningfully to their community. **SCHOOL LEADER:**



School Profile – Battle Creek Montessori Academy

Resident District: Battle Creek Public Schools	Initial Charter Applicant: Sid Faucette/Choice Schools
District Code: 13020	School Property Owner: Palmer Square Capital
	Management, LLC
Building Code: 01964	School Building Owner: Palmer Square Capital
	Management, LLC
Address: 399 N. 20th Street, Springfield, MI 49037	Educational Service Provider (ESP): Choice Schools
	Associates, LLC
Phone: (269) 339-3308	Current ESP Contract Term: July 1, 2023 – June 30, 2028
Website: battlecreekmontessori.com	Total Permitted Fees, Reimbursements, Contributions,
	or Charges: \$42,099.38
Grades Served: PreK-8	Special Education Cost Reimbursements Received by
	the Academy: \$30,445.94
Initial Charter Contract Term: 2013–2018	Number of Students w/ Individualized Education Plans
	(IEPs): 18
Current Charter Contract Term: July 1, 2023 – June 30,	MDE Partnership School? No
2028	

Governing Board of Directors									
Name	Board Role	Appointed	Term Ends						
Elizabeth Turner	President	5/6/2016	6/30/2028						
Keona Ackley	Vice President	5/7/2021	6/30/2025						
Derrick Freeman	Secretary	2/18/2022	6/30/2026						
Lisa Hahn	Treasurer	12/13/2019	6/30/2025						

Current	Current Enrollment Data and Student Turnover Rate														
		Grade													
Year	K	SPED	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-24	32.40	0.71	24	25	13.93	14.72	9.82	9.96	8.94	10.92	0	0	0	0	150.40
2024-25	14.88	1.17	35	12	17.92	15.78	13.70	13.60	8.98	5.97	0	0	0	0	139
Turnover	-17.52	0.46	11	-13	3.99	1.06	3.88	3.64	0.04	-4.95	0	0	0	0	-11.4



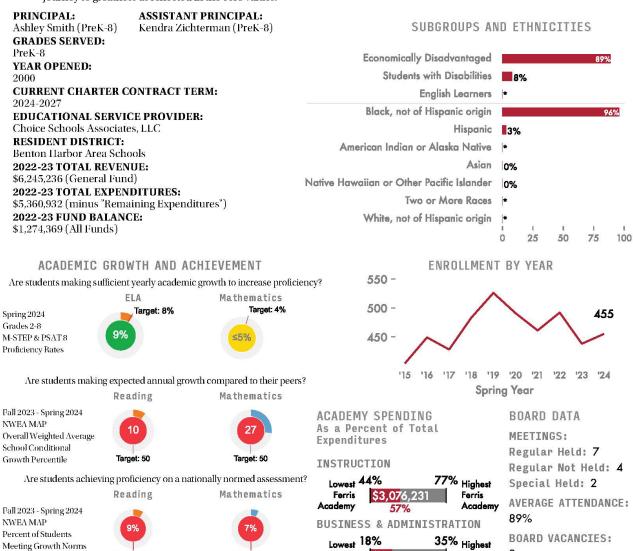
BENTON HARBOR CHARTER SCHOOL ACADEMY

455 RIVERVIEW DRIVE, BENTON HARBOR, MI 49022 | BENTONHARBORCHARTER.COM

MISSION



To prepare and inspire every child to face the challenges and seize opportunities in their journey to greatness as reflected in the core values.



Target: 50% Target: 50% Are students making sufficient academic growth to achieve proficiency? **OPERATIONS & MAINTENANCE** ELA Mathematics Spring 2024

SAT Not Applicable Not Applicable Proficiency Rates

Meeting Growth Norms

COMPLIANCE 19% Highest Overall: 100% **Board: 100%** Academy Academy: 100%

CHARTER CONTRACT

*FERPA: Data repressed due to less than 10 records.

0

Ferris

Ferris

Academy

\$1,250,221

\$545,038

10%

23%

Ferris

Lowest 0%

Ferris

Academy

Academy

School Profile – Benton Harbor Charter School Academy

Resident District: Benton Harbor Charter School Academy	Initial Charter Applicant: Bobby Whitehead/Mosaica
District Code: 11010	School Property Owner: BHCS Board of Directors
Building Code: 08706	School Building Owner: BHCS Board of Directors
Address: 455 Riverview Drive, Benton Harbor, MI 49022	Educational Service Provider (ESP): Choice Schools
	Associates, LLC
Phone: (269) 925-3807	Current ESP Contract Term: July 1, 2024 - June 30, 2027
Website: bentonharborcharter.com	Total Permitted Fees, Reimbursements, Contributions,
	or Charges: \$125,809.87
Grades Served: PreK-8	Special Education Cost Reimbursements Received by
	the Academy: \$59,888.97
Initial Charter Contract Term: 1998-2004	Number of Students w/ Individualized Education Plans
	(IEPs): 38
Current Charter Contract Term: July 1, 2024 - June 30,	MDE Partnership School? Yes
2027	•

Governing Board of Directors										
Name	Board Role	Appointed	Term Ends							
Glenda Bell	President	5/8/1998	6/30/2025							
Jean Nesbitt	Vice President	5/8/1998	6/30/2028							
Betty Mason	Secretary/Treasurer	5/8/1998	6/30/2027							
Terri May	Director	12/13/2013	6/30/2027							
Renee Harris	Director	2/16/2024	6/30/2026							

Current	Current Enrollment Data and Student Turnover Rate														
		Grade													
Year	K	SPED	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-24	68	4.53	65.52	61.60	47	46.96	51.20	36.27	42.31	31.61	0	0	0	0	455
2024-25	64.84	7.09	56.43	50.68	47.51	40.87	32.80	43.93	25.20	41.65	0	0	0	0	411
Turnover	-3.16	2.56	-9.09	-10.92	0.51	-6.09	-18.4	7.66	-17.11	10.04	0	0	0	0	-44



BLENDED LEARNING ACADEMIES CREDIT RECOVERY HIGH SCHOOL

1754 E CLARK ROAD, LANSING, MI 48906 30246 PLYMOUTH RD, LIVONIA, MI 48150 BLENDEDLEARNINGACADEMIES.ORG



MISSION

Blended Learning Academies supports the emotional and academic strengths of 9-12 grade students in an educational environment that encourages all student to meet or exceed their intellectual and personal potential.

SCHOOL LEADER: Greg Morris (9-12) GRADES SERVED:	DIRECTOR OF SC Kate Travis (9-12)	HOOL SERVICES:			SUBGRO	UPS AN	D ETHN	IICITII	S	
9-12				Economi	cally Disadva	intaged		61%		
YEAR OPENED: 2014				Stud	lents with Dis	abilities	21%			
CURRENT CHARTI	ER CONTRACT TER	М:			English L	earners	0%			
2024-2029 EDUCATIONAL SE	DVICE BROVIDER.			White, n	ot of Hispani	c origin		69	%	
ITS Education Mana					ē	lispanic	14%			
RESIDENT DISTRIC			Black, n	ot of Hispani	c origin	13%				
Lansing Public Schoo 2022-23 TOTAL RE			Ame		ian or Alaska		0%			
\$2,047,990 (General							*			
2022-23 TOTAL EX		N	lative Haw	ailan or C	Other Pacific I	2012 - 23	0%			
\$1,629,978 (minus F 2022-23 FUND BAL	lemaining Expenditur ANCE:	res)		unun or c	Two or More		*			
\$1,216,719 (All Fund							i r	1	1	Ĩ
							0 25	50	75	100
ACADEMIC G	ROWTH AND ACH:	LEVEMENT			ENRO	LLMENT	BY YE	AR	166	i
Are students making suffi	cient yearly academic gr	owth to increase proficient	cy?					/		
	ELA	Mathematics		150 -						
Spring 2024 Grades 2-8 No 1 M-STEP & PSAT 8 Proficiency Rates	t Applicable	Not Applicable		100 -						
Are students making	expected annual growth Reading	compared to their peers? Mathematics		,	15 '16 '17	'18 '19 Sprin	'20 '2 Ig Year	1 '22 '2	23 '24	
Fall 2023 - Spring 2024 NWEA MAP Not Overall Weighted Average School Conditional Growth Percentile	t Applicable	Not Applicable			and the second second		MEET: Regul	D DATA INGS: Lar Held Lar Not	1: 9	2
Are students achievin	g proficiency on a nation	ally normed assessment?	Lowest	44%	77%	Highest		al Held		2
	Reading	Mathematics	Ferris	\$1,02		Ferris	AVED	GE ATTI		CE.
Fall 2023 - Spring 2024			Academy		63%	Academy	66%	GE ATT	INDAN	UE:
NWEA MAP Not Percent of Students	t Applicable	Not Applicable			MINISTRAT				OTEO	
Meeting Growth Norms			Lowest			Highest Ferris	BUARI O	D VACAN	CIE2:	
			Ferris Academy	\$522,	, 481 32%	Academy	-			_
Are students making		th to achieve proficiency?	OPERAT	IONS & I	MAINTENAN	CE		TER CON	TRACT	ě.
	ELA	Mathematics	Lowest	09/		Highest		LIANCE	0/	
Spring 2024 SAT	Target: 16%	Target: 5%	Ferris	\$78,6	48	Ferris	Roand	1: 100%		
Proficiency Rates	2%	≤20%	Academy	5%		Academy		emy: 10	-	

School Profile - Blended Learning Academies Credit Recovery High School

District: Blended Learning Academies Credit Recovery High School	Initial Charter Applicant: Tim Brannan/ITSEMG
District Code: 33020	School Property Owner: Brandino Properties
Building Code: 02371	School Building Owner: Brandino Properties
Address: 1754 E. Clark Road, Lansing, MI 48906	Educational Service Provider (ESP): ITS Education Management Group, LLC
Phone: (517) 574-4667	Current ESP Contract Term: July 1, 2024 - June 30, 2029
Website: blendedlearningacademies.org	Total Permitted Fees, Reimbursements, Contributions, or Charges: \$45,507.90
Grades Served: 9 - 12	Special Education Cost Reimbursements Received by the Academy: \$52,172.40
Initial Charter Contract Term: 2014-2019	Number of Students w/ Individualized Education Plans (IEPs): 35
Current Charter Contract Term: July 1, 2024 - June 30, 2029	MDE Partnership School? No

Governing Board of Directors										
Name	Board Role	Appointed	Term Ends							
Marcus Kirkpatrick	President	12/13/2013	6/30/2027							
William Jaconette	Vice President	5/4/2018	6/30/2025							
Amy Hovey	Secretary	10/8/2021	6/30/2025							
Darin Southworth	Treasurer	5/6/2022	6/30/2026							
Louis Schiavone III	Director	5/6/2022	6/30/2027							

Curren	Current Enrollment Data and Student Turnover Rate														
		Grade													
Year	K	SPED	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-24	0	0	0	0	0	0	0	0	0	0	37	51	40	38	166.00
2024-25	0	0	0	0	0	0	0	0	0	0	47	54	34	52	187
Turnover	0	0	0	0	0	0	0	0	0	0	10	3	-6	14	21



BRIDGE ACADEMY

9600 BUFFALO STREET, HAMTRAMCK, MI 48212 | BRIDGEEAST.GEEACADEMIES.NET 3105 CARPENTER ROAD, DETROIT, MI 48212 | BRIDGEWEST.GEEACADEMIES.NET

MISSION

To promote lifelong learning by nurturing academic excellence, positive character, and appreciation of cultures.



DIRECTOR OF K-12/VIRTUAL LEARNING: PRINCIPAL: SUBGROUPS AND ETHNICITIES Raihan Akther (6-8) Shawn Robson (9-12) **PRINCIPAL: GRADES SERVED:** PreK-12 Mohand Jadallah (PreK-5) **Economically Disadvantaged** 100% YEAR OPENED: **English Learners** 2004 62% **CURRENT CHARTER CONTRACT TERM:** Students with Disabilities 3% 2020-2027 White, not of Hispanic origin 83% **EDUCATIONAL SERVICE PROVIDER:** Global Educational Excellence Asian 15% **RESIDENT DISTRICT:** Black, not of Hispanic origin 2% Hamtramck School District American Indian or Alaska Native 2022-23 TOTAL REVENUE: 0% \$20,526,668 (General Fund) Hispanic **2022-23 TOTAL EXPENDITURES:** Native Hawaiian or Other Pacific Islander 0% \$16,097,483 (minus "Remaining Expenditures") 2022-23 FUND BALANCE: **Two or More Races** \$2,228,845 (All Funds) 100 0 25 50 75 ACADEMIC GROWTH AND ACHIEVEMENT ENROLLMENT BY YEAR 1,298 1,400 -Are students making sufficient yearly academic growth to increase proficiency? Mathematics ELA 1,200 -Spring 2024 Grades 2-8 1,000 -Target: 24% M-STEP & PSAT 8 Target: 28% **Proficiency Rates** 800 -15 16 17 18 19 20 21 22 23 24 Are students making expected annual growth compared to their peers? **Spring Year** Reading Mathematics Fall 2023 - Spring 2024 ACADEMY SPENDING **BOARD DATA** NWEA MAP 38 As a Percent of Total Overall Weighted Average **MEETINGS: Expenditures** School Conditional **Regular Held: 9** Growth Percentile Target: 50 Target: 50 INSTRUCTION Regular Not Held: 3 Are students achieving proficiency on a nationally normed assessment? Lowest 44% 77% Highest Special Held: 3 Reading Mathematics Ferris \$10 <u>.503,396</u> Ferris **AVERAGE ATTENDANCE:** Academy Academy 65% Fall 2023 - Spring 2024 75% NWEA MAP **BUSINESS & ADMINISTRATION** 37% Percent of Students Lowest 18% 35% _{Highest} **BOARD VACANCIES:** Meeting Growth Norms Target: 50% Target: 50% 0 Ferris <mark>\$3</mark>,320,193 Ferris Academy Academy 21% **CHARTER CONTRACT** Are students making sufficient academic growth to achieve proficiency? **OPERATIONS & MAINTENANCE** COMPLIANCE ELA Mathematics Lowest 0% 19% Highest Overall: 100% Target: 8% Spring 2024 Target: 16% Ferris Ferris \$1.979.552 SAT Board: 100% Academy Academy 13% 12% Proficiency Rates Academy: 100%

School Profile – Bridge Academy	
District: Bridge Academy	Initial Charter Applicant: Mohamad Issa/Global
	Educational Excellence
District Code: 82060	School Property Owner: Bridge Board of Directors
Building Code: 09464	School Building Owner: Bridge Board of Directors
Address: 9600 Buffalo Street, Hamtramck, MI 48212	Educational Service Provider (ESP): Global Educational
	Excellence
Phone: (313) 887-8100	Current ESP Contract Term: July 1, 2020 - June 30, 2027
Website: bridgeeast.geeacademies.net	Total Permitted Fees, Reimbursements, Contributions,
	or Charges: \$372,473.65
Grades Served: PreK - 5	Special Education Cost Reimbursements Received by the Academy: \$96,534.38
Initial Charter Contract Terms 200/ 2000	• · · ·
Initial Charter Contract Term: 2004-2009	Number of Students w/ Individualized Education Plans (IEPs): 40
Current Charter Contract Term: July 1, 2020 - June 30, 2027	MDE Partnership School? No

Governing Board of Directors										
Name	Board Role	Appointed	Term Ends							
Jamal Aljahmi	President	7/14/2006	6/30/2026							
Aladdin Nahsal	Vice President	2/19/2021	6/30/2025							
Toyab Al-Bari	Secretary	5/7/2004	6/30/2027							
Fahmi Husain	Treasurer	11/6/2009	6/30/2025							
Hamzeh Obaid	Director	10/6/2023	6/30/2027							

Curren	Current Enrollment Data and Student Turnover Rate														
	Grade														
Year	K	SPED	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-24	111	2.35	123.84	102.83	127.78	94.85	92.92	112.74	115.76	106.56	77.77	73.85	80.94	74.81	1298
2024-25	106	2.37	117.88	114.77	114.84	118.84	96.91	134.62	129.45	127.64	48.95	59.80	72.95	58.98	1304
Turnover	-5	0.02	-5.96	11.94	-12.94	23.99	3.99	21.88	13.69	21.08	-28.82	-14.05	-7.99	-15.83	6



CLARA B. FORD ACADEMY

20651 WEST WARREN STREET, DEARBORN HEIGHTS, MI 48127 CBFACADEMY.COM



MISSION

Clara B. Ford Academy's mission is to engage our students in a safe, innovative learning environment within Southeast Michigan that will enable them to function as contributing adults.

PRINCIPAL: SUBGROUPS AND ETHNICITIES Michael Patterson (5-12) **GRADES SERVED:** 5 - 12Economically Disadvantaged 100% YEAR OPENED: Students with Disabilities 2007 60% **CURRENT CHARTER CONTRACT TERM:** English Learners 0% 2022-2027 Black, not of Hispanic origin 44% **EDUCATIONAL SERVICE PROVIDER: CS** Partners White, not of Hispanic origin **RESIDENT DISTRICT:** American Indian or Alaska Native Dearborn City School District 2022-23 TOTAL REVENUE: Asian 0% \$1,828,035 (General Fund) Hispanic **2022-23 TOTAL EXPENDITURES:** Native Hawaiian or Other Pacific Islander 0% \$1,684,972 (minus "Remaining Expenditures") 2022-23 FUND BALANCE: **Two or More Races** \$804,920 (All Funds) 100 0 25 50 75 ACADEMIC GROWTH AND ACHIEVEMENT ENROLLMENT BY YEAR Are students making sufficient yearly academic growth to increase proficiency? Mathematics ELA 100 -Spring 2024 Grades 2-8 Not Applicable Not Applicable M-STEP & PSAT 8 57 **Proficiency Rates** 50 -15 16 17 18 19 20 21 22 23 24 Are students making expected annual growth compared to their peers? **Spring Year** Reading Mathematics Fall 2023 - Spring 2024 ACADEMY SPENDING **BOARD DATA** NWEA MAP Not Applicable Not Applicable As a Percent of Total Overall Weighted Average **MEETINGS: Expenditures** School Conditional Regular Held: 10 Growth Percentile INSTRUCTION Regular Not Held: O Are students achieving proficiency on a nationally normed assessment? Lowest 44% 77% Highest Special Held: 0 Reading Mathematics Ferris \$1,303,87 Ferris **AVERAGE ATTENDANCE:** Academy Academy 77% Fall 2023 - Spring 2024 82% NWEA MAP Not Applicable **BUSINESS & ADMINISTRATION** Not Applicable Percent of Students 18% 35% Highest **BOARD VACANCIES:** Lowest Meeting Growth Norms 1 Ferris \$346,810 Ferris Academy Academy 21% **CHARTER CONTRACT** Are students making sufficient academic growth to achieve proficiency? **OPERATIONS & MAINTENANCE** COMPLIANCE ELA Mathematics 19% Highest Lowest 0% Overall: 100% Spring 2024 **Ferris** Ferris \$33.357 SAT Board: 100% Not Applicable Not Applicable Academy Academy Proficiency Rates Academy: 100%

School Profile – Clara B. Ford Academy

District: Clara B. Ford Academy	Initial Charter Applicant: Cam Winston/Vista Maria Center
District Code: 82030	School Property Owner: Vista Maria
Building Code: 09787	School Building Owner: Vista Maria
Address: 20651 W. Warren Avenue, Dearborn Heights, MI 48127	Educational Service Provider (ESP): CS Partners
Phone: (313) 436-0020	Current ESP Contract Term: July 1, 2022 - June 30, 2027
Website: cbfacademy.com	Total Permitted Fees, Reimbursements, Contributions, or Charges: \$16,444.81
Grades Served: 5 - 12	Special Education Cost Reimbursements Received by the Academy: \$11,936.82
Initial Charter Contract Term: 2007-2012	Number of Students w/ Individualized Education Plans (IEPs): 34
Current Charter Contract Term: July 1, 2022 - June 30, 2027	MDE Partnership School? No

Governing Board of Directors										
Name	Board Role	Appointed	Term Ends							
Jeanne Martens	President	6/11/2012	6/30/2027							
Jennifer Simmons	Vice President	12/17/2021	6/30/2025							
Sister Janice Rushman	Secretary	3/20/2009	6/30/2028							
Lisa Sasaki	Treasurer	3/14/2007	6/30/2027							

Curren	Current Enrollment Data and Student Turnover Rate														
	Grade														
Year	K	SPED	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-24	0	1.34	0	0	0	0	0	5.86	1	3.97	20.43	7.78	13.72	2.90	57
2024-25	0	1.18	0	0	0	0	0	0	10.69	10.87	15.65	8.82	7.89	2.90	58
Turnover	0	-0.16	0	0	0	0	0	-5.86	9.69	6.9	-4.78	1.04	-5.83	0	1



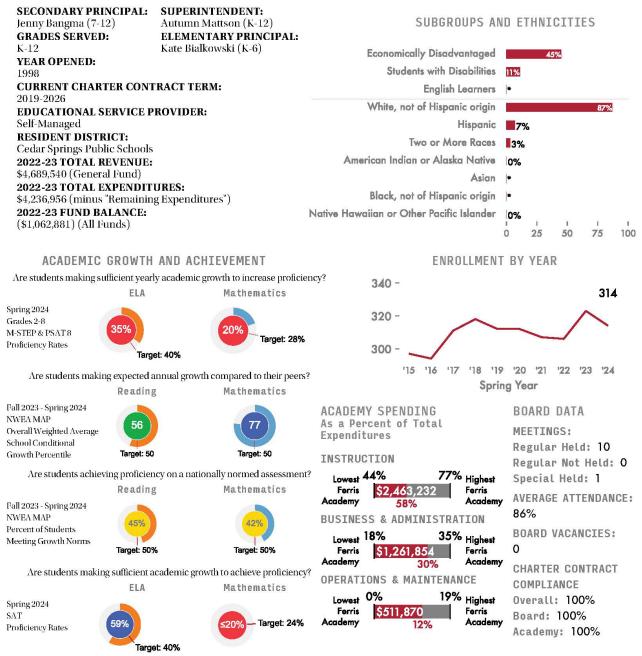
CREATIVE TECHNOLOGIES ACADEMY

350 PINE STREET, CEDAR SPRINGS, MI 49319 CTACHARGERS.ORG



MISSION

Creative Technologies Academy is a Preschool through grade 12 community of learners committed to changing our world by developing students in character, scholarship, and leadership.



School Profile - Creative Technologies Academy

	· · · · · · · · · · · · · · · · · · ·
District: Creative Technologies Academy	Initial Charter Applicant: Lexie Coxon
District Code: 41070	School Property Owner: CTA Board of Directors
Building Code: 08633	School Building Owner: CTA Board of Directors
Address: 350 Pine Street, Cedar Springs, MI 49319	Educational Service Provider (ESP): Self-Managed
Phone: (616) 696-4905	Current ESP Contract Term: Not applicable
Website: ctachargers.org	Total Permitted Fees, Reimbursements, Contributions,
	or Charges: \$87,552.49
Grades Served: K-12	Special Education Cost Reimbursements Received by
	the Academy: \$128,291.40
Initial Charter Contract Term: 1998-2003	Number of Students w/ Individualized Education Plans
	(IEPs): 35
Current Charter Contract Term: July 1, 2019 - June 30,	MDE Partnership School? No
2026	

Governing Board of Directors									
Name	Board Role	Appointed	Term Ends						
Anthony Domico	President	10/2/2020	6/30/2025						
Shanielle Rypma	Vice President	10/8/2021	6/30/2025						
William Treman	Secretary	10/4/2019	6/30/2027						
Michael Tawney	Treasurer	7/15/2014	6/30/2026						
Austin Hilyer	Director	12/16/2022	6/30/2028						
James Comden	Director	10/8/2021	6/30/2026						
Cynthia Patin	Director	10/7/2016	6/30/2028						

Curren	Current Enrollment Data and Student Turnover Rate														
	Grade														
Year	K	SPED	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-24	20	3.21	18	23	19	24.93	24.62	24.55	25.52	19.76	29.51	26.46	22.76	32.68	314
2024-25	19	2.77	19	18	23	20.92	22.86	25.63	23.58	26.56	21.88	27.55	23.46	23.79	298
Turnover	-1	-0.44	1	-5	4	-4.01	-1.76	1.08	-1.94	6.8	-7.63	1.09	0.7	-8.89	-16



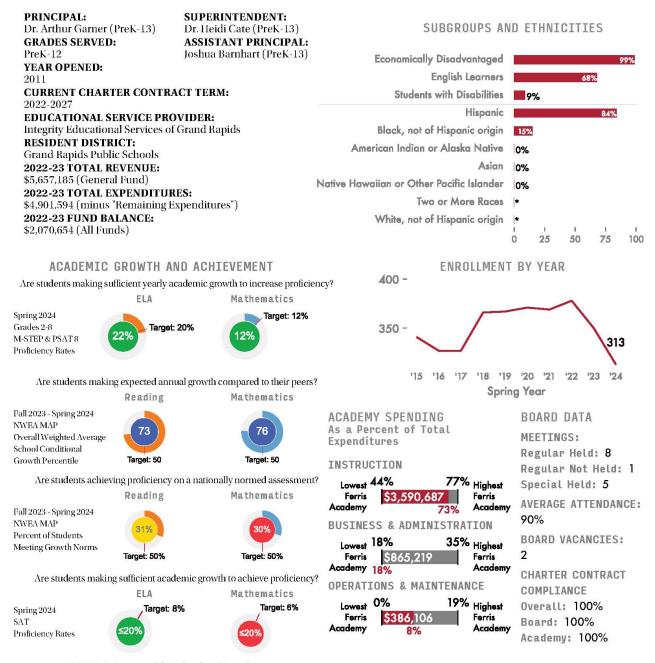
HOPE ACADEMY OF WEST MICHIGAN

240 BROWN STREET SE, GRAND RAPIDS, MI 49507 HOPEACADEMYWM.ORG



MISSION

Hope Academy of West Michigan is a safe place for students to grow and achieve academic success.



School Profile – Hope Academy of West Michigan

District: Hope Academy of West Michigan	Initial Charter Applicant: Diane Rabe/Wedgwood Services
District Code: 41010	School Property Owner: Diocese of Grand Rapids
Building Code: 00709	School Building Owner: Diocese of Grand Rapids
Address: 240 Brown Street SE, Grand Rapids, MI 49507	Educational Service Provider (ESP): Integrity
	Educational Services
Phone: (616) 301-8458	Current ESP Contract Term: July 1, 2024 - June 30, 2025
Website: hopeacademywm.org	Total Permitted Fees, Reimbursements, Contributions,
	or Charges: \$88,460.52
Grades Served: K - 12	Special Education Cost Reimbursements Received by
	the Academy: \$74,532.94
Initial Charter Contract Term: 2010-2015	Number of Students w/ Individualized Education Plans
	(IEPs): 29
Current Charter Contract Term: July 1, 2022 - June 30,	MDE Partnership School? No
2027	

Governing Board of Directors											
Name	Board Role	Appointed	Term Ends								
Barth Roberts	President	7/14/2010	6/30/2026								
Todd Medendorp	Vice President	2/21/2014	6/30/2028								
Bernard Ayoola	Secretary	12/14/2018	6/30/2025								
Mark Brouwer	Treasurer	10/6/2023	6/30/2027								
Michelle Eddie	Director	5/3/2024	6/30/ 2025								

Curren	Current Enrollment Data and Student Turnover Rate														
	Grade														
Year	K	SPED	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-24	30	1.45	27.71	20	22	19.85	21.90	26.85	23.79	19.94	20.66	29.95	24.86	24.17	313.13
2024-25	21	0	23	24	19	21	22	23	30	19	23	19	20.87	18	282.87
Turnover	-9	-1.45	-4.71	4	-3	1.15	0.1	-3.85	6.21	-0.94	2.34	-10.95	-3.99	-6.17	-30.26



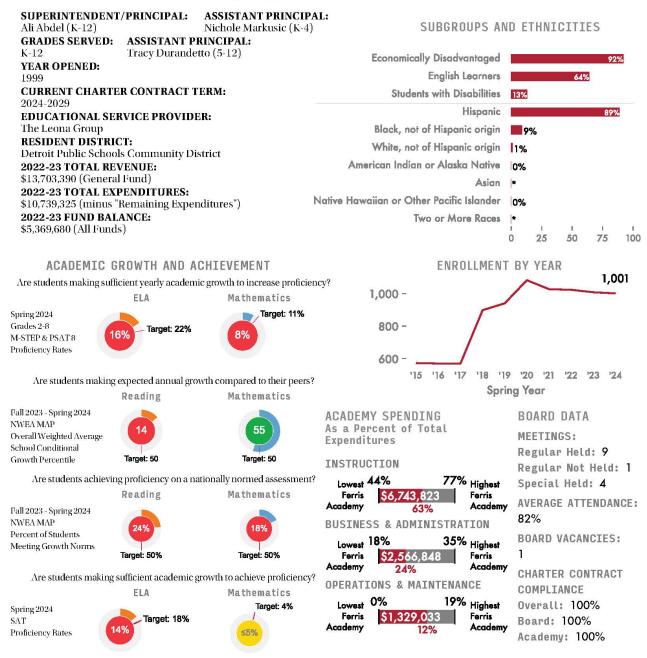
HOPE OF DETROIT ACADEMY

4443 NORTH CAMPBELL STREET, DETROIT, MI 48210 4444 35TH STREET, DETROIT, MI 48210 HOPEOFDETROIT.COM



MISSION

It is the mission of Hope of Detroit Academy to promote a multi-cultural community of learners who strive for excellence, determination, and achievement through college and/or vocational education.



School Profile - Hope of Detroit Academy

District: Hope of Detroit Academy	Initial Charter Applicant: Mike Malone/The Leona Group
District Code: 82010	School Property Owner: Archdiocese of Detroit
Building Code: 08722	School Building Owner: Archdiocese of Detroit
Address: 4443 N. Campbell Street, Detroit, MI 48210	Educational Service Provider (ESP): The Leona Group
Phone: (313) 897-8720	Current ESP Contract Term: July 1, 2024 - June 30, 2029
Website: hopeofdetroit.com	Total Permitted Fees, Reimbursements, Contributions,
	or Charges: \$286,074.70
Grades Served: K - 12	Special Education Cost Reimbursements Received by
	the Academy: \$180,617.46
Initial Charter Contract Term: 1999-2004	Number of Students w/ Individualized Education Plans
	(IEPs): 135
Current Charter Contract Term: July 1, 2024 - June 30,	MDE Partnership School? No
2029	

Governing Board of Directors											
Name	Board Role	Appointed	Term Ends								
Thomas Rys	President	5/7/1999	6/30/2027								
Roslyn Love	Vice President	10/13/2000	6/30/2028								
James Krol	Secretary	10/7/2016	6/30/2025								
Joe Gappy	Treasurer	5/7/1999	6/30/2025								
Dr. Kimberly Farrow	Director	2/20/2015	6/30/2027								
Tina McCullar	Director	5/4/2018	6/30/2028								

Current Enrollment Data and Student Turnover Rate															
	Grade														
Year	K	SPED	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-24	68.00	6.86	72.84	68.89	59.73	78.39	85.26	80.41	96.46	80.61	83.29	98.82	67.08	54.19	1000.83
2024-25	64	7.32	79	76.78	71.68	56.57	80.14	87.39	89.10	89.66	82.15	76.07	89.06	63.08	1012
Turnover	-4	0.46	6.16	7.89	11.95	-21.82	-5.12	6.98	-7.36	9.05	-1.14	-22.75	21.98	8.89	11.17



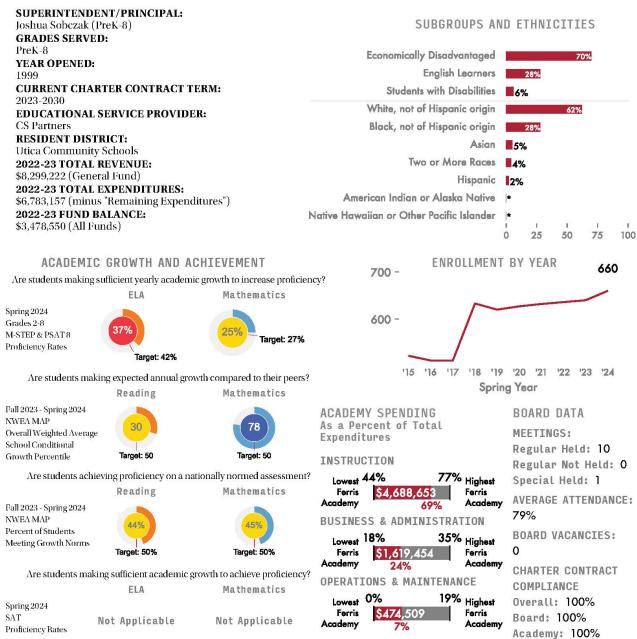
HURON ACADEMY

36301 UTICA ROAD, CLINTON TOWNSHIP, MI 48035 11401 METROPOLITAN PKWY, STERLING HEIGHTS, MI 48312 HURONACADEMY.ORG



MISSION

Huron Academy's mission is to be a leader in the areas of academic excellence and safety, while developing the character of our students.



School Profile – Huron Academy	
District: Huron Academy	Initial Charter Applicant: John Romine/The Romine Group
District Code: 50210	School Property Owner: St. John Greek Orthodox Church
Building Code: 08725	School Building Owner: St. John Greek Orthodox Church
Address: 11401 Metro Parkway, Sterling Heights, MI 48312	Educational Service Provider (ESP): CS Partners
Phone: (586) 446-9170	Current ESP Contract Term: July 1, 2023 - June 30, 2030
Website: huronacademy.org	Total Permitted Fees, Reimbursements, Contributions,
	or Charges: \$185,100.50
Grades Served: PreK - 8	Special Education Cost Reimbursements Received by the Academy: \$90,454.52
Initial Charter Contract Term: 1999-2004	Number of Students w/ Individualized Education Plans (IEPs): 41
Current Charter Contract Term: July 1, 2023 - June 30, 2030	MDE Partnership School? No

Governing Board of Directors											
Name	Board Role	Appointed	Term Ends								
Dr. Jeffrey Duchene	President	2/21/2004	6/30/2028								
Colleen Dickey	Vice President	3/23/2007	6/30/2026								
Katherine Colombo	Secretary	2/12/2000	6/30/2026								
James Perna	Treasurer	5/10/2002	6/30/2025								
Suzan Karadsheh	Director	2/22/2013	6/30/2027								
Alicia Jeffreys	Director	5/3/2024	6/30/2028								
Ramzi Twal	Director	3/24/2006	6/30/2025								

Current Enrollment Data and Student Turnover Rate															
	Grade														
Year	K	SPED	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-24	92	3.79	89.51	75.55	74.66	73.39	67.21	70.05	53.84	59.84	0	0	0	0	659.84
2024-25	99	3.23	86.92	86.87	73.55	72.55	72.42	69.32	69.30	47.84	0	0	0	0	681
Turnover	7	-0.56	-2.59	11.32	-1.11	-0.84	5.21	-0.73	15.46	-12	0	0	0	0	21.16



JOY PREPARATORY ACADEMY

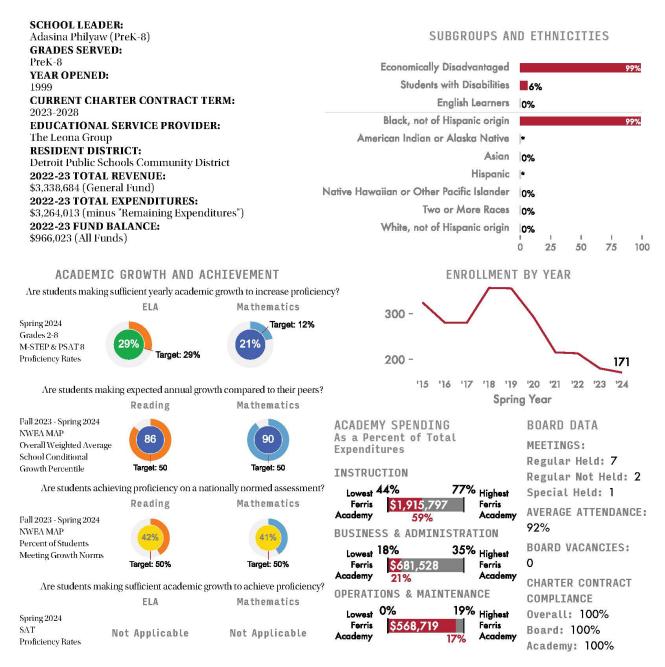
15055 DEXTER AVENUE, DETROIT, MI 48238





MISSION

JPA will educate children safely, vigorously and competitively, creating success in a global society.



School Profile – Joy Preparatory Academy

District: Joy Preparatory Academy	Initial Charter Applicant: Mike Malone/The Leona Group
District Code: 82010	School Property Owner: JPA Board of Directors
Building Code: 09318	School Building Owner: JPA Board of Directors
Address: 15055 Dexter Avenue, Detroit, MI 48238	Educational Service Provider (ESP): The Leona Group
Phone: (313) 340-0023	Current ESP Contract Term: July 1, 2023 - June 30, 2028
Website: joyprep.com	Total Permitted Fees, Reimbursements, Contributions,
	or Charges: \$48,670.82
Grades Served: PreK - 8	Special Education Cost Reimbursements Received by the Academy: \$22,116.75
Initial Charter Contract Term: 1999-2004	Number of Students w/ Individualized Education Plans (IEPs): 11
Current Charter Contract Term: July 1, 2023 - June 30, 2028	MDE Partnership School? No

Governing Board of Directors											
Name	Board Role	Appointed	Term Ends								
Dr. Alfred Cobbs	President	10/8/2015	6/30/2027								
Debryl Ector	Vice President	2/12/2016	6/30/2028								
Antoinette Reid	Secretary	10/10/2014	6/30/2026								
April Green	Treasurer	10/4/2019	6/30/2025								
Grover McCants	Director	12/18/2020	6/30/2025								

Curren	Current Enrollment Data and Student Turnover Rate														
		Grade													
Year	K	SPED	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-24	28	0.54	21	20	30	19.92	16.73	21	11.89	1.92	0	0	0	0	171
2024-25	24	0.43	23	20	22	17	15.92	17.73	13	7.92	0	0	0	0	161
Turnover	-4	-0.11	2	0	-8	-2.92	-0.81	-3.27	1.11	6	0	0	0	0	-10



LIGHTHOUSE ACADEMY 4507 170TH AVENUE, HERSEY, MI 49639

3300 36TH STREET SE, GRAND RAPIDS, MI 49512 1260 EKHART STREET NE, GRAND RAPIDS, MI 49503 703 BALL AVENUE NE, GRAND RAPIDS, MI 49503 1501 CEDAR STREET NE, GRAND RAPIDS, MI 49503 2355 KNAPP STREET NE, GRAND RAPIDS, MI 49505 LIGHTHOUSEACADEMYSCHOOL.ORG

MISSION

ASSISTANT SUPERINTENDENT:

A safe harbor that provides innovative whole-child education and ensures success despite life's storms.

ASSISTANT SUPERINTENDENT:

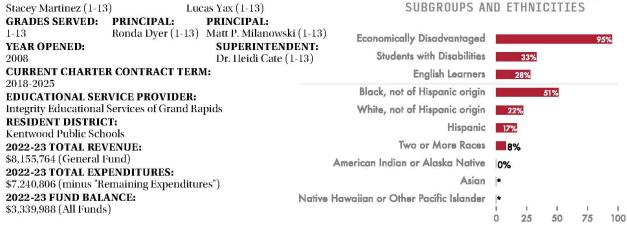
ENROLLMENT BY YEAR

'16 '17 '18 '19 '20 '21 '22 '23 '24

Spring Year

LIGHTHOUSE

ACADEMY



ACADEMIC GROWTH AND ACHIEVEMENT

Are students makin	g sufficient yearly academi	c growth to increase proficiency?
	ELA	Mathematics
Spring 2024 Grades 2-8 M-STEP & PSAT 8 Proficiency Rates	Not Applicable	Not Applicable

Are students making expected annual growth compared to their peers? Reading Mathematics Fall 2023 - Spring 2024

NWEA MAP	Not Applicable	Not Applicable
Overall Weighted A	verage	Not Appereable
School Conditional		
Growth Percentile		
Are students	s achieving proficiency on a na	tionally normed assessmen
	122 100	1977 F.B. 19 P.

NWEA MAP

nt? Reading Mathematics Fall 2023 - Spring 2024 Not Applicable Not Applicable

Percent of Students Meeting Growth Norms Are students making sufficient academic growth to achieve proficiency? ELA Mathematics

Spring 2024 SAT Not Applicable Not Applicable Proficiency Rates

ACADEMY SPENDING As a Percent of Total Expenditures

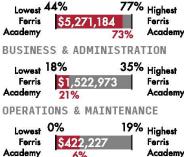
400 -

350 -

300 -

'15

INSTRUCTION Lowest 44%



6%

BOARD DATA MEETINGS: Regular Held: 11 Regular Not Held: O Special Held: 1 **AVERAGE ATTENDANCE:** 85% **BOARD VACANCIES:** 0 CHARTER CONTRACT COMPLIANCE Overall: 100%

Board: 100%

Academy: 100%

345

School Profile – Lighthouse Academy

District: Lighthouse Academy	Initial Charter Applicant: Heidi Cate/Wedgwood Services
District Code: 41160	School Property Owner: Wedgwood Christian Services
Building Code: 09924	School Building Owner: Wedgwood Christian Services
Address: 3330 36th Street SE, Kentwood, MI 49508	Educational Service Provider (ESP): Integrity
	Educational Services
Phone: (616) 949-2287	Current ESP Contract Term: July 1, 2024 - June 30, 2025
Website: lighthouseacademyschool.org	Total Permitted Fees, Reimbursements, Contributions,
	or Charges: \$142,869.66
Grades Served: K - 12	Special Education Cost Reimbursements Received by
	the Academy: \$122,478.22
Initial Charter Contract Term: 2008-2013	Number of Students w/ Individualized Education Plans
	(IEPs): 120
Current Charter Contract Term: July 1, 2018 - June 30,	MDE Partnership School? No
2025	

Governing Board of Directors										
Name	Board Role	Appointed	Term Ends							
Peter VanGelderen	President	12/12/2014	6/30/2026							
Todd Penning	Vice President	12/13/2019	6/30/2027							
Aaron Toffoli	Secretary	10/5/2018	6/30/2026							
Angela Bunn	Treasurer	5/4/2018	6/30/2025							
Erica Galat	Director	12/14/2023	6/30/2028							
Dr. Brenda King	Director	3/21/2008	6/30/2025							

Curren	Current Enrollment Data and Student Turnover Rate														
		Grade													
Year	K	SPED	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-24	0	0	0	0	0	0	2	6.67	15.83	30	167.32	84.99	22.20	15.90	344.91
2024-25	0	0	0	0	0	1	2	7	19.83	40	157.47	105.34	42.67	12.34	387.65
Turnover	0	0	0	0	0	1	0	0.33	4	10	-9.85	20.35	20.47	-3.56	42.74



MARSHALL ACADEMY 18203 HOMER ROAD, MARSHALL, MI 49068 MARSHALLACADEMY.ORG



MISSION

As members of the Marshall Academy community, we pledge our best efforts to create and maintain a disciplined learning environment based upon traditional moral values, while assuring mastery of the classic fundamentals of learning and challenging our students to excel in their given talents.

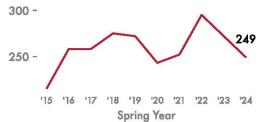
SUBGROUPS AND ETHNICITIES Leslie Katz (K-13) **GRADES SERVED:** K-12 Economically Disadvantaged 64% YEAR OPENED: Students with Disabilities 2000 21% **CURRENT CHARTER CONTRACT TERM:** English Learners 0% 2024-2031 White, not of Hispanic origin 61% **EDUCATIONAL SERVICE PROVIDER:** Midwest Management Group, Inc. Black, not of Hispanic origin **RESIDENT DISTRICT:** Hispanic 6% Marshall Public Schools American Indian or Alaska Native 2022-23 TOTAL REVENUE: 0% \$3,383,372 (General Fund) Asian 0% 2022-23 TOTAL EXPENDITURES: Native Hawaiian or Other Pacific Islander 0% \$2,612,501 (minus "Remaining Expenditures") 2022-23 FUND BALANCE: **Two or More Races** \$963,100 (All Funds) 100 0 25 50 75

ACADEMIC GROWTH AND ACHIEVEMENT

Are students making sufficient yearly academic growth to increase proficiency? 300 -Mathematics ELA Spring 2024 Grades 2-8 Target: 23% 250 -27% M-STEP & PSAT 8 **Proficiency Rates** Target: 36% '15 '16 Are students making expected annual growth compared to their peers? Reading Mathematics Fall 2023 - Spring 2024 ACADEMY SPENDING NWEA MAP 40 As a Percent of Total Overall Weighted Average **Expenditures** School Conditional Growth Percentile Target: 50 Target: 50 INSTRUCTION Lowest 44% Are students achieving proficiency on a nationally normed assessment? 77% _{Highest} Reading Mathematics Ferris \$1,564,420 Academy 60% Fall 2023 - Spring 2024 NWEA MAP **BUSINESS & ADMINISTRATION** 36% Percent of Students Lowest 18% Meeting Growth Norms Target: 50% Target: 50% Ferris \$632,106

Are students making sufficient academic growth to achieve proficiency? ELA Mathematics





ENROLLMENT BY YEAR

Ferris Academ 35% Highest Ferris Academy Academy 24% **OPERATIONS & MAINTENANCE** Lowest 0% 19% Highest

\$259,349

10%

BOARD DATA MEETINGS: Regular Held: 11 Regular Not Held: O Special Held: 6 **AVERAGE ATTENDANCE:** 80% **BOARD VACANCIES:** 0 CHARTER CONTRACT COMPLIANCE Overall: 95% Board: 100% Academy: 90%

*FERPA: Data repressed due to less than 10 records.

Ferris

Academy

Ferris

Academy

School Profile - Marshall Academy	
District: Marshall Academy	Initial Charter Applicant: Mike Witucki
District Code: 13110	School Property Owner: Kiessling Farms
Building Code: 08817	School Building Owner: MAR Board of Directors
Address: 18203 Homer Road, Marshall, MI 49068	Educational Service Provider (ESP): Midwest
	Management Group, Inc.
Phone: (269) 781-6330	Current ESP Contract Term: July 1, 2023 - December 30,
	2024
Website: marshallacademy.org	Total Permitted Fees, Reimbursements, Contributions,
	or Charges: \$71,727.26
Grades Served: K - 12	Special Education Cost Reimbursements Received by
	the Academy: \$56,024.39
Initial Charter Contract Term: 2000-2005	Number of Students w/ Individualized Education Plans
	(IEPs): 52
Current Charter Contract Term: July 1, 2024 - June 30, 2031	MDE Partnership School? No

Governing Board of Directors											
Name	Board Role	Appointed	Term Ends								
Kasey Morris	President	2/22/2019	6/30/2028								
Sean Washington	Vice President	5/8/2020	6/30/2027								
Patti Cornwell	Secretary	7/12/2002	6/30/2025								
Grace Noyola	Treasurer	12/16/2022	6/30/2026								
Parker Arnold	Director	12/16/2022	6/30/2025								

Curren	Current Enrollment Data and Student Turnover Rate														
		Grade													
Year	K	SPED	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-24	22	7.82	22.89	19	22.71	16.07	21.88	18.13	20.74	20.95	18.28	15.52	12.43	10.58	249
2024-25	24	8.65	18	20.87	17.90	24.11	20.70	21.02	17.74	15.87	10.20	14.99	18.68	9.27	242
Turnover	2	0.83	-4.89	1.87	-4.81	8.04	-1.18	2.89	-3	-5.08	-8.08	-0.53	6.25	-1.31	-7

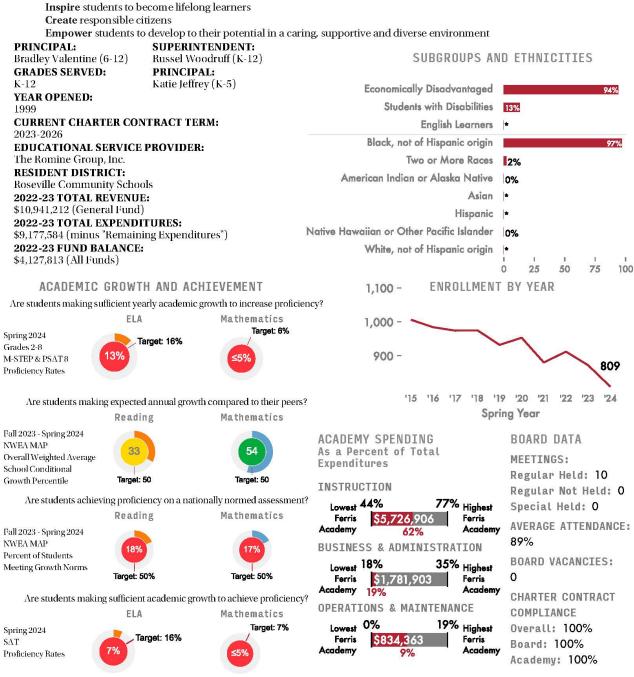


MICHIGAN COLLEGIATE 31300 RYAN ROAD, WARREN, MI 48092

MICHCOL.ORG



MISSION



School Profile – Michigan Collegiate	
District: Roseville Community Schools	Initial Charter Applicant: John Romine/The Romine Group
District Code: 50030	School Property Owner: Roseland Joint Venture
Building Code: 08726	School Building Owner: Roseland Joint Venture
Address: 16911 Eastland Street, Roseville, MI 48066	Educational Service Provider (ESP): The Romine Group, Inc.
Phone: (586) 779-8055	Current ESP Contract Term: July 1, 2021 - June 30, 2026
Website: michcol.org	Total Permitted Fees, Reimbursements, Contributions, or Charges: \$232,446.86
Grades Served: PreK - 12	Special Education Cost Reimbursements Received by the Academy: \$175,388.86
Initial Charter Contract Term: 1999-2004	Number of Students w/ Individualized Education Plans (IEPs): 109
Current Charter Contract Term: July 1, 2023 - June 30, 2026	MDE Partnership School? No

Governing Board of Directors											
Name	Board Role	Appointed	Term Ends								
Mary Carpenter	President	12/12/2014	6/30/2026								
Charisse Vaunado	Vice President	12/14/2023	6/30/ 2028								
Keira Driskell	Secretary	12/13/2019	6/30/2026								
Gilda Ponder	Treasurer	10/10/2014	6/30/2027								

Curren	Current Enrollment Data and Student Turnover Rate														
	Grade														
Year	K	SPED	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-24	41	10.27	31	44.34	40.64	31.16	53.16	56.46	47.22	58.45	100.22	93.68	105.68	95.72	809
2024-25	41	9.89	30	26.88	51.74	46.07	33.28	50.34	64.53	56.55	102.80	89.56	94.80	94.56	792
Turnover	0	-0.38	-1	-17.46	11.1	14.91	-19.88	-6.12	17.31	-1.9	2.58	-4.12	-10.88	-1.16	-17



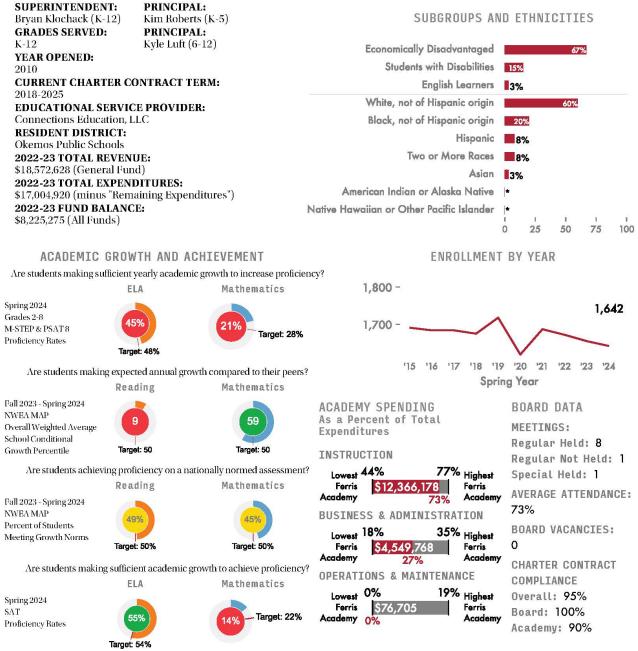
MICHIGAN CONNECTIONS ACADEMY

3950 HERITAGE AVENUE, OKEMOS, MI 48864 CONNECTIONSACADEMY.COM/MICHIGAN-VIRTUAL-SCHOOL



MISSION

Our mission is to help each student maximize his or her potential and meet the highest performance standards. We are a high-quality, high-tech "school without walls" that brings out the best in every student.



School Profile - Michigan Connections Academy

District: Michigan Connections Academy	Initial Charter Applicant: Mickey Revenaugh/Connections
	Academy
District Code: 33170	School Property Owner: MICA Board of Directors
Building Code: 00469	School Building Owner: MICA Board of Directors
Address: 3950 Heritage Avenue, Ste 100, Okemos, MI 48864	Educational Service Provider (ESP): Connections
	Education, LLC
Phone: (517) 507-5390	Current ESP Contract Term: July 1, 2023 - June 30, 2025
Website: connectionsacademy.com/michigan-virtual-	Total Permitted Fees, Reimbursements, Contributions,
school	or Charges: \$443,441.66
Grades Served: K - 12	Special Education Cost Reimbursements Received by
	the Academy: \$359,822.83
Initial Charter Contract Term: 2010-2013	Number of Students w/ Individualized Education Plans
	(IEPs): 245
Current Charter Contract Term: July 1, 2018 - June 30,	MDE Partnership School? No
2025	

Governing Board of Directors											
Name	Board Role	Appointed	Term Ends								
Linda Frost	President	11/5/2020	6/30/2026								
Adam Vahratian	Vice President	12/13/2019	6/30/2028								
Todd Terry	Secretary	11/4/2011	6/30/2025								
Frederick Fendt	Director	2/21/2020	6/30/2025								
Randy Zylstra	Director	11/5/2010	6/30/2026								

Curren	Current Enrollment Data and Student Turnover Rate														
	Grade														
Year	K	SPED	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-24	53.27	75.45	67.85	75.04	92.56	88.73	121.12	133.73	165.11	149.16	183.06	180.31	138.09	118.28	1641.76
2024-25	51.96	12.99	55.87	69.79	82.31	83.62	115.76	145.54	160.89	168.92	193.58	188.44	143.08	116.08	1588.83
Turnover	-1.31	-62.46	-11.98	-5.25	-10.25	-5.11	-5.36	11.81	-4.22	19.76	10.52	8.13	4.99	-2.2	-52.93



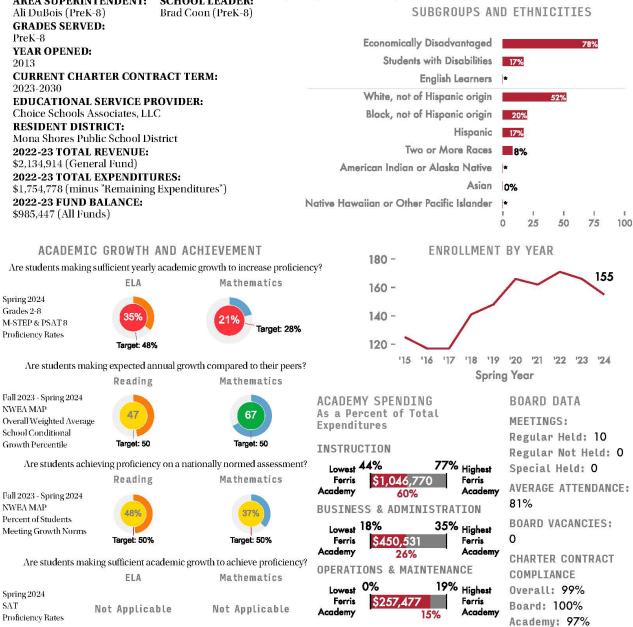
MUSKEGON MONTESSORI ACADEMY FOR ENVIRONMENTAL CHANGE

2950 MCCRACKEN STREET, NORTON SHORES, MI 49441 MUSKEGONMONTESSORIACADEMY.COM



MISSION

The mission of Muskegon Montessori Academy for Environmental Change is to prepare students to be academically and environmentally excellent for sustained success in a global economy. The Academy will sharpen critical thinking skills of its students and through learning that remains relevant, active, environmentally focused, and globally mindful. AREA SUPERINTENDENT: SCHOOL LEADER:



School Profile – Muskegon Montessori Academy for Environmental Change

District: Muskegon Montessori Academy for Environmental	Initial Charter Applicant: Sid Faucette/Choice Schools
Change	
District Code: 61060	School Property Owner: Palmer Square Capital
	Management, LLC
Building Code: 01966	School Building Owner: Palmer Square Capital
	Management, LLC
Address: 2950 McCracken Street, Norton Shores, MI 49441	Educational Service Provider (ESP): Choice Schools
	Associates, LLC
Phone: (231) 766-7500	Current ESP Contract Term: July 1, 2023 - June 30, 2030
Website: muskegonmontessoriacademy.com	Total Permitted Fees, Reimbursements, Contributions,
	or Charges: \$44,144.22
Grades Served: PreK - 8	Special Education Cost Reimbursements Received by
	the Academy: \$41,958.13
Initial Charter Contract Term: 2013-2018	Number of Students w/ Individualized Education Plans
	(IEPs): 27
Current Charter Contract Term: July 1, 2023 - June 30,	MDE Partnership School? No
2030	

Governing Board of Directors										
Name	Board Role	Appointed	Term Ends							
Judith Kell	President	10/7/2016	6/30/2027							
John Taylor	Vice President	12/14/2018	6/30/2026							
Lenore Wieschowski	Secretary	10/7/2016	6/30/2027							
Michelle Eisenbarth	Treasurer	10/6/2017	6/30/2025							
Jack Kennedy	Director	2/22/2019	6/30/2026							
Janda VanDyke	Director	5/5/2017	6/30/2028							

Curren	Current Enrollment Data and Student Turnover Rate														
	Grade														
Year	K	SPED	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-24	23	0.87	32.77	21	15.78	14.88	12.86	21.92	5	6.92	0	0	0	0	155
2024-25	28.96	0.6	20	28.82	16.94	14.94	13.88	11.92	13.94	4	0	0	0	0	154
Turnover	5.96	-0.27	-12.77	7.82	1.16	0.06	1.02	-10	8.94	-2.92	0	0	0	0	-1



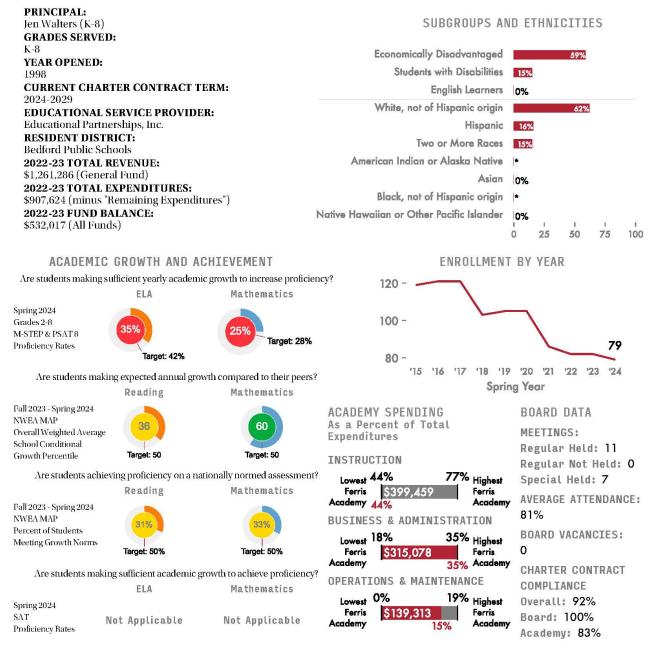
NEW BEDFORD ACADEMY 6315 SECOR ROAD, LAMBERTVILLE, MI 48144





MISSION

New Bedford Academy is a fully accredited public school dedicated to providing quality education through ability based instruction in a safe and caring environment.



School Profile - New Bedford Academy

District: New Bedford Academy	Initial Charter Applicant: Mike Witucki
District Code: 58030	School Property Owner: NBA Board of Directors
Building Code: 08632	School Building Owner: NBA Board of Directors
Address: 6315 Secor Road, Lambertville, MI 48144	Educational Service Provider (ESP): Educational
	Partnerships, Inc.
Phone: (734) 854-5437	Current ESP Contract Term: July 1, 2024 - June 30, 2029
Website: newbedfordacademy.com	Total Permitted Fees, Reimbursements, Contributions,
	or Charges: \$23,173.24
Grades Served: K - 8	Special Education Cost Reimbursements Received by
	the Academy: \$13,832.20
Initial Charter Contract Term: 1998-2003	Number of Students w/ Individualized Education Plans
	(IEPs): 12
Current Charter Contract Term: July 1, 2024 - June 30,	MDE Partnership School? No
2029	

Governing Board of Directors											
Name	Board Role	Appointed	Term Ends								
Timothy Rothman	President	2/22/2013	6/30/2025								
Gary Walentowski	Vice President	12/18/2015	6/30/2027								
Karen Moore	Secretary	5/8/2020	6/30/2026								
Tiffany Glenn	Treasurer	10/5/2018	6/30/2025								
Josh Stump	Director	5/3/2024	6/30/2027								

Curren	Current Enrollment Data and Student Turnover Rate														
	Grade														
Year	K	SPED	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-24	11	0.87	7.00	14	10	9	5.88	6.69	6.68	7.88	0	0	0	0	79
2024-25	7	0.26	9	6	7	8.95	8	3.94	6.91	5.94	0	0	0	0	63
Turnover	-4	-0.61	2	-8	-3	-0.05	2.12	-2.75	0.23	-1.94	0	0	0	0	-16



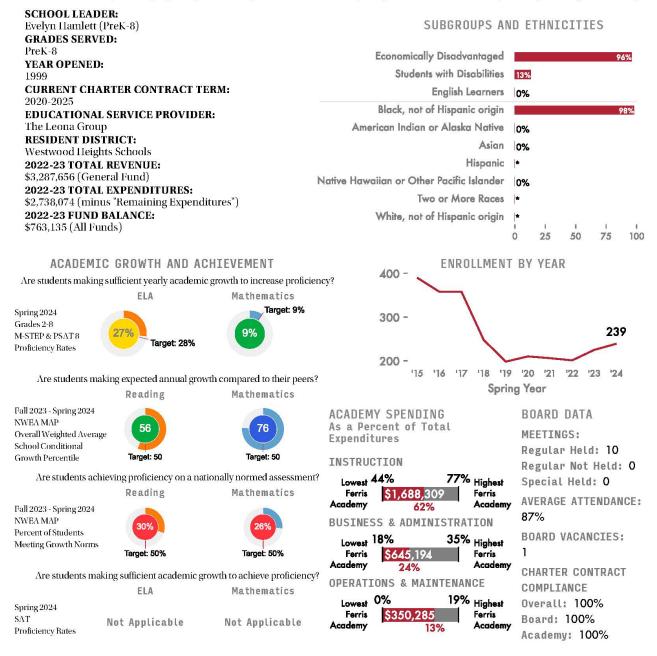
NORTHRIDGE ACADEMY 4100 COLDWATER ROAD, FLINT, MI 48504

NORTHRIDGEFLINT.COM



MISSION

Northridge Academy provides learning experiences in a safe, caring, and respectful environment that is second to none. The academy will employ best practices to produce well-educated, compassionate students ready to compete in a global society.



School Profile – Northridge Academy

District: Northridge Academy	Initial Charter Applicant: Mike Malone/The Leona Group
District Code: 82240	School Property Owner: Northridge Board of Directors
Building Code: 08721	School Building Owner: Northridge Board of Directors
Address: 4100 W. Coldwater Road, Flint, MI 48504	Educational Service Provider (ESP): The Leona Group
Phone: (810) 785-8811	Current ESP Contract Term: July 1, 2020 - June 30, 2025
Website: northridgeflint.com	Total Permitted Fees, Reimbursements, Contributions,
	or Charges: \$68,309.52
Grades Served: PreK - 8	Special Education Cost Reimbursements Received by
	the Academy: \$56,334.28
Initial Charter Contract Term: 1997-2001	Number of Students w/ Individualized Education Plans
	(IEPs): 31
Current Charter Contract Term: July 1, 2020 - June 30,	MDE Partnership School? No
2025	

Governing Board of Directors											
Name	Board Role	Appointed	Term Ends								
Dr. James Shelley	President	3/20/2009	6/30/2025								
Charles Winfrey	Vice President	5/7/2004	6/30/2028								
Cecilia Miller-Sims	Secretary	7/9/2008	6/30/2027								
Authur Evans	Treasurer	11/7/2008	6/30/2027								
Craig Simpson	Director	2/22/2019	6/30/2026								
Juanita Lightfoot	Director	5/3/2024	6/30/2028								

Curren	t Enr	ollmen	t Data	a and S	Stude:	nt Tur	nover	Rate							
	Grade														
Year	K	SPED	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-24	22	4.46	20.97	21.94	18.86	27.95	29.84	25.86	35.63	34.49	0	0	0	0	239
2024-25	25	1.65	30.94	26.92	24.84	22.60	32.74	37.84	29.79	30.68	0	0	0	0	263
Turnover	3	-2.81	9.97	4.98	5.98	-5.35	2.9	11.98	-5.84	-3.81	0	0	0	0	21



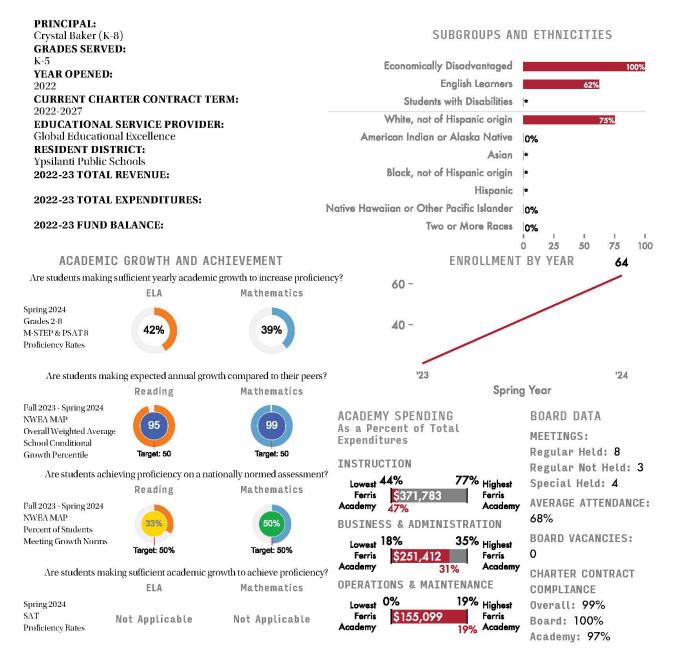
PITTSFIELD ACRES ACADEMY

4377 TEXTILE ROAD, YPSILANTI, MI 48197 GEE-EDU.COM/SCHOOLS/PITTSFIELDACRES/INDEX



MISSION

To promote lifelong learning by nurturing academic excellence, positive character, and appreciation of cultures.



School Profile - Pittsfield Acres Academy

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Governing Board of Directors												
Name	Board Role	Appointed	Term Ends									
Douglas Abbott	President	2/18/2022	6/30/2027									
Nadeem Shaukat	Vice President	5/5/2023	6/30/2025									
Amal Awad	Secretary	12/16/2022	6/30/2027									
Amjed Oudeif	Treasurer	2/17/2023	6/30/2028									
Ahmad Alkhatib	Director	10/6/2023	6/30/ 2026									

Curren	t Enro	ollmen	t Data	and S	Stude	nt Tur	nover	Rate							
Grade															
Year	K	SPED	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-24	14.95	0.05	12	13	7	9	8	0	0	0	0	0	0	0	64
2024-25	20.89	0.16	15	16.95	12	5	11	0	0	0	0	0	0	0	81
Turnover	5.94	0.11	3	3.95	5	-4	3	0	0	0	0	0	0	0	17



RED OAK ACADEMY





MISSION

To promote lifelong learning by nurturing academic excellence, positive character traits, and an appreciation of cultures.

SUBGROUPS AND ETHNICITIES

ENROLLMENT BY YEAR

GRADES SERVED: K-8 YEAR OPENED: 2023 CURRENT CHARTER CONTRACT TERM: 2023-2028 EDUCATIONAL SERVICE PROVIDER: Global Educational Excellence RESIDENT DISTRICT: Clintondale School District 2022-23 TOTAL REVENUE:

2022-23 TOTAL EXPENDITURES:

2022-23 FUND BALANCE:

ACADEMIC GROWTH AND ACHIEVEMENT

Are students making sufficient yearly academic growth to increase proficiency? ELA Mathematics Spring 2024 Grades 2-8 Mot Applicable Not Applicable Proficiency Rates

Are students m	aking expected annual grow	th compared to their peers?		
	Reading	Mathematics		
Fall 2023 - Spring 2024 NWEA MAP Overall Weighted Avera School Conditional	Not Applicable ^{Ige}	Not Applicable	ACADEMY SPENDING As a Percent of Total Expenditures	BOARD DATA MEETINGS: Regular Held:
Growth Percentile Are students ac	hieving proficiency on a nati	onally normed assessment? Mathematics	INSTRUCTION	Regular Not Held: Special Held:
Fall 2023 - Spring 2024 NWEA MAP Percent of Students Meeting Growth Norma	Not Applicable	Not Applicable	BUSINESS & ADMINISTRATION	AVERAGE ATTENDANCE: BOARD VACANCIES:
	aking sufficient academic gro ELA	owth to achieve proficiency? Mathematics	OPERATIONS & MAINTENANCE	CHARTER CONTRACT Compliance
Spring 2024 SAT Proficiency Rates	Not Applicable	Not Applicable		Overall: Board: Academy:

School Profile – Red Oak Academy	
District: Clintondale School District	Initial Charter Applicant: Michael Conran/Global
	Educational Excellence
District Code: 50070	School Property Owner: Global Educational Excellence
Building Code: 04354	School Building Owner: Global Educatoinal Excellence
Address: 22280 E. Price Drive, Clinton Township, MI 48035	Educational Service Provider (ESP): Global Educational
	Excellence
Phone: (586) 420-9761	Current ESP Contract Term: July 1, 2023-June 30, 2028
Website: gee-edu.com/schools/redoak/index	Total Permitted Fees, Reimbursements, Contributions,
	or Charges: \$0.00
Grades Served: K - 8	Special Education Cost Reimbursements Received by
	the Academy: \$0.00
Initial Charter Contract Term: 2023-2028	Number of Students w/ Individualized Education Plans
	(IEPs): 0
Current Charter Contract Term: July 1, 2023 - June 30,	MDE Partnership School? No
2028	

Governing Board of Di	rectors					
Name	Board Role	Appointed	Term Ends			
Assma Khatib	President	2/17/2023	6/30/2026			
Victor Finch	Vice President/Secretary	2/17/2023	6/30/2028			
Bassam Gobah	Treasurer	2/17/2023	6/30/2027			
Hassan Karim	Director	2/17/2023	6/30/2025			

Curren	t Enro	ollmen	t Data	a and S	Stude:	nt Tur	nover	Rate							
Grade															
Year	K	SPED	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2024-25	5.85	0.41	4	8.86	3	5.88	3	17	9	3	0	0	0	0	60
Turnover	5.85	0.41	4	8.86	3	5.88	3	17	9	3	0	0	0	0	60



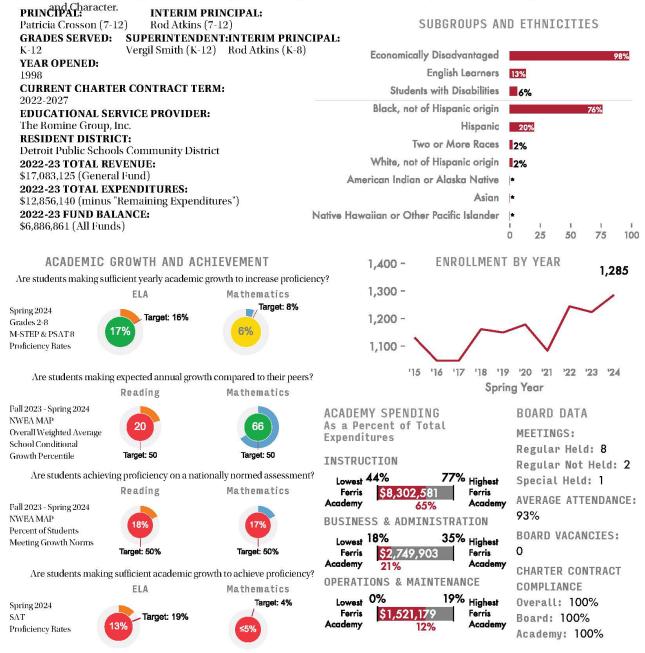
VOYAGEUR ACADEMY

4321 MILITARY STREET, DETROIT, MI 48210 4366 MILITARY STREET, DETROIT, MI 48210 VOYAGEURACADEMY.COM



MISSION

The mission of the Voyageur School District is to prepare students to be College Ready and College Bound. This mission will be achieved through the fundamental pillars of Discipline, Focus and Hard-Work; and the Sustenance pillars of Perseverance



School Profile - Voyageur Academy	
District: Voyageur Academy	Initial Charter Applicant: Mike Malone/Leona Group
District Code: 82010	School Property Owner: Voyageur Board of Directors
Building Code: 08631	School Building Owner: Voyageur Board of Directors
Address: 4321 Military Street, Detroit, MI 48210	Educational Service Provider (ESP): The Romine Group, Inc.
Phone: (313) 361-4180	Current ESP Contract Term: July 1, 2022 - June 30, 2025
Website: voyageuracademy.com	Total Permitted Fees, Reimbursements, Contributions, or Charges: \$360,023.71
Grades Served: K - 6	Special Education Cost Reimbursements Received by the Academy: \$140,860.87
Initial Charter Contract Term: 1998-2003	Number of Students w/ Individualized Education Plans (IEPs): 80
Current Charter Contract Term: July 1, 2022 - June 30, 2027	MDE Partnership School? No

Governing Board of Di	rectors				
Name	Board Role	Appointed	Term Ends		
Curtis Wade	President	7/23/1999	6/30/2027		
Minika Benning	Vice President	3/25/2011	6/30/2025		
Anita Gibbs	Secretary	5/9/2014	6/30/2028		
Barbara Smith	Treasurer	7/23/1999	6/30/2027		
Robert Redmer	Director	10/8/2021	6/30/2028		
Dale Williams	Director	12/14/2018	6/30/2026		
Laura Benedict	Director	10/6/2023	6/30/2025		

Curren	t Enr	ollmen	it Dat a	a and	Stude	nt Tur	novei	r Rate							
	Grade														
Year	K	SPED	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-24	77	5.85	74.51	92	86.82	96.76	83.29	98.44	99.50	84.91	135.34	126.22	126.69	97.34	1284.67
2024-25	69	7.62	82	82.76	87.94	80.67	94.41	78.67	101.30	108.83	143.16	131.88	121.88	121.88	1312
Turnover	-8	1.77	7.49	-9.24	1.12	-16.09	11.12	-19.77	1.8	23.92	7.82	5.66	-4.81	24.54	27.33

Section D – School Closures/Non-Renewals and New Contracts

School Closures/Non-Renewals

Ferris State University did not identify any academies for closure or loss of authorization in 2023-2024.

New Contracts

Ferris State University did not authorize any new charter school contracts in 2023-2024.

Section E - Successor Contracts in Bottom 5%

[MCL Sec. 275K (1)(c)]

General Information

Ferris State University has one public school academy identified as a Michigan Department of Education Partnership School, Benton Harbor Charter School Academy (BHCSA).

BHCSA is located in Berrien County and was authorized by the FSU Board of Trustees on May 8, 1998; however, the academy did not open until the fall of 2000 due to a Desegregation Order by Berrien County Circuit Court. The academy was reauthorized in 2004 (5 years), 2009 (5 years), 2014 (5 years), 2019 (5 years), and 2024 (3 years).

The academy is managed by Choice Schools Associates, LLC.

Benton Harbor Charter School Academy Partnership Agreement Duration

Benton Harbor Charter School Academy's current contract is valid until June 30, 2027.

Benton Harbor Charter School Academy Partnership Agreement Corrective Actions

The Benton Harbor Charter School Partnership Agreement can be found in **Appendix J**. The corrective actions can specifically be found in sections XV-XVII on pages 8-13. Within these sections it clearly states the expectations and accountability measures for Benton Harbor Charter School Academy, Berrien Regional Education Agency, Ferris State University, and MDE. The academy's goal areas focus on Tier 1 instruction in reading and math assessment growth and proficiency, MTSS implementation, and improved attendance (whole child goal).

Assessment of Progress Toward Improvement

The partnership meetings initially began in December of 2022. The September 17, 2024, agenda and notes will show the unofficial progress to date. An MDE-structured conference is scheduled for November of 2024 in which the Michigan Department of Education will share its official findings of goals met.

Interim Target Benchmark Review Table

I	nterim Target Benchmarks	Benchmark Type	District			Final
1	By May 2024 the Schoolwide PBIS Tiered Fidelity Inventory (TFI) is completed to gather baseline data and identify action steps.	Process	Met	Met	Met	Met
2	By May 2024 the Reading Tiered Fidelity Inventory (TFI) is completed to gather baseline data.	Process	Met	Met	Met	Met
3	By May 2024 utilize Acadience to identify appropriate interventions.	Process	Met	Met	Met	Met
4	By May 2024, parent engagement will increase to reflect 75 individual responses on the Parent Panorama Survey.	Process	Met	Not Met	Met	Met
5	By May 2024, the Parent Panorama Survey will indicate that 60% or more of families are satisfied with their childs' school.	Process	Not Met	Met	Met	Met
6	By May 2024, the Student Panorama Survey will show an increase in at least 4 of the 6 categories from Fall 2023.	Process	Not Met	Met	Met	Met
7	By May 2024, K-8th grade students will be at or above the 25th Median Growth Percentile on Spring NWEA for Reading. (FSU Contract Requirement)	Local	Met	Met	Met	Met
8	By May 2024 K-8th grade students who have both fall and spring results will be at or above the 34th Median Growth Percentile on Spring NWEA for Math. (FSU Contract Requirement)	Local	Not Met	Not Met	Not Met	Not Met

Section E - Successor Contracts in Bottom 5%

9	By May 2024, the percent who are chronically absent will reduce to 65%.	Local	Met	Met	Met	Met
10	By May 2024, 3-8th grade Full Academic Year (FAY), 9% of students will be proficient on the English Language Arts State Assessment	State	Met	Not Met	Pending	
11	By May 2024, 3-8th grade Full Academic Year (FAY), 4.5% of students will be proficient on the Math State Assessment	State	Not Met	Not Met	Pending	

As of the filing of this report, Benton Harbor Charter School Academy is making progress towards its goals and participating in partnership meetings where the school leadership, ISD representatives, Ferris State University representatives, and MDE are working together to increase outcomes. **(See Appendix K)**

Benton Harbor Contract Performance Report

Ferris State University provides a Contract Performance Report (CPR) to each of its academies every year. This report provides the most current information available in regard to academic performance, fiscal responsibility, operations, compliance, and governance. (See Appendix A)

Section F - Authorizer Financial Report

Code	Description	Amount
Subparagraph		July 1, 2023-June 30, 2024
i.	The total amount of fees collected and retained undersection 502(6) of the revised school code, 1976 PA 451, MCL 380.502, by the authorizing body for the authorizing body's most recent fiscal year.	\$2,595,530.40
ii.	The amount of funds reported under subparagraph (i) that were spent on compensation for faculty and staff employed primarily to meet the functions of an authorizing body.	\$739,300.23
iii.	The total number of positions, organized by Job Title, associated with the expenditures reported under subparagraph (ii) ¹	12
iv.	The amount of funds reported under subparagraph (i) that were spent on contractual services to meet the functions of an authorizing body.	\$199,704.16
v.	The amount of funds reported under subparagraph (i) that were spent on other overhead costs to meet the functions of an authorizing body. ²	\$1,009,493.59
iv.	The amount of funds reported under subparagraph (i) that were transferred to another operating unit within the University ³	\$-
vii.	The amount of funds reported under subparagraph (i) that were spent on activities other than functioning as an authorizing body, including a list of those activities and the amount associated with each activity.	\$-

¹ A full list of positions comparison the identified 32 FTE are provided separately on page 98.

² For the purposes of this report, overhead costs include the indirect rate provided to the university for a range of standard services provided to the Ferris State University Charter Schools Office, among other overhead costs. ³ According to the Governmental Accounting Standards Board, "Transfers are the non-reciprocal flow of financial resources between funds within a governmental entity," which is how transfers are defined here. While the Ferris State University Charter Schools Office purchases a range of services from various other operating units within the University, these payments do not constitute a transfer.

Ferris State University Charter Schools Office Positions List

Title	Positions
Director	1
Associate Director	1
Compliance and Governance Specialist	1
School Support Specialist	1
Field Representative	6
Secretary 3	1
Secretary 2	1
Total	12

Appendix A – Contract Performance Report (CPR) Example

This appendix will use Benton Harbor Charter School Academy's 2023-2024 Contract Performance Report (CPR) as an example.

Appendix A – Contract Performance Report (CPR) Example





CONTRACT PERFORMANCE REPORT



BENTON HARBOR CHARTER SCHOOL ACADEMY

Partners in Education

The Contract Performance Reports (CPR) are specifically created for each public-school academy authorized by Ferris State University and are provided as a service by the Charter Schools Office (CSO). The CPRs offer an in-depth analysis of each academy's performance based on various key contractual areas. Additionally, each academy's performance is compared to the overall Ferris State University charter school portfolio, as well as the resident and composite school districts. Our aim in providing this information is that the CPR serves as a valuable tool for Boards, administration, and education service providers in diagnosing areas of success and improvement. The CPR is one of the primary documents used by the CSO when evaluating the overall performance of an academy, as well as when making decisions related to school support and reauthorization. We trust that you will also find it to be a useful resource.

With a focus on student achievement and ongoing improvement through quality oversight, we are dedicated to offering resources that assist each Ferris State University-authorized academy in meeting their contractual obligations. This report, along with other initiatives like our new School Support Model, demonstrates our commitment to supporting your work. Ferris State University takes pride in its authorized public-school academies, and we look forward to continuing our partnership to benefit the students and families who choose to enroll in our schools.

We extend our gratitude to all school staff and academy Boards of Directors for their dedication to quality and continuous improvement.

Sincerely,

Chris Loiselle, CPA, MBA Director of Charter Schools



Table of **Content**

4 CONTRACTUAL EDUCATIONAL GOALS & RELATED MEASURES

- **7** ACADEMY OVERVIEW
- 9 EDUCATIONAL GOALS
- **14 COMPLIANCE & GOVERNANCE**
- **16 FISCAL SOLVENCY**
- **18 END NOTES**

Charter Schools Office

Ferris State University 1020 Maple Street, Big Rapids, MI 49307 (231) 591-5802 | www.ferris.edu/charterschools

Contractual Educational Goals and Related Measures

Ferris State University monitors demonstrated improved pupil academic achievement for all groups of pupils as required by the Revised School Code.

Pursuant to the Terms and Conditions of the Contract ("Contract") issued by the Ferris State University Board of Trustees ("University Board"), this contractual Educational Goals Policy has been prepared by the Ferris State University Charter Schools Office (CSO). It now becomes part of the Contract and will go into effect thirty (30) days after Academy Board notification, as stated in these new Terms and Conditions of the Contract for all academies being authorized or reauthorized pursuant to Contracts issued by the University Board. Failure by the Academy Board to comply with this policy may result in the non-issuance of a Contract, or for existing academies, the initiation of suspension, termination or revocation proceedings under the Contract, and will be taken into consideration when determining reauthorization of an academy upon expiration of the contract.

A. Educational Goals and Related Measures:

In accordance with the applicable law and the charter contract Terms and Conditions, the Academy shall achieve or demonstrate measurable progress toward the achievement of the educational goals identified in this policy. Additionally, it is expected that the Academy will meet the State of Michigan's academic standards and any improvement targets required to be achieved pursuant to state and federal law. The Academy is also expected to remain off the Partnership School list published by the Michigan Department of Education. If the Academy already has school buildings identified on this list, it is expected to make the progress necessary to no longer be identified.

B. Educational Goals to Be Achieved:

Academies will show academic progress by demonstrating:

- 1. Measurable academic growth toward achievement, and
- 2. Academic achievement for all groups of students.

C. Targets for Determining Goal Achievement:

Goal 1: Academic Growth (Grades 2-8)

Academies are expected to score within the "Meets" category on <u>at least one</u> Target (in both math and reading) in order to achieve their Contractual Educational Goals.*

TARGET	MEASURE	METRIC
50 on the index	Growth values as indicated by the School Index.	Exceeds: ≥70 Meets: ≥50 but <70 Approaching: ≥30 but <50 Does Not Meet: <30
Are students making expected	annual growth compared to their peers?	
50th Percentile	The fall to spring average of all NWEA MAP "School Conditional Growth Percentiles" in reading and math.	Exceeds: ≥70 Percentile Meets: ≥50 but <70 Percentile Approaching: ≥30 but <50 Percentil Does Not Meet: <30th Percentile
Are students making sufficient	yearly academic growth to increase proficiency?	
The difference will be at least +3'	Percentage of students proficient on the ELA and Math M-STEP/PSAT-8 over time. (Current Year - Average (Prior Year 1 + Prior Year 2)).	Exceeds: ≥6% Meets: ≥3% but <6% Approaching: ≥1% but <3% Does Not Meet: <1%

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Goal 2: Student Achievement (Grades 2-8)

Academies are expected to score within the "Meets" category on <u>at least one</u> Target (in both math and reading) in order to achieve their Contractual Educational Goals.*

is the school meeting state designation	ion expectations as set forth by state and federal accountability s	ystems (overall)?
TARGET	MEASURE	METRIC
45 on the index	Overall values as indicated by the School Index.	Exceeds: ≥70 Meets: ≥45 but <70 Approaching: ≥30 but <45 Does Not Meet: <30
Are students achieving proficiency o	on a nationally normed assessment?	
50%	The percent of students meeting grade level norms on the reading and math NWEA MAP.	Exceeds: ≥70% Meets: ≥50% but <70% Approaching: ≥30% but <50% Does Not Meet: <30%
Are students performing well on stat	te examinations in comparison to students in schools they might o	therwise attend (composite)?
The difference will be at least +3%	The average percent proficient in ELA & math on the M-STEP/PSAT-8 compared to the composite district (Academy Average - Composite Average).	Exceeds: ≥10% Meets: ≥3% but <10% Approaching: <3% but <0% Does Not Meet: ≤ 0%

Goal 1 & 2: Academic Growth & Student Achievement (High School)

Academies are expected to score within the "Meets" category on <u>at least one</u> Target (in both math and evidencebased reading & writing) in order to achieve their Contractual Educational Goals.*

TARGET	MEASURE	METRIC
The difference will be at least +3%	The percentage of students meeting or surpassing grade-level college readiness benchmarks on the SAT (11th grade) over time (Current Year - Average (Prior Year 1 + Prior Year 2)).	Exceeds: ≥6% Meets: ≥3% but <6% Approaching: ≥1% but <3% Does Not Meet: <1%
Are students performing well on sta	te examinations in comparison to students in schools they might o	therwise attend (composite)?
The difference will be at least +3%	The percentage of students meeting or surpassing grade-level college readiness benchmarks on the SAT (11th grade) will surpass the school's composite district percentage.	Exceeds: ≥10% Meets: ≥3% but <10% Approaching: <3% but >0% Does Not Meet: ≤ 0%
Are students performing well on stat	te examinations in relation to a benchmark standard?	
Math: 40% EBRW: 50%	The percentage of students meeting or surpassing grade-level college readiness benchmarks on the PSAT (9th & 10th grade) and SAT (11th grade) will be 40% in math and 50% in evidence-based reading and writing (EBRW).	Math Exceeds: ≥50% Meets: ≥40% but <50% Approaching: ≥30% but <40% Does Not Meet: <30% EBRW Exceeds: ≥60% Meets: ≥50% but <60% Approaching: ≥30% but <50% Does Not Meet: <30%

Bottom-Line Targets

Improvement in academic growth and student achievement, as measured by state and nationally normed assessments, is the most important factor in determining an Academy's progress. However, the Ferris State University CSO may also consider *Bottom-Line Targets* as an alternative measure to monitor progress.

If an Academy fails to meet the specified number of target measures for each goal, they will need to identify *Bottom-Line Targets* to show academic growth and student achievement through alternative measures. These alternative measures should be created as interim benchmarks that will ultimately lead to compliance with the Contractual Educational Goals. *Bottom-Line Targets* are measures that must be achieved within the timeframe of the Charter Contract, or sooner if applicable, in order to be recommended to the Ferris State University Board of Trustees for contract reauthorization.

Any academy required to identify *Bottom-Line Targets* will work collaboratively with the CSO to develop an Academic Monitoring Plan. The Academic Monitoring Plan will include at least (2) *Bottom-Line Targets* that will be identified and measured using a predetermined list of research-based, CSO-approved metrics. By meeting the *Bottom-Line Targets*, an academy will meet the minimum requirements of this policy.

Strict Discipline and Alternative Education Academies

Academies designated as Strict Discipline Academies or Alternative Education Academies, as per the Michigan School Code, may be exempted from certain parts of these requirements due to their unique nature. In all cases, specific educational measures, targets and metrics will be mutually developed and agreed upon by the Academy and FSU CSO and shall be attached to the contract.

New Academies

For the first three years of operation, new academies will be expected to increase growth towards achievement. Goal #1 will be used for all new K-8 schools. The first target in the high school table will be used for all new schools serving 9th-12th grade students.



Appendix A - Contract Performance Report (CPR) Example





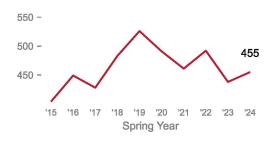
Mission

BHCSA is committed to preparing all students for academic excellence by providing an instructional program that fosters a hunger for academic growth and character development.

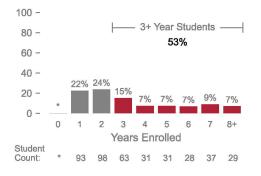
Number of Campuses:1Principal:Grades Served:PreK-8Assistant FYear Opened:2000CSO Field Rep:Susan WakefieldCSO Field Rep:Susan WakefieldCurrent Charter Contract Term:2024-2027Educational Service Provider:Choice Schools Associates, LLCResident District:Benton Harbor Area Schools



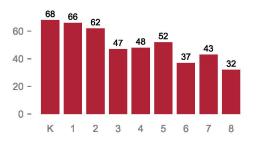
Enrollment by Year



Length of Enrollment



Number of Students in Each Grade



Student Ethnicity

Ethnicity	Academy	Local District	State
2+ Races	*	3%	5%
Asian	0%	0%	4%
Black (non-Hispanic)	96%	92%	18%
Hispanic	3%	3%	9%
Nat. Hawaiian Other Pac. Isl.	0%	*	0%
Native American/ Alaskan Native	*	*	1%
White (non-Hispanic)	*	2%	63%

*Family Educational Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. See endnotes for FERPA data supression rules.

Contract Performance Report 2023-2024



Composite District

The composite district is a proxy district using the weighted average of the public school districts where the Academy's students reside. The composite district is a more accurate comparison to the Academy than the resident district, based on the make-up of the student body. This comparator is used as a benchmark for student performance in various academic measures, such as the M-STEP and SAT assessments. A list of districts that make up the composite district are presented in the table to the right.

Resident District

The resident district, identified on the previous page, refers to the public school district in which the Academy physically resides. Similar to the composite district, this district is used as a comparison for student performance in various academic measures.

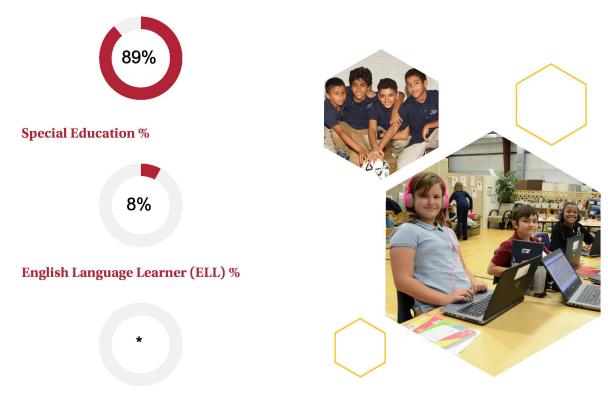
Free and Reduced Lunch %



District in Which Students Live

Benton Harbor Area Schools

100.0%



*Family Educational Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. See endnotes for FERPA data supression rules.

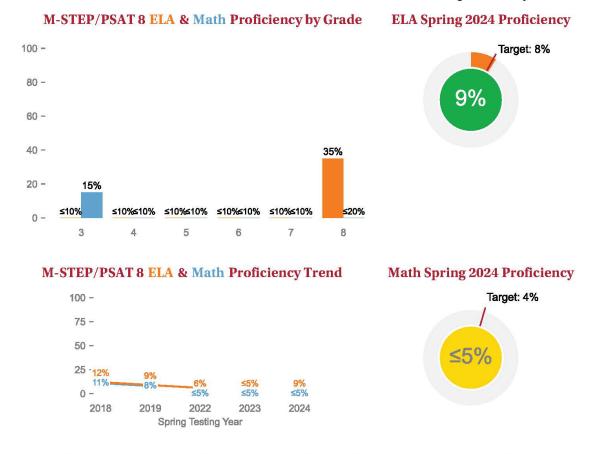
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Educational Goals Academic Growth (Grades 2-8)

Is the school meeting state designation expectations as set forth by state and federal accountability systems (growth)?

Growth Accountability Index Trend 100 -75 -50 38.15 25 -21.76 29.43 0 -2017-18 2018-19 2021-22 2022-23 *Latest index scores will be added here when available.

Are students making sufficient yearly academic growth to increase proficiency?



*Family Educational Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. See endnotes for FERPA data supression rules.

Contract Performance Report 2023-2024

Educational Goals Academic Growth (Grades 2-8)

Are students making expected annual growth compared to their peers?

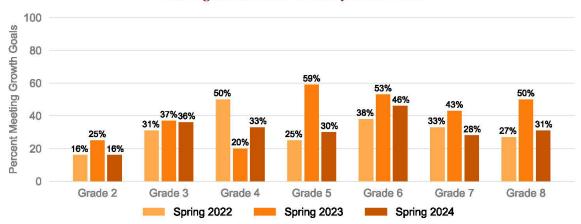
The top shows where students would rank in their RIT growth from Fall to Spring compared with a random 100 students from across the nation. Growth percentile data compares the actual Fall to Spring RIT growth score of each grade level with a projected RIT growth score. The bottom chart shows the percentage of students meeting their projected growth.

NWEA MAP Reading Growth Percentiles for Grades 2 through 8

School Conditional Growth Percentile (Gains Percentile) for Reading and Math in grades 2 through 8 will be at the 50th percentile (AKA "Met" projected growth).



** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.



Reading Growth Over Time by Grade Level

*Family Educational Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. See endnotes for FERPA data supression rules.

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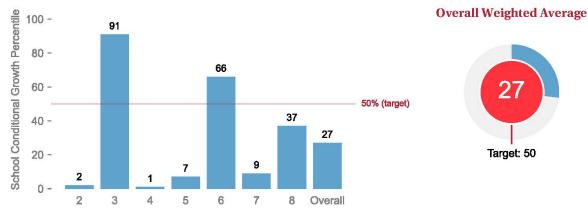
Educational Goals Academic Growth (Grades 2-8)

Are students making expected annual growth compared to their peers?

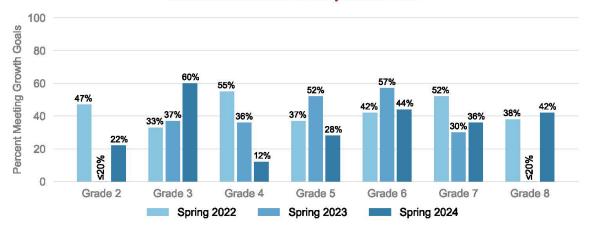
The top shows where students would rank in their RIT growth from Fall to Spring compared with a random 100 students from across the nation. Growth percentile data compares the actual Fall to Spring RIT growth score of each grade level with a projected RIT growth score. The bottom chart shows the percentage of students meeting their projected growth.

NWEA MAP Math Growth Percentiles for Grades 2 through 8

School Conditional Growth Percentile (Gains Percentile) for Reading and Math in grades 2 through 8 will be at the 50th percentile (AKA "Met" projected growth).



** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.



Math Growth Over Time by Grade Level

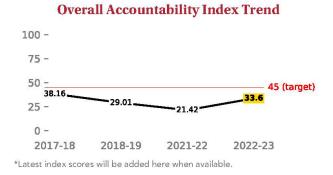
*Family Educational Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. See endnotes for FERPA data supression rules.

Contract Performance Report 2023-2024

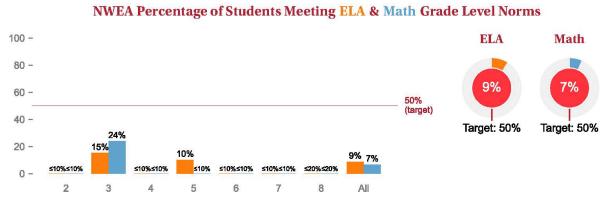
11

Educational Goals Student Achievement (Grades 2-8)

Is the school meeting state designation expectations as set forth by state and federal accountability systems (overall)?

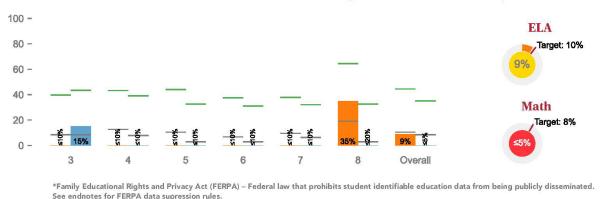


Are students achieving proficiency on a nationally normed assessment?



Are students performing well on state examinations in comparison to students in schools they might otherwise attend? (Composite Resident District - CRD)

M-STEP & PSAT 8 ELA & Math Proficiency vs CRD (+3) vs State by Grade



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Educational Goals Academic Growth & Achievement (High School)

Some charts not applicable: This academy has no high school data.

*Family Educational Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. See endnotes for FERPA data supression rules.

Compliance & Governance The Charter Contract

Charter Contract Compliance History

On-time compliance record for the Board's compliance activities, the Academy's compliance activities, and overall compliance.

Year	On-Time Compliance Overall	On-Time Compliance Board	On-Time Compliance Academy
2021-2022	100%	100%	100%
2022-2023	100%	100%	100%
2023-2024	100%	100%	100%
	100%	100%	100%

Charter Contract Timeline

History of the Academy's charter contracts, along with key aspects to each contract period.

Length of Term	Dates
3 year	2024-2027
5 year	2019-2024
5 year	2014-2019
5 year	2009-2014
5 year	2004-2009
4 year	1998-2004

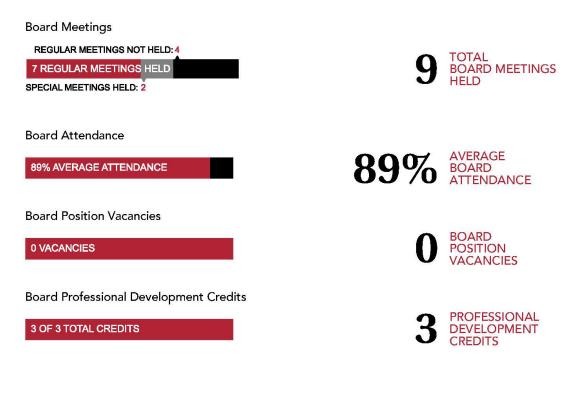
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Compliance & Governance Board Membership & Activities

Academy Board Service

Board Member	Office	Length of Service	Term Expiration
Glenda Bell	President	25	06/30/2025
Jean Nesbitt	Vice President	25	06/30/2028
Terri Mays	Director	10	06/30/2027
Renee Harris	Director	<1	06/30/2026
Betty Mason	Secretary and Treasurer	25	06/30/2027

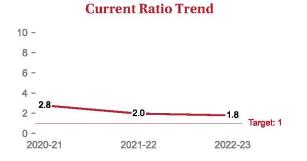
Academy Board Meetings, Attendance, and Position Vacancies



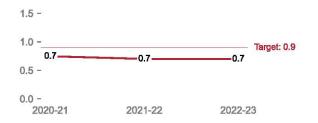
Fiscal Solvency Key Performance Indicators

Revenues and Expenditures

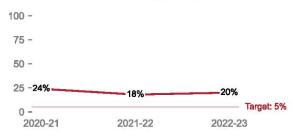
	2020-21	2021-22	2022-23
Federal	\$584,808	\$1,350,680	\$1,155,776
Local	\$98,031	\$94,552	\$82,703
Other Financing			\$194,116
State	\$4,712,939	\$4,603,229	\$4,812,641
Enrollment	478	485	436
General Fund Balance Beginning of Year	\$1,029,936	\$1,278,583	\$1,077,413
General Fund Balance End of Year	\$1,278,583	\$1,077,413	\$1,272,789
General Fund Revenues			
Per-pupil Foundation Allowance	\$8,111	\$8,700	\$9,150
Total General Fund Revenues	\$5,395,778	\$6,048,461	\$6,245,236
Total Expenses/Transfers	\$5,147,132	\$6,249,632	\$6,049,860
Total Revenue over Expenses	\$248,646	-\$201,171	\$195,376
Fund Balance as a % of Revenue	24%	18%	20%



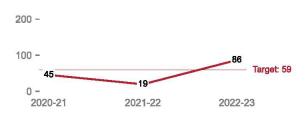
Debt-To-Asset Ratio



Fund Balance Trend



Unrestricted Days Cash



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Fiscal Solvency Budget & Key Performance Indicators

Your Academy's Expenditures (Continued)

22¢

Instruction



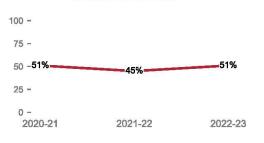




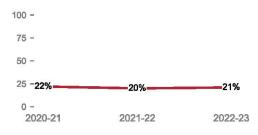
Building and Facilities

0%		18% Highest	
Lowest Ferris Academy	\$545,038	Ferris Academy	
Academy	9%	Academy	

Instruction Trend



Business and Administration Trend



Building and Facilities Trend

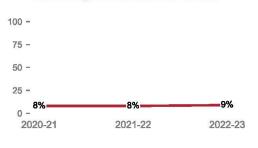
SPENT ON THE

OF EVERY DOLLAR WAS SPENT ON INSTRUCTION

OF EVERY DOLLAR WAS SPENT ON BUSINESS AND ADMINISTRATIVE COSTS

OF EVERY DOLLAR WAS

BUILDING AND FACILITIES







Sources

Page 9	Charter Contract, CSO Office, Ferris State University CEPI, Michigan Department of Education MSDS, Michigan Department of Education
	"Enrollment by Year" and "Enrollment by Grade": Fall Student Count Data is from the academies reporting to MDE/CEPI using the Pupil Accounting form DS4061
	Student Enrollment: "Length of Enrollment": MSDS/CEPI Public Release File
Page 10	Academy Resident District Table: MSDS, Michigan Department of Education Donut Charts: MISchoolData.org - Enrollment Crosstabs
Page 11	Growth Accountability Index Trend: MISchoolData.org - School Index M-STEP/PSAT 8 ELA/Math % Proficient and Trend: OEAA secure site - Aggregate Data Files
Page 12-13	NWEA MAP Student Growth Summary Report
Page 14	Overall Accountability Index Trend: MISchoolData.org - School Index NWEA Reading/Math % Meeting Grade Norm: NWEA MAP CDF export M-STEP/PSAT 8 ELA/Math Proficiency Academy vs. CRD: MSDS rosters + OEAA secure site - Aggregate Data Files + MISchoolData.org - 3-8 Assessments file
Page 15	SAT EBRW/Math % CCR Trend: OEAA secure site - Aggregate Data Files SAT EBRW/Math CCR: Academy vs. CRD: MSDS rosters + OEAA secure site - Aggregate Data Files + MISchoolData.org - High School Assessments file PSAT 9/10 & SAT EBRW CCR: OEAA secure site - Aggregate Data Files
Page 16-17	Charter Contract, CSO Office, Ferris State University Academy Document Submission
Page 18	Revenue and Expenditures: MiSchoolData.org - Financial and District/School Info District Revenues, Expenditures, and Fund Balances Fund Balance Trend: MiSchoolData.org - Financial and District/School Info District Fund Balances Current Ratio Trend, Debt-to-Asset Ratio, and Unrestricted Days Cash: Fiscal Scorecard information provided by the academy
Page 19	MiSchoolData.org - Financial and District/School Info District Expenditures

Acronyms & Glossary:

CCR: College and Career Readiness - this refers to the benchmark scores used as proxy targets for determining if a students are "college and career ready" per their PSAT and SAT scores.

Current Ratio: The current ratio illustrates the balance of debts to assets. This measures the ability of the Academy to pay back its short-term and long-term obligations with its current assets on hand. If the ratio is 1.0, then the Academy has an equal amount of debt to assets. If the ratio is below 1.0, then the Academy could not fulfill its current liabilities if they came due all at once.

Expenditures: The amount the Academy spent on various activities to educate its students.

Growth Percentile: The amount of growth students had between two tests; usually fall-to-spring (MAP) MAP: A standardized assessment administered by NWEA in grades 2 through 8 that provides student Diagnostics.

Index (Accountability - Growth and Overall): A school scoring system created by the MDE with stakeholder feedback. More information can be found at: www.mischooldata.org/school-index/

Per-student Finances: The Total Revenue per Student illustrates all revenues received, divided by the Academy's overall total enrollment. Similarly, the Total Expenses/Student illustrates total expenses, divided by enrollment. Revenue per Student should exceed Expenses per Student, with a trend to increase this difference. If the Expenses per Student exceed Revenue per Student, the Academy is operating in deficit spending.

Projected Growth: The amount of growth a student (or group of students) should be able to obtain based on national trends and the student's prior test scores.

Revenue: The amount the Academy received from various sources, that it can allocate to operate the program.

RIT Score: The Rasch Unit used in the MAP test for measuring the difficulty and complexity of the Assessment.

Student Achievement: The amount of academic content a student has learned over a set amount of time.

Student Growth: The amount of change (gain or loss) in student achievement over a set amount of time.

Family Educational Rights and Privacy Act (FERPA) data suppression rules:

Following those used by CEPI via MISchoolData.org, if any count or percent of students represented in a cell or on a chart is 1 or 2 in number, data suppression rules apply. For more information, see: https://www.michigan.gov/-/media/ Project/Websites/cepi/MISchoolData/Grades_38_and_High_School_Assessments_Disclosure_Avoidance.pdf For general counts (e.g. ethnicity) - data are suppressed (denoted by an asterisk) if there are less than 10 students.



Appendix B – 2023-2024 Board Communications

The Ferris State University Charter Schools Office (FSU CSO) provided the Board of Directors at the academies it authorizes with nine board communications in the 2023-2024 academic school year.

CHARTER SCHOOLS OFFICE

October 2023 Board Communication

Annual Conflict of Interest Questionnaire

By law public school board members are considered public officials and are expected to conduct business in a fair, open and transparent way. This means that board members must act in a way that is free of any real or perceived conflicts of interest.

A conflict of interest is a situation in which a person or organization engages in multiple aspects of a decision in a way that could possibly corrupt or compromise the individual's or organization's final decision.

As a public official, board members are bound by Michigan law and the Charter Contract that discourages conflicts of interest. To ensure that boards operate free of conflicts, board members are required to complete and submit to the CSO an annual conflict of interest questionnaire.

In October Sharon Hopper will send all board members an email and the 2023-2024 Annual Conflict of Interest Questionnaire. Board members please complete the form and email it to <u>SharonHopper@ferris.edu</u> or give it to your FSU Field Representative.

Contract Performance Report (CPR)

In October school leaders and board members will receive the 2022-2023 Contract Performance Report (CPR) for their respective academy. The CPR is an annual custom report about the performance of the academy in the areas of fiscal responsibility, governance, compliance and academic performance.

The CPR will be included in the board packet of an upcoming board meeting. Your FSU Field Representative will go over the report in detail and answer any questions you may have.

Important Epicenter Deadlines

October 1, 2023 – Annual Verification of Non-Profit Corporation Status October 10, 2023 – Student Count-Preliminary October 15, 2023 – Emergency Drills Report-WEB POSTING October 31, 2023 – Budget-1st Quarterly Financial Statements November 1, 2023 – Audited Financial Statement and Management Letter (Board Approved) November 1, 2023 – Scorecard-Financial AFS November 3, 2023 – Board of Directors Application (for 12/15/2023 FSU BOT meeting)

Important Dates

October 4, 2023 – Count Day October 6, 2023 – FSU Board of Trustees meeting

Epicenter 100% On-Time Compliance

We have high expectations that all Epicenter submissions will be received by the due date. To assist school leaders and boards monitor this more closely, your FSU Field Representative will report at every board meeting your current on-time compliance percentage.

Why should on-time Epicenter compliance be a priority for all stakeholders?

- Your Charter Contract stipulates that all information and documents will be submitted in Epicenter no later than the deadline.
- Your board and academy's on-time Epicenter compliance percentage is published in your annual Contract Performance Report, which is a public document.
- When an academy is up for reauthorization, your Epicenter on-time compliance is one of the factors we consider when we make a recommendation to our Board of Trustees on the length of the reauthorization contract.

Last year there were eight academies and respective boards that maintained 100% on-time Epicenter compliance that deserve special recognition. They are:

- ★ Battle Creek Montessori Academy 5th consecutive year
- * Benton Harbor Charter School Academy 9th consecutive year
- ★ Blended Learning Academies Credit Recovery High School 6th consecutive year
- ★ Creative Technologies Academy 22nd consecutive year
- Hope Academy of West Michigan 7th consecutive year
- ★ Huron Academy 22nd consecutive year
- ★ Lighthouse Academy 7th consecutive year
- ★ Voyageur Academy 5th consecutive year

At a board meeting FSU Field Representatives presented those academies with a special plaque recognizing last year's accomplishment of 100% Epicenter on-time compliance. In addition, those academies will receive a monetary award of \$2,500. Look for this to be included in the November State Aid payment.

Please take time to recognize and praise your Epicenter users, school leaders and board liaisons for their continued commitment to achieve and maintain 100% Epicenter on-time compliance for the entire school year.

2023-2024 Board Professional Development Webinars

This year eight Michigan charter school authorizers, including Ferris State University, contracted with Angela Irwin from AirWin Educational Services to facilitate a board professional development webinar series, *The HOW TO'S of Board Governance*. This will include ten webinars, five of which are pre-recorded, while the five others will be delivered live.

The live webinar topics and dates are:

- HOW TO... Become an Effective Board President
 September 20, 2023 at 6pm
- HOW TO... Engage in Legislative Advocacy November 15, 2023 at 6pm
- HOW TO... Protect Against Charter School Closure January 16, 2024 at 6pm
- HOW TO... Ensure the Safety and Welfare of Students
 February 27, 2024 at 6pm
- Question and Answer Session
 April 17, 2024 at 6pm

Below are the links to the pre-recorded on-demand webinars.

Transparency Requirements: HOW TO ... Ensure Your Board is Complying

Board Recruitment Strategies: HOW TO ... Recruit Board Members Effectively

Board/School Leader Relationship: HOW TO... Ensure a Positive Working Relationship With Your School Leader

Using Board Policy to Inform Decision Making

Board's Appropriate Role in Parent/Community Complaints

Each board member that watches a recorded or live webinar can earn one professional development credit for their respective board. To earn the credit the board member will share their 2-3 takeaways about the webinar at a board meeting. Boards are required to complete three credits per academy year by two or more board members. FSU Field Representatives will periodically report on your board's standing with professional development credits.

* Additional Opportunities for Board Professional Development Activity Credits

While we routinely promote FSU CSO sponsored board professional development opportunities, we want to make sure board members have a variety of ways to seek learning and board governance growth. The below table summarizes what boards and individual board members may want to consider when seeking continuous learning and development opportunities.

Board Professional Development Activity	Description/Example	Number of Activity Credits Awarded
Full Board Activity	Board Retreat Strategic Planning Meeting Book Study	Two activity credits
Individual Board Member Watches FSU CSO Training Video	Video Topics: Educational Goals Freedom of Information Act Open Meetings Act Charter Contract Finances	.25 activity credits per board member per video
Individual Board Member Attends FSU CSO Sponsored Opportunity	Webinars Spring Briefing Quarterly Convenings	One activity credit per board member per session
Individual Board Member Attends Meeting of Another Public Governing Board	Neighboring School Board Meeting City, County or State public meeting, where you are not a member of the board or required/requested to attend by employer	One activity credit per board member per meeting
Individual Board Member Attends Educational Workshop/Conference/Webinar	Any workshop, conference or webinar related to board governance, charter schools or education sponsored by MAPSA, NCSI, MDE, MASB or NACSA	One activity credit per board member per workshop/conference/webinar

Any Questions?

You may contact your FSU Field Representative or Sharon Hopper if you have any questions regarding this Board Communication. Important and/or urgent information that cannot wait until the next Board Communication will be sent to you by email.

CHARTER SCHOOLS OFFICE

November 2023 Board Communication

2023-2024 CSO Competitive Grants

Since its inception in 1997, the Ferris State University Charter Schools Office has provided resources to the University's authorized public-school academies in numerous ways. Our mission statement sums up that commitment:

By implementing quality oversight, the Ferris State University Charter Schools Office focuses on student growth and achievement, offers professional learning opportunities, and provides relevant resources to its public-school academies.

Consistent with our mission, the Ferris State University Charter Schools Office is pleased to announce that all FSU-authorized academies are eligible to apply for a competitive grant of up to \$25,000 for the 2023-2024 academic year. The grant may be used for one of four "bucket" areas: Safety and Security, Extra Curricular Activities, Staff Professional Development, or Other projects that do not fit these first three areas. The total amount of funds for the grant program offered by the Ferris State University Charter Schools Office is \$300,000.

Here is some specific information:

- Academies must complete the CSO Competitive Grant Request Application outlining the project, anticipated cost, and rationale for the project. The completed application is submitted in Epicenter no later than November 10, 2023.
- Grant requests may be for any amount up to, but not exceeding \$25,000 to fund specific projects not covered by the Academy's general fund. The grants are not meant to supplant general budget money, but to enhance offerings or projects that the Academy would not be able to fund otherwise.
- · The grant must benefit academy students and/or staff.
- Academies may apply for more than one grant, but must use a separate application for each request. Award amounts are cumulative, no academy will be awarded more than \$25,000 in total funding.
- Academies will be notified of their grant status no later than November 27, 2023. Grant awards will be disbursed in early December 2023 State Aid payments.

Freedom of Information Act (FOIA)

As a public institution, the academy and its Board of Directors are subject to the Michigan Freedom of Information Act (FOIA). As such, your board has a board policy regarding public records and has appointed a FOIA Coordinator. For further FOIA details, please refer to your board policy and the <u>Freedom of Information Handbook - Michigan Attorney General Dana Nessel</u>. For specific guidance regarding FOIA, the Board President may want to consult with the board's attorney.

Mastermind Network and FSU CSO Hubs

The Mastermind Network is an online community hosted by the Michigan Association of Public School Academies (MAPSA). It is digital community built to connect charter school educators from every corner of the Mitten, bridging physical distance to foster conversation, collaboration, problem solving and professional development. Within this site, you will find Ferris State University Charter Schools Office two private hubs, one for school leadership and the other for board members. The hubs look similar to a private Facebook group. To join or sign into an existing account, please click on <u>Mastermind Network</u>. From there you can join two FSU CSO hubs, School Leadership and Academy Board Members. You'll find recorded professional development sessions, updates on legislation that affects public education and/or board governance, CSO Board Communications and other important information.

We encourage you to join the Mastermind Network and FSU CSO Hubs.

2023-2024 Board Professional Development Webinars

Mark your calendar for the second live webinar, *How to Engage in Legislative Advocacy*, in our 2023-2024 board professional development series, *The HOW TO'S of Board Governance*. It is scheduled for Wednesday November 15, 2023 6:00pm – 6:30pm. Board members look for an email invitation from AirWin Educational Services with registration information. This webinar will focus on the active role board members can play in the political arena supporting their schools and charter school education in Michigan.

Below are links to the on-demand webinars, as well as the recorded September webinar.

How to Become An Effective Board President

Transparency Requirements: HOW TO ... Ensure Your Board is Complying

Board Recruitment Strategies: HOW TO ... Recruit Board Members Effectively

Board/School Leader Relationship: HOW TO... Ensure a Positive Working Relationship With Your School Leader

Using Board Policy to Inform Decision Making

Board's Appropriate Role in Parent/Community Complaints

Each board member that attends a live webinar or watches an on-demand webinar can earn one professional development credit for their respective board. To earn the credit the board member will share their 2-3 takeaways about the webinar at a board meeting. Boards are required to complete three credits per academic year by two or more board members.

Important Epicenter Deadlines

November 1, 2023 – Audited Financial Statement and Management Letter (Board Received & Reviewed) November 1, 2023 – Scorecard-Financial AFS November 3, 2023 – Board Candidate Application (for consideration at the 12/15/2023 FSU BOT meeting) November 11, 2023 – 2023-2024 FSU CSO Competitive Grant (optional) November 16, 2023 – Student Count November 30, 2023 – Hylant Insurance Policy Submission

Appendix B – 2023-2024 Board Communications November 2023

Important Date

November 15, 2023 - Board Professional Development Webinar

MCCSA Annual Report

As a member of the Michigan Council of Charter School Authorizers (MCCSA), in September we received the MCCSA 2021-2022 annual report. The report provides insight into the objectives of the Council, how it's doing with meeting those objectives and what activities they engage in to reach those objectives.

In addition to key facts and figures about the Council and other interesting information, the report spotlights one of the schools FSU authorizes, Muskegon Montessori Academy for Environmental Change.

To read the complete report, please click on MCCSA 2021-2022 Annual Report.

Any Questions?

You may contact your FSU Field Representative or Sharon Hopper if you have any questions regarding this Board Communication. Important and/or urgent information that cannot wait until the next Board Communication will be sent to you by email.

CHARTER SCHOOLS OFFICE

December 2023 Board Communication

Board of Directors Responsibilities

A school board has primary responsibilities, which cannot be delegated to others. The role of the board is to:

- ★ Establish the vision for the school,
- ★ Ensure all students and staff are in a safe environment,
- ★ Set policies,
- ★ Hire an educational service provider(ESP)/school leader,
- ★ Ensure the school and board are meeting all legal requirements,
- * Hold ESP/school leader accountable for academic performance, and
- ★ Serve as a fiduciary for public funds generated for the education of the children attending the school.

These responsibilities largely determine whether or not a school succeeds in serving the community. In addition to the overall responsibilities of the board, some individual board members have a higher level of responsibility in their role as an officer on the board of directors. At the annual organizational board meeting, the board elects its officers.

The President:

- ★ Presides at board meetings,
- * Creates a purposeful agenda in collaboration with the school leader,
- * Appoints board members and others to committees and assigns committee chairs,
- ★ Holds members accountable for attending meetings,
- ★ Serves as the contact for board issues, and
- \star Sets goals and objectives with the board and ensures they are met.

The Vice President:

- ★ Presides at board meetings, in the absence of or at the request of the President,
- ★ Serves on committees, as requested,
- ★ Works closely with the board President to transfer knowledge and history to prepare for future leadership role as the President, and
- * Performs other duties as assigned by the President.

The Secretary:

- ★ Sees that all public board notices, calendar and minutes are available to the public as required by law,
- * Keeps minutes of board meetings in accordance with the law and Charter Contract,
- ★ Reviews official board documents (e.g. board resolution, minutes),
- ★ Serves as signatory, and
- ★ Performs other duties as assigned by the President.

Appendix B - 2023-2024 Board Communications December 2023

The Treasurer:

- ★ Serves as the chair of the finance committee,
- ★ Assists the ESP/school leader with budget development and revisions,
- * Reviews monthly and quarterly financial statements,
- ★ Reviews annual audit,
- ★ Keeps accurate books and records of receipts and disbursements,
- ★ Has charge and custody of and be responsible for all funds and securities,
- ★ Deposits all moneys and securities received in banks, trust companies or other depositories,
- ★ Completes all corporate filings,
- * Assures that the responsibilities of the fiscal agent are properly carried out, and
- ★ Performs other duties as assigned by the President.

It should be noted that the Charter Contract allows assistants to perform officer duties as delegated or assigned to them by the Secretary, Board and/or Treasurer. The Charter Contract further states that any two officer positions, except those of President and Vice President, may be held by the same person, but no officer shall execute, acknowledge or verify any instrument in more than one capacity.

2023-2024 Board Professional Development Webinars

The third live webinar in our 2023-2024 board professional development series, *The HOW TO'S of Board Governance*, is scheduled for Tuesday January 16, 2024 6:00pm – 6:30pm. The topic of this session is *How to Protect Against Charter School Closure*. Board members look for an email invitation from AirWin Educational Services with registration information.

Below are links to the on-demand webinars, as well as the recorded September webinar.

How to Become An Effective Board President

Transparency Requirements: HOW TO ... Ensure Your Board is Complying

Board Recruitment Strategies: HOW TO ... Recruit Board Members Effectively

Board/School Leader Relationship: HOW TO... Ensure a Positive Working Relationship With Your School Leader

Using Board Policy to Inform Decision Making

Board's Appropriate Role in Parent/Community Complaints

Each board member that attends a live webinar or watches an on-demand webinar can earn one professional development credit for their respective board. To earn the credit the board member will share their 2-3 takeaways about the webinar at a board meeting. Boards are required to complete three credits per academic year by two or more board members.

Important Date

December 14, 2023 - Ferris State University Board of Trustees meeting

Any Questions?

You may contact your FSU Field Representative or Sharon Hopper if you have any questions regarding this Board Communication. Important and/or urgent information that cannot wait until the next Board Communication will be sent to you by email.

CHARTER SCHOOLS OFFICE

January 2024 Board Communication

January is National School Board Recognition Month

We recognize the unique roles academy boards play in promoting and advocating quality education. You put in countless hours in meetings and in the community supporting the academy. Being a board member is a challenging role, an important role, which monitors the fiscal health of the academy, focuses on student growth and achievement and makes decisions that move the academy forward.

The CSO benefits every day from the dedicated time, skills and talents board members devote to what is best for all students. Even though it's School Board Recognition Month, we recognize your contributions reflect a year-long commitment. We are truly fortunate to have such conscientious and dedicated community members guiding and supporting your academy.

Thank you for your leadership, service and continued commitment to ensure the children in your community receive the education they deserve!

2023-2024 Board Professional Development Webinars

Mark your calendar for the third live webinar, *How to Protect Against Charter School Closure*, in our 2023-2024 board professional development series, *The HOW TO'S of Board Governance*. It is scheduled for Tuesday January 16, 2024 6:00pm – 6:30pm. Board members look for an email invitation from AirWin Educational Services with registration information. This webinar will focus on how board members can assess the overall health and condition of the school in order to avoid closure of the school.

Below are links to the on-demand webinars, as well as the recording of previous live webinars.

How to Engage in Legislative Advocacy

How to Become An Effective Board President

Transparency Requirements: HOW TO ... Ensure Your Board is Complying

Board Recruitment Strategies: HOW TO ... Recruit Board Members Effectively

Board/School Leader Relationship: HOW TO... Ensure a Positive Working Relationship With Your School Leader

Using Board Policy to Inform Decision Making

Board's Appropriate Role in Parent/Community Complaints

Appendix B - 2023-2024 Board Communications January 2024

Each board member that attends a live webinar or watches an on-demand webinar can earn one professional development credit for their respective board. To earn the credit the board member will share their 2-3 takeaways about the webinar at a board meeting. Boards are required to complete three credits per academic year by two or more board members.

Important Epicenter Deadlines

January 1, 2024 – Certification of Constitution Day January 1, 2024 – Certification of Constitutionally Protected Prayer January 6, 2024 – Board Candidate Application (for consideration at the 2/23/2024 FSU BOT meeting) January 15, 2024 – Emergency Drills Report – WEB POSTING January 31, 2024 – Budget 2nd Quarterly Financial Statement

Important Date

January 16, 2024 - Board Professional Development Webinar

2023-2024 CSO Competitive Grants Program

The CSO received grant applications from 18 of the 19 FSU-authorized academies for the CSO Competitive Grants Program. While the program had a limit of \$300,000 to award, the CSO received a combined request amount of \$397,526. Therefore, the CSO had to make decisions about how to distribute the funds in a fair and equitable manner. It was important to the CSO that each applicant receive a portion of the grant. Below is the breakdown of grant awards.

In December 2023 the CSO processed a supplemental payment in the award amount, prior to the normal State Aid payment at the end of December. By June 30, 2024 the academy is required to submit in Epicenter verification and certification that the award amount was spent on its intended purpose.

Academy	Award Amount	Intended Purpose
Battle Creek Montessori Academy	\$15,000	Outdoor Education Program
Benton Harbor Charter School Academy	\$20,000	Field Trip to Historically Black Colleges & Universities
Blended Learning Academies Credit Recovery High School	\$7,100	Support Robotics Program
Bridge Academy	\$20,000	Safety & Security
Clara B. Ford Academy	\$15,000	Tutoring Program
Creative Technologies Academy	\$22,000	Fine Arts/Activity Center
Hope Academy of West Michigan	\$17,500	Safety & Security
Hope of Detroit Academy	\$17,500	Enhance Small Group Instruction
Huron Academy	\$17,000	Staff Professional Development
Joy Preparatory Academy	\$17,500	Gym/Cafeteria Renovations
Lighthouse Academy	\$20,000	Safety & Security
Marshall Academy	\$17,000	Math Curriculum
Michigan Collegiate	\$19,000	Safety & Security
Muskegon Montessori Academy for Environmental Change	\$17,500	Classroom Interactive SmartBoard System and Salmon in the Classroom Project
New Bedford Academy	\$17,385	Safety & Security
Northridge Academy	\$15,000	Safety & Security and Field Trip
Pittsfield Acres Academy	\$17,500	Safety & Security and Playground Project
Voyageur Academy	\$9,619	Safety & Security and Support Robotics Program

✤ 2022-2023 CSO Annual Report

The 2022-2023 CSO Annual Report has been published and shared with Ferris State University leadership and other stakeholders. Besides summarizing information about the CSO, the report provides important facts about each of the academies in our portfolio. Below is a link to the report.

2022-2023 Charter Schools Office Annual Report

Any Questions?

You may contact your FSU Field Representative or Sharon Hopper if you have any questions regarding this Board Communication. Important and/or urgent information that cannot wait until the next Board Communication will be sent to you by email.

CHARTER SCHOOLS OFFICE

February 2024 Board Communication

Welcome New CSO Director Chris Loiselle

Chris Loiselle commenced his professional journey as a CPA at Arthur Andersen in Grand Rapids, Michigan. Subsequently, he transitioned to the role of Chief Financial Officer, after being recruited by a client, advancing through the ranks during his 15-year tenure to ultimately become the Chief Executive Officer. Driven by a profound passion for education, Chris resigned from his CEO position to pursue this interest. He embarked on this new path by initially serving as an adjunct for various colleges in West Michigan. Eventually, he secured an Assistant Professor position at Cornerstone University in Grand Rapids, Michigan.

During this period, Chris was invited to join Berrien Springs Public Schools as the Operations Director, tasked with assisting the leadership team in their expansion plans. In his capacity as Operations Director for Berrien Springs Offsite Programs, he successfully helped expand their coverage from a single location to 27 throughout Michigan. This expansion required adeptly navigating the intricate legal, administrative, and legislative landscape inherent in K-12 administration in Michigan. Simultaneously, Chris pioneered software development and founded Student Achievement Systems, a company dedicated to tracking and evaluating the engagement of virtual students and staff.

Currently residing with his wife on Lake Mecosta in Stanwood, Chris's son and spouse are recent graduates of Ferris State University. Eagerly anticipating his role as an advocate for educational opportunities within the Ferris community, Chris is committed to championing the educational needs of students served by the K-12 charter schools authorized by Ferris State University beginning February 1, 2024.

Welcome New CSO School Support Specialist Beth Taylor

Beth Taylor is originally from the Detroit area but has spent most of her adult life living in Grand Rapids, Michigan. She holds a bachelor's degree in Elementary Education from Central Michigan University and a master's degree in Educational Leadership from Grand Valley State University.

Beth's career has included 15 years of teaching middle school and several leadership positions. She has served as an Assistant Principal, Middle School Principal, Elementary Principal, and Virtual School Director. Her most recent challenge was creating a post-pandemic K-12 Virtual School for Kelloggsville Public Schools.

On a personal note, Beth is an avid reader, enjoys traveling, and being outdoors. Most of her trips involve college campuses as she has sons at Central Michigan University, Michigan Technological University and a high school senior on his way to Western Michigan University in the fall! When not on the road, she can be found with her husband and eldest children at the lake or spending time with her grandson.

Beth is always up for a new challenge and is looking forward to joining the Ferris State University CSO team beginning February 1, 2024. She is committed to maintaining high academic standards for all students and eager to help support all of the individual schools that FSU serves.

CSO Field Representatives

Since we are introducing new CSO staff, we thought it would be a good time to reintroduce you to our exceptional Field Representatives. The CSO, your academy and board benefit from their wisdom, background and vast experiences.

Linda Bouman grew up in Kalamazoo, Michigan - the daughter of a teacher and a school superintendent. She received her bachelor's degree from Central Michigan University, with a major in Teaching the Emotionally Impaired. She then attended Grand Valley State University where she received her master's degree in Teaching the Learning Disabled. Linda has a 31-year career of educational service for grades K-12 in both regular and special education. Her last years were spent as a Title I Reading and Math Specialist, as well as serving as Interim Principal. Linda has also taught at the college level, instructing undergraduate classes and supervising student teachers. She has been a member of the Ferris Charter Schools Office since 2019 and serves Clara B. Ford Academy, Creative Technologies Academy and Huron Academy.

Ronnie Phillips earned a bachelor's degree in Education from the University of Illinois and taught school at the elementary and high school levels for several years. He continued his career as a counselor, department head, assistant principal, principal, and superintendent. His extended career as an adjunct professor at Wayne State University allowed him to teach and supervise in the College of Education. Ronnie is currently an educational consultant and has authored approximately 34 articles and three books. He joined the CSO team in 2023 and serves Hope of Detroit Academy, Michigan Collegiate, Red Oak Academy and Voyageur Academy.

Jim Scholten received a bachelor's degree in Mathematics and Physical Education and a master's degree in Educational Leadership from Grand Valley State University. His K-12 educational career was with Tri County Area Schools, first as a middle school mathematics teacher, which progressed into the elementary school principal, middle school principal and finally as the superintendent. Jim has been with the CSO since 2013 and is the Field Representative for Bridge Academy, Joy Preparatory Academy and Pittsfield Acres Academy. In addition, he is the CSO Visitation Review Chair for all mid-contract and reauthorization reviews.

Dr. Michele Siderman earned her bachelor's degree in Social Work from Grand Valley State University, obtained her teaching certificate from Prescott College, two Master's in education one in Human Relations Counseling and the second in Educational Leadership from Northern Arizona University and her Ph.D. in K-12 Educational Leadership from Western Michigan University. She began her career in social work, but quickly realized this was not the right path for her and took an emergency teaching position at Woodard Junior High School in Yuma, Arizona. This lead to a new teaching/coaching position at Yuma High School, teaching a variety of courses in the Social Studies Department and coaching both varsity girls basketball and softball. After nine years in Arizona Michele moved back to Michigan to be closer to family and took her first administrative position as an Assistant Principal and Athletic Director at Elk Rapids High School. From there, she landed a position at East Kentwood Freshman Campus where she worked for 12 years until her retirement in 2018. She joined the Ferris State Charter School's office in 2017 as a Field Representative and currently serves Hope Academy of West Michigan, Lighthouse Academy, Michigan Connections Academy, Marshall Academy and New Bedford Academy.

Sue Wakefield was awarded a bachelor's degree in Secondary Education and master's degree in Social Work from Western Michigan University, as well as a Master's degree in Education from Grand Valley State University. She worked in public education as a high school teacher, social worker, principal, and superintendent for the final ten years of a thirty-year career. Committed educators and kids are her favorite people so she is thrilled to be able to continue to support them. Sue has been with the CSO since 2019 and currently is the Field Representative for Battle Creek Montessori Academy, Benton Harbor Charter School Academy, Blended Learning Academies Credit Recovery High School, Northridge Academy, and Muskegon Montessori Academy for Environmental Change.

Appendix B - 2023-2024 Board Communications February 2024

Important Epicenter Deadline

March 22, 2024 - Board of Directors Application (for May 3, 2024 FSU BOT meeting)

Important Dates

February 14, 2024 – Michigan Student Count Day February 16, 2024 – Ferris State University Board of Trustees meeting February 27, 2024 – Board Professional Development Webinar, *How to Ensure the Safety & Welfare of Students*

Board Professional Development Webinars

Mark your calendar for the next live webinar, *How to Ensure the Safety & Welfare of Students.* It is scheduled for Tuesday February 27, 2024 6:00pm – 6:30pm. Board members look for an email invitation from AirWin Educational Services with registration information.

In case you missed previous live webinars or haven't had an opportunity to watch the other recorded on-demand webinars in our 2023-2024 board professional development series, *The HOW TO's of Board Governance*, below are the links.

How to Engage in Legislative Advocacy

How to Become An Effective Board President

Transparency Requirements: HOW TO ... Ensure Your Board is Complying

Board Recruitment Strategies: HOW TO ... Recruit Board Members Effectively

Board/School Leader Relationship: HOW TO... Ensure a Positive Working Relationship With Your School Leader

Using Board Policy to Inform Decision Making

Board's Appropriate Role in Parent/Community Complaints

Each board member that watches a recorded or live webinar earns one professional development credit for their respective board. To earn the credit the board member will share their 2-3 takeaways about the webinar at a board meeting. Boards are required to complete three credits per academy year by two or more board members.

Any Questions?

You may contact your FSU Field Representative or Sharon Hopper if you have any questions regarding this Board Communication. Important and/or urgent information that cannot wait until the next Board Communication will be sent to you by email.

CHARTER SCHOOLS OFFICE

March 2024 Board Communication

School Safety/Emergency Operation Plan

Each and every school day our schools are entrusted to provide a safe and healthy learning environment. Families and communities expect schools to keep their children safe from threats (human-caused emergencies such as crime and violence) and hazards (disease and illness outbreaks, accidents and natural disasters).

Schools are legally obligated to exercise due diligence in preventing and mitigating harm to students and staff. Beginning January 1, 2020, and at least every 2 years thereafter, the Michigan Revised School Code requires schools to develop, in conjunction with at least one law enforcement agency that has jurisdiction over the school and input from the public, an emergency operation plan for each school building it operates. The plan must include guidelines and procedures that address at least all of the following:

- School violence and attacks
- Threats of school violence and attacks
- Bomb threats
- Fire
- Weather-related emergencies
- Intruders
- Parent and pupil reunification
- · Threats to a school-sponsored activity or evert whether or not it is held on school premises
- A plan to train teachers on mental health and pupil and teacher safety
- A plan to improve school building security
- An active violence protocol
- Continuity of operations after an incident
- A vulnerability assessment

In addition, the Michigan Fire Prevention Code requires schools, each school year, to conduct a minimum of 5 practice fire drills and 2 tornado safety drills. The law further states that schools conduct 3 practice drills in which the occupants are restricted to the interior of the building and the building is secured. This type of drill shall include security measures that are appropriate to an emergency, such as the release of a hazardous material or the presence of a potentially dangerous individual on or near the premises. Within 30 days of a completed drill the school must post on their website documentation of the completed drill and maintain the drill documentation on its website for at least 3 years.

The aftermath of the nation's far too many school shootings continues to raise the level of attention to issues surrounding the safety of our school buildings and the students and staff who occupy those buildings. The anxiety and challenges school boards, school leadership, staff, students, families and communities face are significant and real.

Schools must navigate the increasingly complex world of emergency preparedness. The development, implementation, practice drills and continually refinement of a school's comprehensive high-quality emergency operation plan are vital in providing a safe, secure and supportive learning environment.

FSU Board of Trustees Remaining 2024 Meeting Dates and Deadlines

FSU Board of Trustees Meeting Dates	Board Candidate Application Epicenter Deadline	Request for Charter Contract Amendment Deadline	CSO Deadline to Submit all BOT-related Documents
May 3, 2024	March 18, 2024*	March 25, 2024**	April 1, 2024
October 4, 2024	August 19, 2024*	August 26, 2024**	September 2, 2024
December 12, 2024	October 28, 2024*	November 4, 2024**	November 11, 2024

* No later than this deadline, the Academy Board must formally recommend board candidate for appointment. Also, the candidate's application/conflict of interest questionnaire, resume and proof of US citizenship must be submitted in Epicenter.

** No later than this deadline, the Academy Board must formally approve a Board Resolution for a Charter Contract Amendment. Also, the Academy Board must send the signed Board Resolution to the CSO Director for consideration.

Important Epicenter Deadlines

March 18, 2024 – Board of Directors Application (for May 3, 2024 FSU BOT meeting) April 2, 2024 – Student Count

Important Date

April 1, 2024 – Board Member 2024 Reappointment Deadline

Charter Contract

The State of Michigan, through an authorizing body (FSU), grants a Public School Academy (your school) the authority to educate public school students, and in order to do so will receive state and federal funds. The FSU Board of Trustees and the Academy Board of Directors enter into a written agreement called the Charter Contract.

The Board of Directors is the entity legally responsible for governing and overseeing the operation of the school. Therefore, it is imperative that board members read and understand the Charter Contract. In order to govern wisely and the school to operate, the board must know the basic promises made between the Academy and FSU that are set forth in the Charter Contract.

Without a working understanding of its contents, the board and its individual members cannot exercise their fiduciary and other legal responsibilities. For example, without an understanding of the fiscal agent agreement, the board does not know how state aid funds flow to the academy. Without an understanding of the educational goals, the board cannot understand the context of the academic data shared with the board. Based on the principles of good school board governance and on behalf of the families and taxpayers who trust the school to prepare students for college, work and life, both the board and its individual board members need to have an understanding of the Charter Contract.

Appendix B - 2023-2024 Board Communications March 2024

Without going into details of the contract language itself, we want to highlight what is at the core of the Charter Contract. It is the promise to measurably improve academic achievement for all groups of students. At board meetings, all discussions, presentations and examination of documents should begin with the question, How does this relate to improving academic outcomes for students? In addition, the Charter Contract contains promises related to other Michigan statutory and legal requirements.

In March, board members please watch for an email from Sharon Hopper. She will be sending you an electronic copy of your respective academy's Charter Contract with the Ferris State University Board of Trustees.

In addition, each Board President will receive a hard copy of the Charter Contract. For quick reference and clarification, we encourage the board to keep it on hand during board meetings. We intentionally put it in a large binder in hopes the Board will add other important documents they want to readily reference. You may want to include your Educational Services Provider Agreement, Lease Agreement, CSO Contract Performance Report, legal opinions from the board attorney and any other important document.

If individual board members want their own hard copy, please don't hesitate to contact Sharon and request a copy. Also, if you have any questions related to the Charter Contract, please contact our office.

Any Questions?

You may contact your FSU Field Representative or Sharon Hopper if you have any questions regarding this Board Communication. Important and/or urgent information that cannot wait until the next Board Communication will be sent to you by email.

CHARTER SCHOOLS OFFICE

April 2024 Board Communication

Clean Drinking Water Access Act

On October 24, 2023 Michigan enacted the <u>Clean Drinking Water Access Act</u>. There are two important sections of this new law we want to bring to your attention.

First, no later than **January 24**, **2026** each school shall develop a drinking water management plan and make the plan available to the Michigan Department of Environment, Great Lakes and Energy (MDEGLE), school staff, parents/guardians of children enrolled in the school and the general public upon request.

The plan must include all of the following:

- Specify the location of each water outlet:
 - The location where a water outlet will be maintained to deliver water for human consumption, whether as drinking water or as a component of a food or beverage.
 - The location where a filtered bottle-filling station will be maintained. The plan must provide for the maintenance of at least one filtered bottle-filling station for every 100 occupants of the school, not including visitors or individuals attending special events.
 - The location where a filtered faucet will be maintained. Filtered faucets may be maintained only when the installation of a filtered bottle-filling station is not feasible, but a water outlet for human consumption is necessary, including but not limited to, kitchens, nurses' stations, preschool classrooms and teachers' lounges.
 - The location of where a water outlet for other purposes will be maintained.
 - The location of where a water outlet will be shut off or rendered permanently inoperable.
- Establish a schedule for when each of the following will occur:
 - Annual water sampling and testing of the water at each filtered bottle-filling station and filtered faucet in the school to ensure that the filters are properly installed and provide water with a lead concentration of not more than 5 parts per billion.
 - Regular replacement of the filter cartridge for each filtered bottle-filling station and filtered faucet in compliance with the manufacturer's instructions ore recommendations of the MDEGLE.

The law further states that each school shall review and update the plan at least once every five years and make changes as directed by the MDEGLE or as needed to comply with the Act.

Second, the <u>Clean Drinking Water Access Act</u> states that no later than **June 30**, **2026** each school shall do all of the following:

- Install all filtered bottle-filling stations and filtered faucets as indicated in the plan and not already in existence.
- Shut off or render permanently inoperable any water outlet providing water for human consumption that is not a filtered bottle-filling or filtered faucet.
- Post a conspicuous sign near each water outlet indicating whether or not the outlet is intended to provide water for human consumption.
- By June 30, 2026 and annually thereafter, each school shall submit to the MDEGLE documentation on a form prescribed by the MDEGLE that certifies that the school has complied with the Act.

Appendix B - 2023-2024 Board Communications April 2024

• Not install a drinking fountain unless the drinking fountain is a filtered bottle-filling station.

When your FSU Field Representative conducts your School Safety & Security Checklist, they will verify that your school has a drinking water management plan, filtered bottle-filling stations and filtered faucets. For further details about the plan, funding, water sampling and testing, please read the <u>Clean Drinking Water Access Act</u> in its entirety.

Important Dates

April 17, 2024 – Board Professional Development Webinar, Q & A session May 3, 2024 – Ferris State University Board of Trustees meeting

Important Epicenter Deadlines

April 2, 2024 – Student Count April 30, 2024 – Budget - 3rd Quarter Financial Statements May 1, 2024 – Notice of Open Enrollment Certification of Completion

Board Professional Development Webinars

Mark your calendar for the final live webinar in our 2023-2024 board professional development series, *The How To's of Board Governance*. It is scheduled for Wednesday April 17, 2024 6:00pm – 6:30pm. Board members look for an email invitation from AirWin Educational Services with registration information.

This session will be unique and something that hasn't been offered in previous years' webinar series. It will be a question and answer session totally driven by the questions from the board members in attendance. So if you have follow-up questions to any of this year's live or on-demand webinars, please attend this session. We're looking forward to interactive conversations with you about the board's role and responsibilities!

In case you missed previous live webinars or haven't had an opportunity to watch the other recorded on-demand webinars, below are the links.

How to Ensure the Safety and Welfare of Students

How to Protect Against Charter School Closure

How to Engage in Legislative Advocacy

How to Become an Effective Board President

How to Ensure Your Board is Complying With Transparency Requirements

How to Recruit Board Members Effectively

How to Ensure a Positive Working Relationship With Your School Leader

Using Board Policy to Inform Decision Making

Board's Appropriate Role in Parent/Community Complaints

Appendix B - 2023-2024 Board Communications April 2024

Each board member that watches a recorded or live webinar earns one professional development credit for their respective board. Please remember to earn the credit the board member will need to share their 2-3 takeaways about the webinar at a board meeting. Boards are required to complete three credits per academy year by two or more board members.

Major Purchase or Lease Over \$150,000

If your school plans to finance the purchase of facilities or equipment where the cost exceeds \$150,000 and will take more than one year to pay, the Charter Contract requires this transaction to be reviewed by the CSO Director prior to finalizing the lease or purchase. This is pursuant to the Charter Contract under Terms and Conditions, Article 3, Section 3.7. Below is a screen shot of that section.

Prior to finalizing these types of transactions, please submit the corresponding draft document through Epicenter's Document Center under the submission type *Transactions over \$150,000 – FOR CSO REVIEW*. CSO Director Chris Loiselle will review the document and respond accordingly. If you have any Charter Contract questions, please contact Chris at (616) 788-7825 or <u>ChrisLoiselle@ferris.edu</u>. If you have any Epicenter questions, please contact Sharon Hopper at (231) 591-5804 or <u>SharonHopper@ferris.edu</u>.

CSO Director Review of Certain Financing Transactions Involving Pledge Section 3.7 of State Aid. If the Academy proposes to (i) finance the acquisition, by lease, purchase, or other means, of facilities or equipment, in excess of \$150,000, pursuant to arrangements calling for payments over a period greater than one (1) year, and which include a pledge to one or more third parties of a portion of the funds to be received by the Academy from the State of Michigan pursuant to the State School Aid Act of 1979, as amended, being MCL 388.1601 et seq., or (ii) direct that a portion of its State School Aid Payments be forwarded by the University acting as fiscal agent to a third party account for the payment of Academy debts and liabilities, the Academy shall submit the transaction for prior review by the CSO Director, as designee of the University Board, in the manner provided herein. The Academy shall, not later than thirty (30) days prior to the proposed closing date of the transaction, submit a written request to the CSO Director describing the proposed transaction and the facilities or equipment to be acquired with the proceeds thereof (if any), and in the case of a transaction described in subparagraph (ii) of this Section, (a) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; (b) a copy of a State School Aid Payment Agreement and Direction document that is in a form acceptable to the CSO Director; and (c) copies of such other documentation regarding the transaction which is the subject of the proposed direct intercept as the University Charter Schools Office may request. Unless the CSO Director extends the review period, within thirty (30) days of receiving a written request in compliance with this Section, the CSO Director shall notify the Academy if the proposed transaction is disapproved (the CSO Director may disapprove the proposed transaction in his or her sole discretion). If no response is made during that period, this transaction shall be considered not to have been disapproved. If the proposed transaction is disapproved, such disapproval may, but shall not be required to, state one or more conditions which, if complied with by the Academy and any lender, lessor, seller or other party, would cause such disapproval to be deemed withdrawn. No transaction described in this Section may be entered into that is disapproved by the CSO Director. By not disapproving a proposed transaction, the CSO Director is in no way giving approval of the proposed transaction, or any of the terms or conditions thereof.

Development of 2024-2025 Budget

As a board responsibility, financial oversight is second only to student achievement in importance. Boards have an obligation to ensure that school leaders and/or management companies have competently and effectively managed the school's finances. It is that time of the year when schools begin to develop their budget for the next year.

The law requires the budget to be presented, discussed and approved at a public meeting. Typically, boards schedule their budget hearing in May or June. With that said, board members should receive the proposed 2024-2025 budget far enough in advance of the scheduled budget hearing to permit time for them to review and understand it, frame meaningful questions and negotiate changes, if appropriate. Best practices also include comparing the proposed budget with past budgets to understand the school's income and expense trends. The careful planning and strategic allocation of resources is critical to the success of your school.

Any Questions?

You may contact your FSU Field Representative or Sharon Hopper if you have any questions regarding this Board Communication. Important and/or urgent information that cannot wait until the next Board Communication will be sent to you by email.

CHARTER SCHOOLS OFFICE

May 2024 Board Communication

Budget Hearing and Adoption of the 2024-2025 Budget

Pursuant to Michigan law, the Board has the responsibility of reviewing the budget presented, holding a public hearing, modifying the proposed budget as necessary and adopting it for implementation prior to the beginning of the 2024-2025 fiscal year.

Since next year's budget must be board-approved by June 30, 2024, boards will hold the public hearing in May or June. The public must receive notice of the budget hearing. The law requires the notice to be published in a local newspaper at least 6 days before the hearing. The notice shall include:

- Date, time and location of the budget hearing and
- Where a copy of the proposed budget is available for public inspection.

Some boards hold the budget hearing at their May meeting and adopt the budget at their June meeting. Other boards prefer to hold the budget hearing during the meeting in which the budget will be adopted. Either way is permissible, as long as board members receive the proposed budget well in advance of the meeting to allow a carefully and thorough review prior to the budget hearing.

On the Board's agenda under "New Business" will be the budget hearing for next year's proposed budget. There will need to be a motion, support and vote to suspend the rules for a public hearing. Once that is formally done, there will be a presentation of the proposed budget. Board members may ask questions, seek clarification and discuss. The Board President will formally ask for public comment regarding the proposed budget.

After there are no more comments or questions from the board members and after public comments have been heard, there will need to be motion, support and vote to end the budget hearing and resume the regular public meeting.

The Board is required to approve, by resolution, the FY2024-2025 Original Budget for the General Fund and Any Special Revenue Fund by June 30, 2024. Within 15 days after the board adopts its annual operation budget for the following year, and after any subsequent amendments to that budget, the budget must be posted on the school's website under Transparency Reporting.

Important Date

May 3, 2024 - Ferris State University Board of Trustees meeting

Important Epicenter Deadlines

May 1, 2024 – Notice of Open Enrollment Certification of Completion May 25,2024 – NWEA Information

Board Action

All board actions require a vote by each board member that is present at the public meeting. The Michigan Open Meetings Act does not stipulate how a vote should be conducted. Therefore, it can be done by voice, show of hands or roll call, provided the vote is accurately recorded in the meeting minutes.

Below are examples of when a roll call vote should be utilized:

- when a voice vote or show of hands reveal a divided vote amongst board members,
- when a board member requests a roll call vote,
- when the board is acting on matters of significance and
- when specified by law.

To play it safe, some boards use roll call voting on all board actions, which is completely acceptable.

The only lawful, valid reason for a board member to abstain from voting is when a board member has a conflict of interest, as defined by law. If this is the case, the board member should state their conflict of interest so it is recorded in the meeting minutes. In all other circumstances, as promised in their oath of office, each board member must participate in the decision making process and cannot abstain because they want to avoid a controversial or difficult decision before the board.

Board of Directors Question Toolbox

Many school board members across the state are looking for a list of questions to ask their building leaders during meetings to further the conversations within their academies. Our plan at the Ferris State University Charter Schools Office is to provide you with a variety of questions each month that you can put in your "toolbox" and pull them out when needed. The question focus could come from one or more of our four School Support Pillars: Academics, Fiscal, Operations, and Compliance.

Please note that this is meant as a reference, some items may not apply to all schools, and that there are many questions a board member may choose to ask. If you have questions, please reach out to your Field Representative or the Ferris State University Charter School Office.

As state testing is wrapping up this month, we will focus on Pillar #1 Academics:

- What observations did you notice about our school's testing environment that should lead to improved student achievement?
- I understand that we are contractually obligated to look at growth data and achievement data. What are the current assessments that we give in each area?
- What trends are you seeing with the current testing models?
- What can we do as a Board do to help our students to make continued progress?

Open Enrollment

Before the open enrollment period begins the school leader and board need to set enrollment maximums by building or grade level(s). Maximums can be stated as either the total number of available slots per grade/building or the current number of openings per grade/building (subtract current enrollees from total maximum number per grade/building). These grade/building maximums should be posted on the academy's website.

Michigan law states that the open enrollment period must be for the duration of at least 2 weeks and that the enrollment times include some evening and weekend times. It further states that the academy makes a reasonable effort to advertise its enrollment period. This is accomplished by

Appendix B - 2023-2024 Board Communications May 2024

placing an advertisement in the local newspaper. The advertisement should also state the enrollment maximums and that the board has the ability to change the maximum enrollment numbers per grade/building based on potential enrollees, available staff and facility limitations.

A public school academy cannot pick and choose which students to enroll, but may give enrollment priority to 1 or more of the following:

- the new enrollee is a sibling of a currently enrolled student at the academy,
- the new enrollee has a parent employed at the academy,
- the new enrollee has a parent on the Board of Directors of the academy and
- the new enrollee is a transfer from another academy that has a matriculation agreement with the academy.

When the open enrollment period ends the school leader and board must determine if the number of new enrollees exceed the open slots in a grade, combination of grades, building or district. If the number of new enrollees does not exceed the number of open slots, no lottery is needed. However, if the number of new enrollees during the open enrollment period exceeds the number of open slots, a lottery must be scheduled and held within 2 weeks of the close of the open enrollment period.

The previously described enrollees get enrollment priority, as stipulated by Michigan law, and do not need to be placed into the lottery procedure. If a lottery is needed school leaders must contact their FSU CSO Field Representative with the date, time and location of the lottery.

Other open enrollment information and the lottery procedure can be found in the Charter Contract, Schedule 7, Sections e and f.

Board Professional Development Webinars

Below are the links to the 2023-2024 board professional development series, *The How To's of Board Governance*.

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Board's Appropriate Role in Parent/Community Complaints

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Any Questions?

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FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

June 2024 Board Communication

Charter Contract Amendments

There are two categories of charter contract amendments. One category requires the Ferris State University Board of Trustees to review and approve and the other category requires the FSU CSO Director to review and approve.

Regardless of which category, the Academy Board of Directors must formally prepare, review and approve a Board Resolution requesting a charter contract amendment stating the specific purpose and details for the request. Your Epicenter user will need to submit it in Epicenter under the submission type, *Board Resolution.*

Before the CSO submits it to the FSU BOT for consideration, the CSO Director will review the Board Resolution and if necessary, contact the school leader, board president or ESP representative for clarification. The following are examples of charter contract amendments that must be reviewed and approved by the FSU Board of Trustees:

- Any additional campus requests
- Additions or subtractions of any contractual grades offered
- Change of address
- Change to any part of the Academy's or District's name
- · Changes to the Academy's contractual educational goals

The FSU Board of Trustees meet in February, May, October and December. Therefore, to meet their October and December 2024 deadlines the below table shows the deadline for a Board Resolution to be submitted in Epicenter. As soon as the CSO receives the FSU BOT 2025 calendar we will share that information with you.

FSU Board of Trustees Meeting Dates	Request for Charter Contract Amendment Deadline
October 4, 2024	August 26, 2024
December 12, 2024	November 4, 2024

As previously mentioned, the other category of charter contract amendments requires the CSO Director's to review and approve the Board Resolution. These can be processed at any time and do not have an Epicenter deadline. The following are examples of these types of charter contract amendments:

- Change to description of staff responsibilities
- Change to curriculum
- Change to admissions policy and criteria
- Change of methods of pupil assessment (as mandated by the State)

If you have any questions about charter contract amendments, please don't hesitate to contact Chris Loiselle at <u>ChrisLoiselle@ferris.edu</u> or (616) 788-7825.

Appendix B - 2023-2024 Board Communications June 2024

Important Epicenter Deadlines

June 1, 2024 – Budget - Legal Notice of Public Hearing June 1, 2024 – Annual Board Calendar

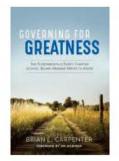
June 1, 2024 - Academic School Calendar (new deadline)

June 30, 2024 - Health Department Permit

- June 30, 2024 CSO Competitive Grant Award Expenditure Verification Form
- June 30, 2024 Budget Year End
- June 30, 2024 Budget Annual
 - Must show object level detail
 - Must include projected enrollment
 - Must include Board Resolution

Governing for Greatness

For the past 5 years the CSO has provided new board members with the book, *Governing for Greatness*. It's under 60 pages and is a quick read about the fundamentals every school board member needs to know.



Topics include:

- > The significance of the charter contract
- > Monitoring & evaluating performance
- > Understanding the power & purpose of bylaws
- > Focusing meetings & minutes
- > Setting academic & financial goals
- > Managing risks & internal controls
- > Facilities, insurance & safety
- > Creating a board development plan

Veteran board members may find it beneficial to serve as a reminder about the board's role and responsibilities. If you would like a copy, please let your FSU Field Representative know and we'll make sure you get a copy.

Reappointed Board Member's Constitutional Oath of Office

Michigan law requires all public officers to take an oath to the State Constitution and the United States Constitution. Board members are considered public officers, and as such, must take the oath once appointed or reappointed to the Board of Directors.

Board members that were reappointed to the Academy's Board of Directors by the Ferris State University Board of Trustees this year will need to be administered their constitutional oath of office prior to their term expiring June 30, 2024. The school leader/management company will make arrangements for the oath to be administered, as well as witnessed by a notary public.

The final step in the board member reappointment process is for the school leader/management company to submit in Epicenter the completed Oath of Public Office and Acceptance of Office form under the submission type *Board Member Signed Constitutional Oath and Acceptance*.

Board of Directors Question Toolbox

Ferris State University CSO is happy to provide you a few questions to help further your conversations this month. The question focus could come from one or more of our four School Support Pillars: Academics, Fiscal, Operational, and Compliance.

Please note that this is meant as a reference, some items may not apply to all schools, and that there are many questions a board member may choose to ask. If you have questions, please reach out to the Field Representative or the Ferris State University Charter School Office.

As the school year is wrapping up, we will focus on Pillar #3 Operational:

- What plans are in place to celebrate student and staff this year? Are there any events you would like us to be present for?
- Revisit your staffing plan. What is your teacher retention rate? For any open positions, what is the plan to fill before the start of the 2024-2025 school year?
- What summer PD topics are scheduled for teachers? How do these topics align to yearly strategic goals and other identified strategic initiatives?
- How is the current marketing plan for student recruitment going? What is our projected enrollment for the 2024-2025 school year?

Board Professional Development Webinars

Below are the links to the 2023-2024 board professional development series, *The How To's of Board Governance*.

How to Ensure the Safety and Welfare of Students

How to Protect Against Charter School Closure

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Board's Appropriate Role in Parent/Community Complaints

Each board member that watches a recorded webinar earns one professional development credit for their respective board. Please remember to earn the credit the board member will need to share their 2-3 takeaways about the webinar at a board meeting. Boards are required to complete three credits per academy year by two or more board members.

2023-2024 CSO Competitive Grants Program

For those academies that received an award from the CSO Competitive Grants Program, please remember that you need to submit in Epicenter the *Expenditure Verification Form* no later than June 30, 2024. The form can be found within the Epicenter task, under Resources. On this form you'll need to provide the following information:

- Original amount awarded
- Amount expended
- Description of expenditure and
- If total award has not been expended, what are the academy's plans for expending the balance.

FSU Swag Bags for Students and Staff



The CSO would like to celebrate all of the academies for a great year!

We have purchased over 6,500 Ferris State University branded items and will be distributing bags to each of our academies. The cloth grocery totes include t-shirts, a variety of drinkware, notepads, sunglasses, window clings and much more!

All of the school leaders that signed up for a shirt will be receiving Under Armour ¼ zips in black along with a swag bag to share with your staff. Your school may also receive a student bag that contains items to share with the students.

Since graduation is almost upon us, each senior that will be attending Ferris next year will receive a personalized swag bag that includes information about the \$3,500 scholarship they could receive just for being a graduate of an authorized Ferris Charter School!

We hope you and your school community enjoy these bags as much as we enjoyed putting them together for you!

Appendix B - 2023-2024 Board Communications June 2024

Enjoy Your Summer!

The next Board Communication will be in your September board packet.

Any Questions?

You may contact your FSU Field Representative or Sharon Hopper if you have any questions regarding this Board Communication. Important and/or urgent information that cannot wait until the next Board Communication will be sent to you by email.

Appendix B - 2023-2024 Board Communications June 2024



12 Responsibilities of a Charter School Board Member

Boards that govern for greatness understand management's role is to execute, and the board's role is to ensure. Be proactive, ask wise questions and focus on what truly matters. Ensuring your board fulfills these 12 responsibilities will help advance your school towards greatness.

1. ENSURE all students are being prepared for success in college, work and life.

2. ENSURE the public's money and resources are well stewarded.

3. ENSURE the school is run by a great leader and infused with a positive culture and learning environment.

4. ENSURE the terms of the charter contract are fulfilled and the organization is prepared for renewal.

5. ENSURE the school is true to its mission, vision and values.

6. ENSURE goals are clear and people and programs are wisely empowered, supported, evaluated and held accountable.

7. ENSURE the school operates legally and ethically.

8. ENSURE the school continuously improves and stays viable.

9. ENSURE the board recruits, orients and develops its members and its capacity to govern.

10. ENSURE the board adopts and properly maintains its governing policies.

11. ENSURE the board speaks with one voice.

12. ENSURE the board and its members are positive ambassadors for your school and the charter idea!





www.CharterInstitute.org | Info@CharterInstitute.org | (989) 317-3510

Appendix C – Academy Board Member Conflict of Interest Questionnaire

For the Ferris State University Charter Schools Office (FSU CSO) to consider an individual as an academy Board of Directors candidate, the individual must complete the Academy Board Member Conflict of Interest Questionnaire.

Academy Board Member Conflict of Interest Questionnaire

FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

Name:

Board Position:

Academy:

Do you or will you or any immediate family member⁴ have any contractual agreements TYes with the Academy? □Yes Do you or will you or any immediate family member have any ownership interest in, or derive any income or other benefits from the Academy, its educational service provider, or any other company or individual contracting with or providing services to the Academy? □Yes Have you or will you or any immediate family member receive any money, gifts, loans, services or other consideration from the Academy, its educational service provider, or any other company or individual contracting with or providing services to the Academy? Do you or will you or any immediate family member guarantee any loans for the Academy, **∏**Yes □No its educational service provider, or any other company or individual contracting with or providing services to the Academy? Do you or will you or any immediate family member lease, sell or intend to sell any real TYes property to the Academy? Are you or will you or any immediate family member be employed at the Academy (either □Yes as an employee of the Academy, its educational service provider, or any other company or individual contracting with or providing services to the Academy)? Do you or will you or any immediate family member sell any supplies, materials, equipment ∏Yes or other personal property to the Academy, its educational service provider, or any other company or individual contracting with or providing services to the Academy? Do you or will you or any immediate family member have any ownership interest, whether □ Yes directly or indirectly in any corporation, partnership, association, or other legal entity which will enter into a contract with the Academy? Do you or will you or any immediate family member have any financial interest, whether □ Yes directly or indirectly, in any contract involving the Academy, its educational service provider, or any other company or individual contracting with or providing services to the Academy, where the financial interest in the contract amounts to \$250 or 5% or more of the contract costs to the Academy, or the financial interest in the contract amounts to \$5,000 or more?

⁴ For purposes of this questionnaire, the term "immediate family member" includes parent, child, sibling, spouse, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, grandparent, grandchild, nephew, niece, uncle or aunt. See MCL 487.1511(1)(b).

Appendix C - Academy Board Member Conflict of Interest Questionnaire

Yes	□No	Are you or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the Academy?
☐ Yes	□No	Do you or an immediate family member have a close personal relationship with the Academy, its educational service provider, or any other company or individual contracting with or providing services to the Academy?
☐ Yes	□No	Other than the Academy Board, do you currently serve any other board, group or corporation that has an ownership interest or believes it has the right to control or have input on actions you would take or votes you would cast as a member of the Academy Board?
☐ Yes	□No	Are you a public official or school board member (other than serving on this Academy Board)?

If the answer to any of the above questions is "Yes," please provide a complete written description and attach it to this Questionnaire.

□Yes	□No	Are you a United States citizen?
□Yes	□No	Are you a Michigan resident?
□Yes	□No	Do you have law enforcement authority? ⁵
□Yes	□No	Are you a public employee? ⁶

I hereby certify that the information contained in this document is true and complete to the best of my knowledge.

Signature:

Date:

This Questionnaire, along with any documentation, must be completed, signed, dated and returned to:

Ferris State University Charter Schools Office Attn: Sharon Hopper at SharonHopper@ferris.edu or your FSU Field Representative

⁵ For purposes of this questionnaire, a person having "law enforcement authority" is defined as a regularly employed member of a police force or other organization of a city, county, township, or village, of the state, or of a state university or community college who is responsible for the prevention and detection of crime and the enforcement of the general criminal laws of this state, a law enforcement officer of a Michigan Indian tribal police force, the sergeant at arms or any assistant sergeant at arms of either house of the legislature who is commissioned as a police officer by that respective house of the legislature as provided by the legislative sergeant at arms police powers act. See MCL 28.602(2)(k).

⁶ For purposes of this questionnaire, the term "public employee" is defined as an employee of this state, an employee of a city, village, township, or county of this state, or an employee of a department, board, agency, institution, commission, authority, division, council, college, university, school district, intermediate school district, special district, or other public entity of this state or of a city, village, township, or county in this state, but does not include a person whose employment results from election or appointment. See MCL 15.181(1)(d).

Appendix D - Board Resolution Template

The board resolution template in this appendix is used to designate a board's Freedom of Information Act (FOIA) coordinator.

Academy's Name

Board Resolution

8. Adoption of Resolution Designating Homeless Children and Youth Liaison, Title IX Representative, Freedom of Information Act Coordinator and Civil Rights Representative

Moved by		and supported by
•	Board Member's Name	
		that the Board approved the following

Resolution:

Board Member's Name

WHEREAS, the Academy shall comply with the McKinney-Vento Homeless Assistance Act of 1987 and reauthorized by the No Child Left Behind Act of 2001 to designate a liaison for homeless children and youth as stated in Title VII-B of the McKinney-Vento Homeless Assistance Act of 1987; and,

WHEREAS, the Academy shall comply with Title IX of the Education Amendments of 1972 which prohibits sex discrimination in any education program or activity receiving federal financial assistance and as such shall designate a representative to ensure compliance with Title IX; and,

WHEREAS, the Academy shall comply with Michigan Freedom of Information Act, Act 442 of 1976, and designate a Freedom of Information Act Coordinator to accept and process requests for the public bodies records; and,

WHEREAS, the Academy shall comply with Title VI of the Civil Rights Act of 1964 which prohibits discrimination based on race, color, or national origan in programs or activities which receive federal financial assistance and designates a civil rights representative to take action as is necessary to comply with all Federal and State nondiscriminatory laws; and,

WHEREAS, it shall be the responsibility of the Academy's Homeless Children and Youth Liaison, Title IX Representative, Freedom of Information Act Coordinator and Civil Rights Representative to inform the Academy's Board of Directors President when complaints, questions, concerns or other issues related to each relevant matter occurs; and;

WHEREAS, it shall be the responsibility of the Academy's Civil Rights Representative to inform the Ferris State University Charter Schools Office Director when complaints or other civil rights matters occur.

WHEREAS, the Board of Directors has determined, by a majority vote, designates the following individuals/title to serve in the role of Homeless Children and

Appendix D – Board Resolution Template

Youth Liaison, Title IX Representative, Freedom of Information Act Coordinator and Civil Rights Representative

	Homeless Children and Youth Liaison
Liaison's Name or Title	
	Title IX Representative
Title IX Representative's Name or Title	
	Freedom of Information Act Coordinator
Coordinator's Name or Title	
	Civil Rights Representative

Civil Rights Representative's Name or Title

NOW THEREFORE BE IT RESOLVED, that said individual/title serve in the role of Homeless Children and Youth Liaison, Title IX Representative, Freedom of Information Act Coordinator and Civil Rights Representative.

I hereby certify that the foregoing Resolution was duly adopted by the Board of Directors at its meeting held on

Academy's Name

Today's Meeting Date

Signature of Recording Secretary

Appendix E – Application and Conflict of Interest Questionnaire for Academy Board of Directors

The written application and conflict of interest questionnaire are required parts of the application process for new academy board candidates.

Application and Conflict of Interest Questionnaire for Academy Board of Directors

FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

ACADEMY NAME on whose Board of Directors you are applying for a position:

PERSONAL

Full Name:	
Home Address:	
City, State, Zip	
County	
Home Phone:	
Cell Phone:	
Email Address:	
Spouse's Name (if applicable):	
Are you a citizen of the United States	🗆 Yes 🗆 No
Are you a Michigan resident:	🗆 Yes 🗆 No
Do you have children who are or will be enrolled in the	🗆 Yes 🗆 No
public school academy?	
Business or Occupation:	
Business Name:	
Position/Title:	
Business Address:	
City, State, Zip	
Business Phone:	

EDUCATION: (If your resume is complete, you can simply fill in this section by indicating "please see resume.")

Employment Experience (for the past 10 years): (If your resume is complete, you can simply fill in this section by indicating "please see resume.")

Do you hold any professional licenses? If so, please include numbers:

Appendix E - Application and Conflict of Interest Questionnaire for Academy Boards of Directors

What special skills could you bring to the public school academy board?

Previous government appointments, if any:

For the following questions, all "yes" answers require detailed responses. Use a separate sheet of paper is necessary.

1.	<u>Government Experience</u> : List on a separate sheet any experience in or association with local, state or federal government (exclusive of elective public office but including advisory, consultative, honorary or other part-time service or positions), with dates of service.	If none, mark this box 🗆
2.	<u>Public Office</u> : List on a separate sheet all appointed and elected public offices sought and held with dates of service.	If none, mark this box \square
3.	<u>Honors and Awards</u> : List on a separate sheet all scholarships, fellowships, honorary degrees, honorary society memberships, and any other special recognitions for outstanding service or achievements.	If none, mark this box \square
4.	<u>Opposition:</u> Do you know of any person or group who might take overt or covert steps to attack, even unfairly, your appointment? If yes, please identify and explain the basis for the potential attack on a separate sheet .	If none, mark this box \square
5.	<u>Miscellaneous</u> : List on a separate sheet any factors, other than the information provided above, which particularly qualify you or are relevant to the position to which you may be appointed. Specifically include any prior board experience you have with either public bodies or non-profit corporations. Include any special skills.	If none, mark this box 🗆

Appendix E - Application and Conflict of Interest Questionnaire for Academy Board of Directors

CONFLICTS OF INTEREST: For the following questions, all "yes" answers require detailed responses. Use a separate sheet of paper if necessary.

□Yes	□No	Do you or will you or any immediate family member ⁷ have any contractual agreements with the Academy?
□Yes	□No	Do you or will you or any immediate family member have any ownership interest in, or derive any income or other benefits from the Academy, its educational service provider, or any other company or individual contracting with or providing services to the Academy?
Yes	□No	Have you or will you or any immediate family member receive any money, gifts, loans, services or other consideration from the Academy, its educational service provider, or any other company or individual contracting with or providing services to the Academy?
□Yes	□No	Do you or will you or any immediate family member guarantee any loans for the Academy, its educational service provider, or any other company or individual contracting with or providing services to the Academy?
□Yes	□No	Do you or will you or any immediate family member lease, sell or intend to sell any real property to the Academy?
□Yes	□No	Are you or will you or any immediate family member be employed at the Academy (either as an employee of the Academy, its educational service provider, or any other company or individual contracting with or providing services to the Academy)?
□Yes	□No	Do you or will you or any immediate family member sell any supplies, materials, equipment or other personal property to the Academy, its educational service provider, or any other company or individual contracting with or providing services to the Academy?
□Yes	□No	Do you or will you or any immediate family member have any ownership interest, whether directly or indirectly in any corporation, partnership, association, or other legal entity which will enter into a contract with the Academy?
□Yes	□ No	Do you or will you or any immediate family member have any financial interest, whether directly or indirectly, in any contract involving the Academy, its educational service provider, or any other company or individual contracting with or providing services to the Academy, where the financial interest in the contract amounts to \$250 or 5% or more of the contract costs to the Academy, or the financial interest in the contract amounts to \$5,000 or more?
□Yes	□ No	Are you or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the Academy?
□ Yes	□No	Do you or an immediate family member have a close personal relationship with the Academy, its educational service provider, or any other company or individual contracting with or providing services to the Academy?

⁷ For purposes of this questionnaire, the term "immediate family member" includes parent, child, sibling, spouse, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, grandparent, grandchild, nephew, niece, uncle or aunt. See MCL 487.1511(1)(b).

Appendix E - Application and Conflict of Interest Questionnaire for Academy Board of Directors

☐ Yes	□No	Other than the Academy Board, do you currently serve any other board, group or corporation that has an ownership interest or believes it has the right to control or have input on actions you would take or votes you would cast as a member of the Academy Board?
□Yes	□No	Are you a public official or school board member (other than serving on this Academy Board)?
□Yes	□No	Do you have law enforcement authority? ⁸
□Yes	□No	Are you a public employee? ⁹

ETHICAL MATTERS: For the following questions, all "yes" answers require a detailed response. Use a separate sheet of paper if necessary.

1.	<u>Citations:</u> Have you ever been cited for a breach of ethics for unprofessional conduct by, or been named in, a complaint to any court, administrative agency, professional association, disciplinary committee, or other professional group?	If none, mark this box \Box
2.	Convictions: Have you ever been convicted of or entered a plea of guilty or nolo contendere or forfeited collateral for any criminal violation other than a minor traffic offense? (Minor traffic offenses do not include the Michigan offenses of operating under the influence of liquor, operating while impaired, reckless driving, or the equivalent offenses in other states.)	If none, mark this box □
3.	<u>Current Charges:</u> Are you now under charges for any violation of law?	If none, mark this box \Box
4.	U.S. Military Convictions: Have you ever been convicted by a military court?	If none, mark this box \Box
5.	Imprisonment: Have you ever been imprisoned, been on probation, or been on parole?	If none, mark this box \square
6.	Agency Proceedings: Civil Litigation. Are you presently, or have you ever been, a party in interest in any administrative agency proceedings or civil litigation which is related in any way to the position to which you seek to be appointed?	If none, mark this box \square

⁸ For purposes of this questionnaire, a person having "law enforcement authority" is defined as a regularly employed

member of a police force or other organization of a city, county, township, or village, of the state, or of a state university or community college who is responsible for the prevention and detection of crime and the enforcement of the general criminal laws of this state, a law enforcement officer of a Michigan Indian tribal police force, the sergeant at arms or any assistant sergeant at arms of either house of the legislature who is commissioned as a police officer by that respective house of the legislature as provided by the legislative sergeant at arms police powers act. See MCL 28.602(2)(k).

⁹ For purposes of this questionnaire, the term "public employee" is defined as an employee of this state, an employee of a city, village, township, or county of this state, or an employee of a department, board, agency, institution, commission, authority, division, council, college, university, school district, intermediate school district, special district, or other public entity of this state or of a city, village, township, or county in this state, but does not include a person whose employment results from election or appointment. See MCL 15.181(1)(d).

Appendix E – Application and Conflict of Interest Questionnaire for Academy Board of Directors

- 7. <u>Agency Proceedings and Civil Litigation:</u> Has any business in which you, your spouse, an immediate family member of business associate are or were an officer, director or partner been a party to any administrative agency proceedings or civil litigation relevant to the position to which you seek to be appointed? (With respect to this question, you need only consider proceedings and litigation that occurred while you, your spouse, immediate family member or business associate was an officer of that business.)
- 8. **Other:** Please provide any additional information, favorable or unfavorable, which If none, mark this box up you feel should be considered in connection with your appointment.

Please submit three character references (excluding relatives, please):

Name:

Relationship to you: Telephone: How long have you known this person?

Name:

Relationship to you: Telephone: How Long have you known this person?

Name:

Relationship to you: Telephone: How Long have you known this person?

Appendix E - Application and Conflict of Interest Questionnaire for Academy Board of Directors

Consent and Certification

I consent to the release of information concerning my ability and fitness for the position to which I seek to be appointed, subject to any restrictions which I have included, to Ferris State University and the Charter Schools Office. I specifically authorize Ferris State University to do a criminal background check on me with the applicable State and federal law enforcement agencies.

I, _____, certify that the information provided in this statement is, to the best of my knowledge, true and accurate.

Signature: ______ Dated: ______

PLEASE ATTATCH

- Copy of your resume
- Copy of passport **OR** birth certificate

Please Note: Academy Board Director Questionnaires are subject to public disclosure under the Michigan Freedom of Information Act.

Appendix F – Board Candidate Acknowledgement Letter

When a board candidate successfully submits their completed application, conflict of interest questionnaire, resume, and proof of U.S. citizenship, the Compliance and Governance Specialist will send a letter to the prospective board candidate acknowledging their interest in serving on the academy's Board of Directors.

FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

March 20, 2024

VIA EMAIL TRANSMISSION

Michelle Eddie 5911 Wind Brook Avenue, SE Kentwood, MI 49508

Dear Mrs. Eddie:

This letter acknowledges our receipt of your application for a position on the Board of Directors of Hope Academy of West Michigan.

As required by Michigan law a criminal record search must be conducted. You will receive an email from a third party administrator, CastleBranch, on behalf of Ferris State University to conduct the search. The subject line of the email will contain "Ferris State University." You will need to provide personal information on CastleBranch's secure website. Please respond to the email as soon as possible and be assured that all criminal record searches are confidential.

The next step in the process is a telephone conversation with me. I'll contact you by email to see when you're available.

In accordance with the contract between the Academy and Ferris State University Board of Trustees, the University Board must officially approve our recommendation for your appointment. Our next opportunity for University Board approval is May 3, 2024.

Thank you for your interest in serving on the Board of Directors of Hope Academy of West Michigan. I'll be in touch.

Sincerely,

FERRIS STATE UNIVERSITY

Sharen K. Hopper

Sharon K. Hopper Compliance Auditor/Board Liaison Charter Schools Office

CC: Barth Roberts, President of the Board of Directors Dr. Heidi Cate, Superintendent Leslie Cummings, Executive Director of School Business Office Amanda Shyne, Compensation and Systems Specialist Dr. Michele Siderman, FSU Field Representative



Appendix G – Board Candidate Interview Template

The Compliance and Governance Specialist initiates a criminal record search on the board candidate. Once the results are received and there are no concerns, the Compliance and Governance Specialist contacts the individual to schedule a telephone or virtual interview.

Appendix G - Board Candidate Interview Template

Criminal Background Search:

Criminal Background Results:

Google Search:

Board Candidate Name:

Academy:

- 1. Do you have previous board of directors' experience?
- Although you answered the next two questions on your application and in the interest of any potential conflicts of interest, 1) are you now serving on a public school academy board of directors?
 2) are you related to any board member or employee of the Academy or ESP?

As required by law and charter contract a board member is required annually to complete a Conflict of Interest Questionnaire.

- 3. What do you believe is the purpose of a public school academy?
- 4. What do you know about _____?
- 5. What is your primary goal and reason for wanting to serve on this Board of Directors?
- 6. Who recruited you?
 - a. Why do you think he/she did?
- 7. The CSO requires all its Boards of Directors to complete three professional development credits per academic year. This is not an individual board member requirement, but the board as a whole. There are a number of ways to obtain PD credits, such as:
 - a. Board Retreat or Special Strategic Planning Meeting
 - b. Attend a meeting of another public governing board
 - c. PD sponsored by the CSO
 - i. Spring Briefing
 - ii. Webinars
 - iii. Dinner & Development, Lunch & Learn
 - iv. On-line training videos
 - d. Attend a workshop/conference related to board governance, charter schools or education

Are you willing to engage in these activities?

- 8. Tell me what expertise you would contribute to the Board. (community relations, marketing, parent involvement, education, law, finance, other)
- 9. (CSO inform candidate of specific board calendar dates and time and possibility of special meetings and/or board retreats). Other than an illness or emergency situation, are you committed to attend regularly scheduled board meetings?

Appendix G - Board Candidate Interview Template

- 10. In order to have an efficient & effective board meeting, a board member has minimal homework prior to the meeting. Board members should review the board packet in advance of the meeting and come prepared to discuss and ask questions, if any. Will you be prepared for and actively participate in meetings?
- 11. Governance (Board) versus Management (ESP/School Leader) Discuss different roles and responsibilities of each. Do you have a basic understanding?
- 12. Role of the Authorizer.
- 13. Board member orientation and onboarding.
- 14. Next steps.
- 15. Do you have any questions?

Interviewed By:

Appendix H – Contractual Education Goals Policy

Contractual Educational Goals and Related Measures

Adopted: 2010 Revised: 2021

Ferris State University monitors demonstrated improved pupil academic achievement for all groups of pupils as required by the Revised School Code.

Pursuant to the Terms and Conditions of the Contract ("Contract") issued by the Ferris State University Board of Trustees ("University Board"), this contractual Educational Goals Policy has been prepared by the Ferris State University Charter Schools Office (FSU CSO). It now becomes part of the Contract and will go into effect thirty (30) days after Academy Board notification, as stated in these new Terms and Conditions of the Contract for all academies being authorized or reauthorized pursuant to Contracts issued by the University Board. Failure by the Academy Board to comply with this policy may result in the non-issuance of a Contract, or for existing academies, the initiation of suspension, termination or revocation proceedings under the Contract, and will be taken into consideration when determining reauthorization of an academy upon expiration of the contract.

A. Educational Goals and Related Measures

In accordance with the applicable law and the charter contract Terms and Conditions, the Academy shall achieve or demonstrate measurable progress toward the achievement of the educational goals identified in this policy. Additionally, it is expected that the Academy will meet the State of Michigan's academic standards and any improvement targets required to be achieved pursuant to state and federal law. The Academy is also expected to remain off the Partnership School list published by the Michigan Department of Education. If the Academy already has school buildings identified on this list; it is expected to make the progress necessary to no longer be identified.

B. Educational Goals to be Achieved

Academies shall show progress by demonstrating:

- 1. Measurable academic growth toward achievement
- 2. Academic achievement for all groups of students

C. Targets for Determining Goal Achievement

Goal 1: Academic Growth (Grades 2-8)

Academies are expected to score within the "Meets" category on <u>at least one</u> Target (in both math and reading) in order to achieve their Contractual Educational Goals.*

Academic Growth Targets (Grades 2-8)			
Is the school meeting state designation expectations as set forth by state and federal accountability systems (growth)?			
Target	Measure	Metric	
50 on the index	Growth values as indicated by the	Exceeds: ≥70	
	School Index.	Meets: ≥50 but <50	
		Approaching: ≥30 but <50	
		Does Not Meet: <30	
Are students making expected annua	I growth compared to their peers?	·	
Target	Measure	Metric	
50 th Percentile	The fall to spring average of all NWEA	Exceeds: ≥70 th Percentile	
	MAP "School Conditional Growth	Meets: ≥50 th but <70 th Percentile	
	Percentiles" in reading and math.	Approaching: ≥30 th but <50 th	
		Percentile	
		Does Not Meet: <30 th Percentile	
Are students making sufficient yearly academic growth to increase proficiency?			
Target	Measure	Metric	
The difference will be at least +3 $\%$	Percentage of students proficient on	Exceeds: ≥6%	
	the ELA and Math M-Step/PSAT-8 over	Meets: ≥3% but <6%	
	time.	Approaching: ≥1% but <3%	
		Does Not Meet: <1%	
	Formula: Current Year Average (Prior		
	Year 1 + Prior Year 2)		

*The FSU CSO will produce a scorecard outlining how the academy performed on each of the Targets outlined above. The scorecard will be presented to academy boards annually.

Appendix H - Contractual Education Goals Policy

Goal 2: Student Achievement (Grades 2-8)

Academies are expected to score within the "Meets" category on at least one Target (in both math and reading) in order to achieve their Contractual Educational Goals.*

Student Achievement Targets (Grades 2-8)			
Is the school meeting state designation expectations as set forth by state and federal accountability systems (overall)?			
Target	Measure	Metric	
45 on the index	Overall values as indicated by the	Exceeds: ≥70	
	School Index.	Meets: ≥45 but <70	
		Approaching: ≥30 but <45	
		Does Not Meet: <30	
Are students achieving proficiency o	n a nationally normed assessment?		
Target	Measure	Metric	
50%	The percent of students meeting	Exceeds: ≥70%	
	grade level norms on the reading and	Meets: ≥50% but <70%	
	math NWEA MAP.	Approaching: ≥30% but <50%	
		Does Not Meet: <30%	
Are students performing well on state examinations in comparison to students in schools they might otherwise attend?			
Target	Measure	Metric	
The difference will be at least +3 $\%$	The average percent proficient in ELA	Exceeds: ≥10%	
	and math on the M-Step/PSAT-8	Meets: ≥3% but <10%	
	compared to the composite district	Approaching: <3% but >0%	
		Does Not Meet: 0	
	Formula: Academy Average -		
	Composite Average		

*The FSU CSO will produce a scorecard outlining how the academy performed on each of the Targets outlined above. The scorecard will be presented to academy boards annually.

Appendix H - Contractual Education Goals Policy

Goal 1 and 2: Academic Growth and Student Achievement (High School)

Academies are expected to score within the "Meets" category on <u>at least one</u> *Target* (in both math and evidence-based reading & writing) in order to achieve their Contractual Educational Goals.*

Academic Growth and Achievement Targets (High School) Are students making sufficient academic growth to achieve proficiency?		
The difference will be at least +3%	The percentage of students meeting	Exceeds: ≥6%
	or surpassing grade-level college	Meets: ≥3% but <6%
	readiness benchmarks on the SAT (11 $^{ m th}$	Approaching: ≥1% but <3%
	grade) over time	Does Not Meet: <1%
	Formula: Current Year Average (Prior	
	Year 1 + Prior Year 2)	
Are students performing well on stat	e examinations in comparison to stude	nts in schools they might otherwise
attend (composite)?		
Target	Measure	Metric
The difference will be at least +3%	The percentage of students meeting	Exceeds: ≥10%
	or surpassing grade-level college	Meets: ≥3% but <10%
	readiness benchmarks on the SAT (11 th	Approaching: <3% but >0%
	grade) will surpass the school's	Does Not Meet: ≤0
	composite district percentage.	
Are students performing well on state examinations in relation to a benchmark standard?		
Target	Measure	Metric
Math: 40%	The percentage of students meeting	Math
EBRW: 50%	or surpassing grade-level college	Exceeds: ≥50%
	readiness benchmarks on the PSAT (9 th	Meets: ≥40% but <50%
	$\&~10^{\rm th}$ grade) and SAT (11^{\rm th} grade) will	Approaching: ≥30% but <40%
	be 40% in math and 50% in	Does Not Meet: <30%
	evidence-based reading and writing	EBRW
	(EBRW).	Exceeds: ≥60%
		Meets: ≥50% but <60%
		Approaching: ≥30% but <50%
		Does Not Meet: <30%

*The FSU CSO will produce a scorecard outlining how the academy performed on each of the Targets outlined above. The scorecard will be presented to academy boards annually.

Appendix H - Contractual Education Goals Policy

Bottom Line Targets

Improvement in academic growth and student achievement, as measured by state and nationally normed assessments, is the most important factor in determining an Academy's progress. However, the Ferris State University CSO may also consider Bottom-Line Targets as an alternative measure to monitor progress.

If an Academy fails to meet the specified number of target measures for each goal, they will need to identify Bottom-Line Targets to show academic growth and student achievement through alternative measures. These alternative measures should be created as interim benchmarks that will ultimately lead to compliance with the Contractual Educational Goals. Bottom-Line Targets are measures that must be achieved within the timeframe of the Charter Contract, or sooner if applicable, in order to be recommended to the Ferris State University Board of Trustees for contract reauthorization.

Any academy required to identify Bottom-Line Targets will work collaboratively with the CSO to develop an Academic Monitoring Plan. The Academic Monitoring Plan will include at least (2) Bottom-Line Targets that will be identified and measured using a predetermined list of research-based, CSO-approved metrics. By meeting the Bottom-Line Targets, an academy will meet the minimum requirements of this policy.

Strict Discipline and Alternative Education Academies

Academies designated as Strict Discipline Academies or Alternative Education Academies, as per the Michigan School Code, may be exempted from certain parts of these requirements due to their unique nature. In all cases, specific educational measures, targets and metrics will be mutually developed and agreed upon by the Academy and FSU CSO and shall be attached to the contract.

New Academies

For the first three years of operation, new academies will be expected to increase growth towards achievement. Goal #1 will be used for all new K-8 schools. The first target in the high school table will be used for all new schools serving 9th-12th grade students.

Appendix I – Developing an Academic Monitoring Plan (AMP)

Academies who are assigned to Tier III or IV as part of the school support protocol will be required to collaborate with the Ferris State University Charter Schools Office (FSU CSO) to complete an Academic Monitoring Plan (AMP). Members of the CSO team who assist with the creation of the AMP should use the following guiding questions, meeting structure, and supplemental resources to ensure consistency in content and expectations.

This appendix includes the following documents:

- 1. Academic Monitoring Plan Resources for Development
- 2. Fall Academic Monitoring Plan Template
- 3. Mid-Year Academic Monitoring Plan Check-In Discussion and Notes
- 4. End of Year Academic Monitoring Plan Discussion and Notes
- 5. End of Year Academic Monitoring Plan Template

FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

Academic Monitoring Plan Resources For Development

Overview

Academies who are assigned to Tier III or IV as part of the school support protocol will be required to collaborate with the Ferris State University Charter Schools Office (CSO) to complete an Academic Monitoring Plan (AMP). Members of the CSO team who assist with the creation of the AMP should use the following guiding questions, meeting structure, and supplemental resources to ensure consistency in content and expectations.

Timeline:

Fall: The Academy and FSU CSO support team will meet **within 30 days** of the Academic Support Indicator notification to begin the AMP process for all schools in Tier III and IV.

March: Academies that are assigned a Tier IV will participate in a "Check In" meeting with the CSO.

June: All Tier III and IV academies will submit their End of Year plan to Epicenter **by June 30** and meet with the CSO to share their progress.

Additional Recommendations:

- 1. The collaborative team meeting should be scheduled for 90-120 minutes.
- 2. The school leader will need to:
- a. Choose which members of the leadership team will participate.
- b. Provide copies of the MICIP plan to all team members.
- c. The academy will choose a Facilitator for the meeting (could be a school leader)
- 3. The FSU CSO will bring analysis of data related to the Contractual Educational Goals. This data will serve as the starting point for conversation.
- 4. The Facilitator's role is to lead the conversation with the group by asking the "Guiding Questions."
- 5. A Timekeeper will be assigned to keep the group on track and moving toward answering each question using the "Suggested Meeting Structure."
- 6. Before the meeting, the FSU CSO will assign the role of "Recorder" to a member of its team. This will allow all academy team members to participate fully. The Recorder will take notes for the meeting to assist in completing a draft of the AMP document. The Recorder will share the notes with the academy leader. It will be the responsibility of the academy to finalize and submit the AMP to Epicenter.

Appendix I – Developing an Academic Monitoring Plan (AMP) **Academic Monitoring Plan Resources for Development**

Guiding Questions

- 1. Which <u>FSU Contractual Goal(s)</u> and target(s) did your academy fail to meet?
- 2. Describe the current state: What is the root cause of why the goal(s) and target(s) were not met? Use the FSU CSO Instructional Framework and complete the "5-Whys" protocol to guide the conversation.
- 3. Brainstorm: Select a goal from your MICIP plan that will lead to meeting your contractual goals. Use these to set EOY targets, with progress toward the end of the current charter contract. What measures would serve as evidence of this outcome?
- 4. Identify **two** Bottom-Line Targets, that when reached, will lead to an improved outcome. At least (1) shall be related to academic data. Targets should be specific, measurable, attainable, relevant, and time-bound (length of contract).
 - a. What specific types of measures will be used to reflect progress on targets each year? (see table below)
 - b. What Strategies best align with your targets?



Appendix I - Developing an Academic Monitoring Plan (AMP) Academic Monitoring Plan Resources for Development

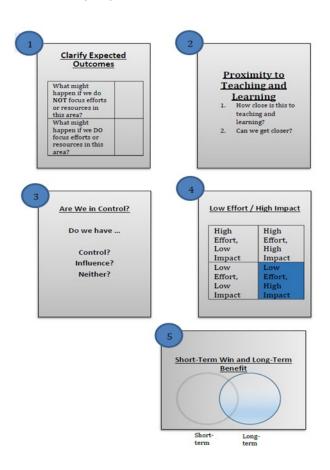
Suggested Meeting Structure

Guiding Questions	Discussion Time
Which FSU Contractual Goal(s) and Target (s) did your academy fail to meet?	5 minutes
Describe the current state. Use the FSU CSO Instructional Framework and complete the "5 Why's" Template to guide conversation. What is the root cause of why the goal(s) and target(s) were not met?	15 minutes
Brainstorm: Select a goal from your MICIP plan that will lead to meeting your contractual goals. Use these to set EOY targets, with progress toward the end of the current charter contract. What measures would serve as evidence of this outcome?	15 minutes
Brainstorm a list of interim measures that could serve as evidence of the stated outcome.	15 minutes
Identify two <u>Bottom-Line Targets</u> , that when reached, will lead to an improved outcome. Targets should be specific, measurable, attainable, relevant, and time-bound (length of contract). At least (1) shall be related to academic data.	15 minutes
What specific types of measures will be used to reflect progress on the targets each year? (Progress Monitoring, Monthly, Annual Targets)	15 minutes
What Strategies best align with your targets?	10 minutes
What supports and/or resources would the academy like from the CSO?	10 minutes
How will the <i>Bottom-Line Targets</i> and contents of the AMP be communicated to stakeholders, especially teachers, staff, administration, ESPs, and board members?	10 minutes
Review of AMP template and next steps, including board approval and Epicenter task.	5 minutes

Appendix I - Developing an Academic Monitoring Plan (AMP) Academic Monitoring Plan Resources for Development

Additional Resources

If further brainstorming is needed, the following may be used:



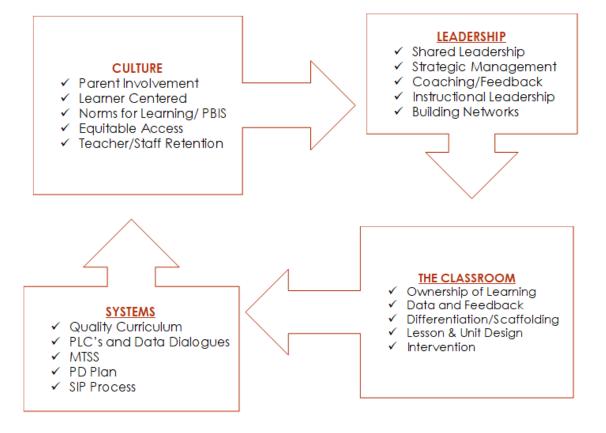
Appendix I – Developing an Academic Monitoring Plan (AMP) **Academic Monitoring Plan Resources for Development**

Types of Measures

Туре	Samples
Student Achievement	80% of students will pass the basic skills inventory assessment by 2/1.
Observation of Behavior	In May weekly walkthroughs, 80% of classrooms will show objectives tied to learning goals.
Perception	On the 6/1 survey 90% of students / teachers will agree or strongly agree with the statement that
Process / Product	By 6/16 each dept will have a curriculum map which includes at least 6 units aligned to CCSS.

Instructional Framework

Consider this resource as you discuss your FSU contractual goals and targets.



Appendix I – Developing an Academic Monitoring Plan (AMP) **Academic Monitoring Plan Resources for Development**

5-Whys Guide & Template

The 5-Whys is a simple brainstorming tool that can help teams identify the root cause(s) of a problem. Once a general problem has been recognized (either using the Fishbone Diagram or Process Mapping), ask "why" questions to drill down to the root causes. Asking the 5-Whys allows teams to move beyond obvious answers and reflect on less obvious explanations or causes.

Step-by-Step Instructions

- 1. State the problem you have identified as a strategic problem to work on.
- Start asking "why" related to the problem. Like an inquisitive toddler, keep asking why in response to each suggested cause.
- 3. Ask as many whys as you need in order to get insight at a level that can be addressed (asking five times is typical). You will know you have reached your final "why" because it does not make logical sense to ask why again.

It is said that only by asking "Why?" five times successively, can you delve into a problem deeply enough to understand the ultimate root cause. By the time you get to the 4th or 5th why, you will likely be looking squarely at management practices (more than five whys may be required for complex problems).

This methodology is closely related to the Cause & Effect (Fishbone) diagram, and can be used to complement the analysis necessary to complete a Cause & Effect diagram.

Example:

<u>Problem</u>: Parents don't feel that they receive timely and relevant communication from school.

1) Why? Parents don't regularly check our school website.

2) Why? They might not know that the information is there?

3) Why? We haven't told parents that the information is there.

4) Why? We haven't had time to meet with parents or prepare any materials to share with parents about the website.

5) Why? It's not something we normally plan for.

Possible solution: We need better tools and strategies for communicating with parents.

PROBLEM Define problem here	
PRIMARY CAUSE Why is it happening?	
1 It is happening because	
Why is that?	
2 It is happening because	
Why is that?	
A PROBLEM? 3 It is happening because	
Why is that?	
4 It is happening because	
Why is that?	ROOT CAUSE
NOTE: If the final "Why" has no controllable 5 solution, return to the previous "Why." It is happening because	
CORRECTIVE ACTION PARTY RES	PONSIBLE
CORRECTIVE ACTION TO Describe action here	IN TO BEGIN
TAKE	COMPLETE

Fall Academic Monitoring Plan

Name of Academy: Date: End Date of Current Contract:

FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

Contributing Team Members:

Bottom Line Target #1:

Related MICIP Goal:

School Year:	Baseline Data:	
Spring Annual Target:		
	Action Steps to M	eet Target
Strategies	Timeline	How will you measure the success of these strategies?

Appendix I - Developing an Academic Monitoring Plan (AMP) Fall Academic Monitoring Plan Template

Bottom Line Target #2:

Related MICIP Goal:

School Year:	Baseline Data:	
Spring Annual Target:		
	Action Steps to Meet Target	
Strategies	Timeline	How will you measure the success of these strategies?

Date of Board of Director's Approval:

Board President Signature:

Mid-Year Academic Monitoring Plan Check-In Discussion and Notes

Academies assigned to Tier IV as part of the school support protocol will be required to meet, either virtually or in person, with a member of the school support team. The CSO team will use the following guiding questions, meeting structure, and supplemental resources to ensure consistency in content and expectations.

Additional Recommendations:

- 1. The meeting will be scheduled for 45-60 minutes
- 2. The school leader will need to:
- 3. Choose the representative(s) from the team that will be participating.
- 4. All members will bring a copy of the MICIP plan, current AMP, and any relevant updated data that is available.
- 5. CSO members will have any relevant updated data available.
- 6. The school leader will share overall progress towards the goals and share any celebrations and challenges.
- 7. The FSU CSO will assign a recorder from its staff as they read each of the questions from the check-in. A copy of the finalized notes will be sent to the academy and the CSO staff will submit it to Epicenter.

The following meeting prompts and structure should be used to guide the "Check-In" discussion.

Guiding Questions	Discussion Time
Review the <i>Bottom-Line Targets</i> , strategies to achieve those targets, and the timeline. How will these targets lead to improvement on M-STEP, PSAT, SAT, and/or NWEA?	10 minutes
Discuss any new data that may have been gathered (surveys, standardized assessment data, progress monitoring data, etc.).	5-10 minutes
Share the implementation of strategies and activities chosen to address the <i>Bottom-Line Targets.</i>	5-10 minutes
Discuss the quality of the strategies and the progress being made. Share how this has been communicated with the academy's Board of Directors.	10 minutes
Discuss future implementation plans and needs.	10 minutes
Are there any areas in which the Ferris State University Charter Schools Office could be of assistance? Are other external resources needed? Who is responsible?	5 minutes

Appendix I – Developing an Academic Monitoring Plan (AMP) Mid-Year Academic Monitoring Plan Check-In Discussion and Notes

Notes

Name of Academy: Date: Contributing Team Members (and Positions):

Review the *Bottom-Line Targets*, strategies to achieve those targets, and the timeline. Record any updates or changes below. How will these targets lead to improvement on M-STEP, PSAT, SAT, and/or NWEA?

Discuss any new data that may have been gathered (surveys, standardized assessment data, progress monitoring data, etc.). Does data show that the academy is on track to meet the timeline for *Bottom-Line Targets*?

Describe the implementation of strategies and activities chosen to address the Bottom-Line Targets.

Share the quality of the strategies and the progress being made that were discussed. How has the academy's Board of Directors been informed of the progress?

Appendix I – Developing an Academic Monitoring Plan (AMP) Mid-Year Academic Monitoring Plan Check-In Discussion and Notes

What future implementation plans and needs were discussed?

Are there any areas in which the Ferris State University Charter Schools Office could be of assistance? What other external resources are needed? Who is responsible?

End of Year Academic Monitoring Plan Discussion and Notes

Academies who are assigned to Tier III and IV as part of the school support protocol will be required to meet, either virtually or in person, with a member of the school support team after they have submitted their document in Epicenter. The purpose of this meeting is to share the outcomes of the current plan. The CSO team present will use the following guiding questions and meeting structure to ensure consistency in content and expectations.

Additional Recommendations:

- The meeting will be scheduled for 30-45 minutes
- The school leader will need to:
- Choose the representative(s) from the team that will be participating.
- All members will bring a copy of the MICIP plan, current AMP, and any relevant information needed to convey the outcomes from the plan, including the completed "End of the Year Progress" document.
- CSO members will bring any additional information available regarding the plan.
- The school leader will share a brief overview of the Academic Monitoring Plan.
- The FSU CSO will follow up by asking the following guiding questions (below).

The following meeting prompts and structure should be used to guide the discussion.

Guiding Questions	Discussion Time
Review the overall progress of the AMP. Share any celebrations and struggles over the school year.	5 minutes
Bottom Line Target #1: Was this target met? Share the progress data that was used to drive this decision. Were the strategies used successful? How do you know? Will you continue this strategy next year? Explain your reasoning.	5-10 minutes
Bottom Line Target #2: Was this target met? Share the progress data that was used to drive this decision. Were the strategies used successful? How do you know? Will you continue this strategy next year? Explain your reasoning.	5-10 minutes
Share how this has been communicated with the academy's Board of Directors.	5 minutes
Discuss the plan for next year and any needs.	5-10 minutes
Are there any areas in which the Ferris State University Charter Schools Office could be of assistance?	5 minutes

Appendix I - Developing an Academic Monitoring Plan (AMP) End of Year Academic Monitoring Plan Discussion and Notes

Notes

Name of Academy: Date: Contributing Team Members (and Positions):

Review the overall progress of the AMP. Share any celebrations and struggles over the school year.

Bottom Line Target #1: Was this target met? Share the progress data that was used to drive this decision. Were the strategies used successful? How do you know? Will you continue this strategy next year? Explain your reasoning.

Bottom Line Target #2: Was this target met? Share the progress data that was used to drive this decision. Were the strategies used successful? How do you know? Will you continue this strategy next year? Explain your reasoning.

How has this been communicated with the academy's Board of Directors?

Appendix I – Developing an Academic Monitoring Plan (AMP) End of Year Academic Monitoring Plan Discussion and Notes

What is the plan for next year? Does your academy have any specific needs regarding this plan?

Are there any areas in which the Ferris State University Charter Schools Office could be of assistance?

End of Year Academic Monitoring Plan

Must be submitted by June 30 of each year Name of Academy: Date of Report: End Date of Current Contract:

Contributing Team Members:

Bottom Line Target #1:

Related MICIP Goal:

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Appendix I - Developing an Academic Monitoring Plan (AMP) End of Year Academic Monitoring Plan Template

Bottom Line Target #2:

Related MICIP Goal:

School Year:	Baseline Data:								
Spring Progress on Target (include data):									
	Update on Strategies								
Strategy	Was the strategy successful? How do you know?	How will you proceed with this strategy next school year?							

Date of Board of Director's Approval:

Board President Signature:

Appendix J – Benton Harbor Charter School Academy Partnership Agreement

Benton Harbor Charter School Academy

Level of Support: Essential

Partnership Agreement Template 2022-2025

for Round Four Partnership Districts

This partnership agreement is entered on April 17, 2023 among the signatory partner entities, including Benton Harbor Charter School Academy, Authorizer Ferris State University, the Berrien Regional Education Services Agency, and the Michigan Department of Education (MDE). According to <u>Section 388.1622p of the Michigan</u> <u>Compiled Laws.</u> assignment of a district to a 3-year partnership is made by the state superintendent of public instruction. See **Appendix A** Levels of Support and District Requirements.

The above-named signatory partner entities agree that upon the commencement date of this partnership agreement, they shall collaboratively work to achieve the mutually agreed upon goals, including interim target benchmarks, and aligned end target outcomes for the local education agency (LEA), both traditional public school districts and public school academies (PSA) and schools named in this document. The purpose of the agreement is to improve student achievement at Benton Harbor Charter School Academy.

The purposes, terms, and conditions of this agreement are as follows:

I. COMPONENTS OF THIS AGREEMENT

The signatory partner entities will collectively assess the needs defined below in **Section I.A.1-5 and** develop a plan of support and interventions. Through increased collaboration and positive relationships, the signatory partners will implement Benton Harbor Charter School Academy's agreement with fidelity, resulting in improved academic achievement for all students. Within 90 days of assignment as a partnership district, signatory partner entities agree to collaboratively complete a partnership agreement that:

A. Utilizes the Michigan Integrated Continuous Improvement Process (MICIP) to "complete a comprehensive needs assessment in collaboration with an intermediate district, community members, education organizations, and postsecondary institutions, as applicable". <u>Section 388.1621h of the Michigan</u> <u>Compiled Laws</u>

The goals within the partnership agreement are generated from three state and two federal requirements. The process to generate goals is completed via the Areas of Inquiry as defined within the MICIP process and terminology. The five required Areas of Inquiry are:

State Requirements

- 1. The district's implementation and utilization of a multi-tiered system of supports (MTSS) to ensure it is used to appropriately inform instruction [MCL Section 388.1621h]
- 2. The district and school(s) building leadership and educator capacity to substantially improve student outcomes [MCL Section 388.1621h]
- 3. The district's classroom, instructional, operational practices, and curriculum to ensure alignment with research-based instructional practices and state curriculum standards [MCL Section 388.1621h]

Federal Requirements

- All components in the Michigan School Index for all schools identified for Comprehensive Supports and Improvement [Every Student Succeeds Act Sec. 1111.c.4.D]
- 5. Resource inequities, which include a review of district and school level budgeting via the Resource Allocation Review process [Every Student Succeeds Act Sec. 1111.c.4.D]

The MICIP platform will be used annually for partnership districts to outline strategies and activities for each goal, including funding and communication. The identified strategies for the goals should address whole child needs. A Partnership Agreement Report will be generated via MICIP and is a required attachment to this agreement.

- B. Includes an academic and financial operating or intervention plan, as part of the partnership agreement, that has been approved by the state superintendent or his/her designee addressing the needs identified in the comprehensive needs assessment [MCL Section 388.1621h]. Additionally, the academic and financial operating or intervention plan must:
 - 1. Identify how the district's MTSS is used to inform instruction appropriately
 - 2. Identify how the district's talent/staff management system, including specific details regarding district and school building leadership and educator capacity, will substantially improve student outcomes
 - 3. Identify how the district's instructional, curriculum, and operational practices align with research-based instructional practices and state standards unless required to complete a resource allocation review; the Partnership Agreement Report produced by MICIP will serve as the academic and financial operating or intervention plan.

Appendix J – Benton Harbor Charter School Academy Partnership Agreement

Benton Harbor Charter School Academy Partnership Agreement

- C. Includes aligned measurable 18-month interim target benchmarks and 36month end target outcomes that will be achieved for each school operated by the district that is included in the partnership agreement and subject to approval by the director of the OPD. [MCL Sections 388.1621h and 388.1622p]
- D. Includes two to five accountability measures:
 - 1. For a traditional district assigned as a partnership district, accountability measures under this subdivision <u>must</u> include the reconstitution of the school. [MCL Section 388.1622p]
 - For a PSA assigned as a partnership district, accountability measures under this subdivision <u>may</u> include the reconstitution of the school. [MCL Section 388.1622p]

One or more accountability measures must be imposed no later than the following school year if the district does not achieve the measurable academic outcomes for each school operated by the district that is subject to the partnership agreement.

E. Includes specific actions that will be taken by the district and each of its signatory partner entities to improve student achievement as measured by the Michigan School Index. [MCL Section 388.1621h]

II. PROCESS FOR COMPLETING THE PARTNERSHIP AGREEMENT

- A. Assessing Needs: Engaging in a process that assesses the district's needs reveals a picture of its achievements and challenges and identifies the factors critical to its success. This includes looking at several data sources, including academic, non-academic, and district/building systems, as well as a variety of data types: achievement, demographic, perception, and process, to identify the gap between the current and desired state.
 - 1. The district will assess needs via an iterative process on a regular basis throughout the continuous improvement cycle. The district will first look at district-wide data in the areas of inquiry and then look at the same school level data for the school(s) identified for CSI.
 - 2. The district and school will then engage in root cause analysis around the areas of inquiry to discern the primary contributing factor(s), identify challenges or opportunities for growth, and identify assets that can be leveraged to address those opportunities.
- B. Plan, Implement, and Monitor: Goals provide a sense of direction, motivation, and clear focus for improvement and are a result of the needs assessment defined in **Section II.A**. The partnership district will define a minimum of three goal areas with specific, measurable, attainable, relevant, and time-bound (SMART) benchmarks and outcomes. Goal areas will include

Appendix J - Benton Harbor Charter School Academy Partnership Agreement

Benton Harbor Charter School Academy Partnership Agreement

a minimum of one aligned pair of 18-month interim target benchmarks and accompanying 36-month end target outcomes as detailed in the table found in **Section XVII**. See **Appendix C** Example Benchmarks and Outcomes Table.

- 1. The district and school will outline goals, strategies, and activities that, when implemented with fidelity, will help the district reach its goals, meet whole child needs, and achieve success.
- The district will identify and include 18-month interim target benchmarks and 36-month end target outcomes aligned to the previously identified goals. This will be completed in the table found in Section XVII. Requirements for benchmarks and outcomes must include the following:
 - state assessments for at least one 18-month interim target benchmark and aligned 36-month end target outcome measuring proficiency or growth [MCL 388.1622p]
 - local student data for at least one 18-month interim target benchmark and aligned 36-month end target outcome
 - process data for at least one 18-month interim target benchmark and aligned 36-month end target outcome
 - a minimum three (3) percentage point increase in proficiency on state assessments; the desired increase shall be based upon the current value and an increase that would likely result in a Michigan School Index score above the bottom 5%
 - at least one 18-month interim target benchmark and aligned 36-month end target outcome that addresses literacy
 - at least one 18-month interim target benchmark and aligned 36-month end target outcome that addresses mathematics

While goals, 18-month interim target benchmarks, and 36-month end target outcomes do not change, a partnership district will monitor and may need to adjust strategies, activities, funding, and communication to attain the final goal.

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III. REVIEW OF BENCHMARKS, OUTCOMES, AND IDENTIFICATION

Evaluating the attainment of interim benchmark target and end outcome target measures occurs twice during the life of the partnership agreement. Each evaluation follows established business rules and includes reviewing the partnership district's capacity, fidelity, the extent of reaching the targeted population or stage of implementation (scale/reach), and the impact of identified goals.

- A. Interim Target Benchmark Review (BR): attainment of interim target benchmarks is reviewed at the 18-month mark of the partnership agreement to determine whether schools and districts are On-Track, Off-Track with Progress, or Off-Track in meeting the goals of its partnership agreement.
- B. Summary Report and Academic Outcome Evaluation: attainment of end target outcomes are reviewed at the 36-month mark of the partnership agreement and termed PA Summary Report or a 36-month Academic Outcome Evaluation (AOE). An AOE is specific to state legislation, and federal identification levels for support to determine the application of accountability measures defined in **Section XV** of the agreement should a school within the partnership agreement be re-identified for CSI.

IV. TERMS AND CONDITIONS

Benton Harbor Charter School Academy retains control of the school(s) named in this agreement. The Michigan Department of Education and the partners named in this agreement will provide mutually agreed-upon support to meet the benchmarks and outcomes.

V. SIGNATORY PARTNERS

The Benton Harbor Charter School Academy board of education president, Benton Harbor Charter School Academy superintendent, (including Ferris State University); the Berrien Regional Education Services Agency superintendent; and the director of the Office of Partnership Districts are the signatory partners and serve as the primary decision-makers for this agreement.

VI. REQUIREMENTS OF PARTNERSHIP DISTRICTS

- A. Participate in Michigan Data Hub.
- B. Provide permission for the appropriate benchmark assessment vendor (i.e., NWEA, Curriculum Associates, Renaissance Learning, or Data Recognition Corporation) to transfer student-level benchmark assessment data from the fall and spring of each year to the Michigan Data Hub for Education Policy Innovation Collaborative (EPIC) Michigan State University (MSU)'s research of the partnership district model. Family Educational Rights and Privacy Act (FERPA)shall be followed as required by law.

- C. Complete surveys as requested by OPD, including EPIC's annual survey of partnership school teachers and principals, with a minimum participation rate of 50% and a minimum participation rate of 30% for teachers and principals in non-partnership schools.
- D. Participate in EPIC's qualitative data collection efforts if asked to do so by the EPIC research team.
- E. Consider local school board training, potentially by the Michigan Association of School Boards (MASB) or a similar organization.

VII. PERIOD OF AGREEMENT

The partnership agreement shall commence on November 29, 2022 and expire on November 28, 2025. The partnership agreement is completed after the Academic Outcome Evaluation (AOE), or Partnership Agreement Summary Report has been completed. See **Appendix B** Partnership Agreement Timeline and **Appendix D** for Public School Academies.

VIII. PARTNERSHIP DISTRICT ASSIGNMENT

The district is released from its partnership district assignment only when it has no schools identified for CSI, excluding alternative education schools.

IX. AMENDMENTS

This partnership agreement shall not be modified, altered, or amended except by a written agreement duly executed by all signatory parties to this agreement in accordance with the terms hereof.

X. SUCCESSORS and ASSIGNS

The covenants, conditions, and agreements in this partnership agreement shall be binding upon and inure to the benefit of each party, their respective legal representatives, successors, and assignees.

XI. NO INDEMNIFICATION

There shall be no indemnification of any party by any other in regard to liabilities arising out of the functions covered by this agreement. All parties shall be responsible for their liabilities and defense as determined by law.

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XII. NOTICES

Any notice to be given in connection with any of the terms or provisions of this agreement shall be in writing and be given in person, by facsimile transmission, courier delivery service or by mail, or electronic delivery with receipt notification, and shall become effective (a) on delivery if given in person, (b) on the date of delivery if sent by unsecured e-mail, facsimile transmission or other similar unsecured electronic methods or by courier delivery service, or (c) four business days after being deposited in the mail, with proper postage for first-class registered or certified mail, prepaid. Until notified in writing by the appropriate party of a change to a different address, notices shall be addressed as follows:

If to the District:

Benton Harbor Charter School Academy 455 Riverview Dr. Benton Harbor, MI 49022 Attn: Laura Moellering Jean Nesbitt President Board of Education

If to the Intermediate School District:

Berrien RESA 711 Saint Joseph Avenue. PO Box 364. Berrien Springs, MI 49103 Attn: Eric Hoppstock

If to Michigan Department of Education:

Michigan Department of Education 608 West Allegan Street P.O. Box 30008 Lansing, MI 48909 Attn: Dr. William Pearson Director of OPD

If to the Authorizer (if applicable):

Ferris State University Charter Schools Office 1020 Maple Street Big Rapids, MI 49307 Attn: Chris A White Assoc. Director

XIII. ADDITIONAL PARTNERS

The following entities have been identified and have agreed to serve as additional partners in pursuit of achieving the purposes of this agreement:

A. Choice Schools Associates 5251 Clyde Park Ave., SW Wyoming, MI 49509

XIV. SCHOOLS IDENTIFIED FOR SUPPORT BY THIS AGREEMENT

- A. Schools identified for CSI listed below must identify aligned 18-month interim target benchmarks and 36-month end target outcomes in Section XVII Goals, Interim Target Benchmarks, and End Target Outcomes.
 - 1. Benton Harbor Charter School Academy
- XV. SCHOOL ACCOUNTABILITY MEASURES [MCL Section 388.1622p] For each school listed in Section XIV.A that is re-identified for CSI and achieves one third (33.33%) or less of local and state assessment academic 36-month end target outcome measures as defined in Section XVII, Benton Harbor Charter School Academy, Berrien Regional Education Services Agency, Ferris State University, and MDE will impose one of the mutually agreed upon measures:
 - A. Reconstitute as defined in [MCL Section 388.1622p] for districts and <u>MCL Section 380.507</u>, <u>MCL Section 380.528</u>, and <u>MCL Section 380.561</u> for public school academies, or
 - B. The following accountability measure:
 - 1. The Academy will evaluate whether or not school leadership, including the principal, shall be replaced.
 - The Academy will reevaluate its curriculum and its implementation, to respond to low student achievement and determine if the curriculum should be replaced and/or if teacher training, coaching, and feedback is adequate.
 - 3. The Board of Education and the educational service provider (ESP) will evaluate the leadership of the superintendent.

If applicable, at the end of this agreement, school accountability measures are to be imposed no later than the 2026-2027 school year. The implementation of the selected accountability measure(s) will be incorporated in the subsequent partnership agreement via benchmarks and outcomes, or assurances.

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XVI. ASSURANCE OF ACTIONS

A. Benton Harbor Charter School Academy BOARD OF EDUCATION ACTIONS TO BE TAKEN:

- 1. Support the superintendent and school leader in implementation of the partnership agreement.
- 2. Ensure that the school/district community is meaningfully engaged in the implementation of the partnership agreement.
- 3. Align all School Board meeting agendas to major responsibilities of the School Board and related to the partnership agreement
- B. Benton Harbor Charter School Academy SUPERINTENDENT and PRINCIPAL ACTIONS TO BE TAKEN:
 - 1. Provide monthly updates to the Benton Harbor Charter School Academy Board of Directors regarding the status of the PSA as it relates to the implementation of this Agreement and the achievement of the goals defined herein.
 - 2. Conduct annual presentation at local school board meeting regarding partnership agreement progress (required of Essential Level).
 - 3. Provide monthly updates to the BHCSA instructional staff regarding the status of the PSA as it relates to the implementation of this Agreement and the achievement of the goals defined herein during the monthly MICIP meetings.
 - 4. Ensure that the school/district community is meaningfully engaged in the implementation of this agreement.
 - 5. Schedule meetings with the partnership agreement liaison and partners to discuss progress on the partnership agreement implementation.
- C. Berrien Regional Education Services Agency ACTIONS TO BE TAKEN:
 - 1. Implement Berrien Regional Education Services Agency Regional Assistance Grant (RAG) service plan in conjunction with the partnership agreement and actively support Benton Harbor Charter School Academy.
 - 2. Assign an implementation facilitator who will serve as the primary point of contact for Benton Harbor Charter School Academy and will be meaningfully engaged in the implementation of the partnership agreement and RAG service plan.
 - D. Ferris State University ACTIONS TO BE TAKEN (if applicable)
 - 1. Is meaningfully engaged in the implementation of the partnership agreement.

Appendix J – Benton Harbor Charter School Academy Partnership Agreement

Benton Harbor Charter School Academy Partnership Agreement

- 2. Provide support though the Ferris State University CSO
- 3. A representative from the Ferris State University CSO will attend Board of Directors meetings to monitor updates on implementation of the agreement.
- A representative from the Ferris State University CSO will review educational contractual goals and academic monitoring plan goals on a quarterly basis.
- E. MDE ACTIONS TO BE TAKEN:
 - 1. Assign a partnership agreement liaison (PAL) who will serve as the primary point of contact for Benton Harbor Charter School Academy and will be meaningfully engaged in the implementation of the partnership agreement.
 - 2. Work with the School Leader, Superintendent, and staff to ensure the successful implementation of the partnership agreement.
 - 3. Garner additional support from key personnel and offices within the MDE, other partners and other state agencies to successfully reach the partnership agreement goals.
 - 4. The Partnership agreement liaison shall assist the district in identifying barriers to the partnership agreement and work to minimize those barriers.
 - 5. Provide opportunities for support and resources to the district to help implement the partnership agreement, subject to availability of funds.
 - Assign a team of individuals from other MDE offices with expertise in comprehensive school and district improvement to ensure that resources are being used as efficiently and effectively as possible to improve student academic achievement and to ensure district financial stability. [MCL Section 388.1621h]
 - 7. The Partnership Agreement Liaison shall work collaboratively with the superintendent on updates on the implementation of the Partnership Agreement for the Benton Harbor Charter School Academy school board and will attend school board meetings as the Partnership Agreement Liaison and OPD Director's schedule allows.

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XVII. GOALS, INTERIM TARGET BENCHMARKS, AND END TARGET OUTCOMES

The partnership district will define goal areas resulting from the district's areas of inquiry. Each goal area will include a minimum of one aligned pair of 18-month interim target benchmarks and 36-month end target outcomes.

- A. District must have at least three and at most nine goal areas.
- B. One or more goal areas must include at least one aligned pair of 18-month interim target benchmarks and 36-month end target outcomes that measure proficiency or growth that puts students on track to be proficient. [MCL Section 388.1622p]
- C. Must include at least one 18-month interim target benchmark and aligned 36month end target outcome based on:
 - 1. state assessment results,
 - 2. process data, and
 - 3. local student data
- D. Must include at least one 18-month interim target benchmark and aligned 36month end target outcome to address literacy, and one 18-month interim target benchmark and aligned 36-month end target outcome to address mathematics.
- E. Districts are required to indicate goal alignment with Michigan's Top Ten Strategic Education Plan (SEP) if applicable.

Michigan's Top Ten Strategic Education Plan Goals:

- 1. Expand early childhood learning opportunities
- 2. Improve early literacy achievement
- 3. Improve the health, safety, and wellness of all learners
- 4. Expand secondary learning opportunities for all students
- 5. Increase the percentage of all students who graduate from high school
- 6. Increase the percentage of adults with a post-secondary credential
- 7. Increase the numbers of certified teachers in areas of shortage
- 8. Provide adequate and equitable school funding

Appendix J – Benton Harbor Charter School Academy Partnership Agreement

Benton Harbor Charter School Academy Partnership Agreement

#	Goal Area	Building Name	Bldg Code					18-month Interim Target Benchmarks
1	Tier 1 Instruction	Benton Harbor Charter School Academy	08706	State	2	M-Step	By May 2025 3-8th grade Full Academic Year (FAY)12% of students will be proficient on English Language Arts State Assessment.	By May 2024 3-8th grade Full Academic Year (FAY) 9% of students will be proficient on the English Language Arts State Assessment
2	Tier 1 Instruction	Benton Harbor Charter School Academy	08706	State		M-Step	By May 2025 3-8th grade Full Academic Year (FAY) 10% of students will be proficient on Math State Assessment.	By May 2024 3-8th grade Full Academic Year (FAY) 4.5% of students will be proficient on the Math State Assessment
3	Tier 1 Instruction	Benton Harbor Charter School Academy	08706	Local	2	NWEA MAP	By May 2025 K-8th grade students will be at or above the 31st Median Growth Percentile on Spring NWEA for Reading. (FSU Contract Requirement)	By May 2024 K-8th grade students will be at or above the 25th Median Growth Percentile on Spring NWEA for Reading. (FSU Contract Requirement)
4	Tier 1 Instruction	Benton Harbor Charter School Academy	08706	Local		NWEA MAP	By May 2025 K-8th grade students who have both fall and spring results will be at or above the 40th Median Growth Percentile on Spring NWEA for Math. (FSU Contract Requirement)	By May 2024 K-8th grade students who have both fall and spring results will be at or above the 34th Median Growth Percentile on Spring NWEA for Math. (FSU Contract Requirement)
5	MTSS Implementati on	Benton Harbor Charter School Academy	08706	Process	3	Behavior TFI	By May 2025 all features for Tier 1 Schoolwide PBIS TFI will show as partially or fully implemented.	By May 2024 the Schoolwide PBIS Tiered Fidelity Inventory (TFI) is completed to gather baseline data and identify action steps.

Benchmarks and Outcomes Table

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Appendix J - Benton Harbor Charter School Academy Partnership Agreement

#	Goal Area	Building Name	Bldg Code		SEP Goal #		36-month End Target Outcomes	18-month Interim Target Benchmarks
6	MTSS Implementati on	Benton Harbor Charter School Academy	08706	Process	2	Reading TFI	By May 2025 all items under Tier 1 of the Reading TFI will show as partially or fully in place.	By May 2024 the Reading Tiered Fidelity Inventory (TFI) is completed to gather baseline data.
7	MTSS Implementati on	Benton Harbor Charter School Academy	08706	Process	2	Acadience Progress Monitoring	By May 2025 utilize Acadience data to measure the impact of interventions.	By May 2024 utilize Acadience to identify appropriate interventions.
8	Improved Attendance Whole Child	Benton Harbor Charter School Academy	08706	Process		Panorama Surveys	By May 2025, parent engagement will increase to reflect 100 individual responses on the Parent Panorama Survey.	By May 2024, parent engagement will increase to reflect 75 individual responses on the Parent Panorama Survey.
9	Improved Attendance Whole Child	Benton Harbor Charter School Academy	08706	Process	3	Panorama Surveys	By May 2025, the Parent Panorama Survey will indicate that 70% or more of families are satisfied with their childs' school.	By May 2024, the Parent Panorama Survey will indicate that 60% or more of families are satisfied with their childs' school.
10	Improved Attendance Whole Child	Benton Harbor Charter School Academy	08706	Process	3	Panorama Surveys	By May 2025, the Student Panorama Survey will show an increase in at least 4 of the 6 categories from Spring 2024.	By May 2024, the Student Panorama Survey will show an increase in at least 4 of the 6 categories from Fall 2023.
11	Improved Attendance Whole Child	Benton Harbor Charter School Academy	08706	Local		Power- school	By May 2025, the percent who are chronically absent will reduce to 45%.	By May 2024, the percent who are chronically absent will reduce to 65%.

Benton Harbor Charter School Academy Partnership Agreement

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The persons who have executed this agreement represent that they are duly authorized to execute this agreement on behalf of the party for whom they are signing.

Signatory Partner Entities-Required

District Superintendent	District Board President
Signature	Signature N, Glan Mishett
Printed Name	Printed Name
Laura Moellering	Jean Nesbitt
Date	Date
3-28-2023	3-28-2023
ISD Superintendent	PSA Authorizer (if applicable)
Signature Fine Hoppstock	Signature
Printed Name / /	Printed Name
Eric Hoppstock	Dr. Ron Rizzo, Director of Charter Schools
Date April 13, 2023	Date April 13, 2023
Michigan Department of Education	
Signature William a. Pearson	
Printed Name William A. Pearson	
Date 5/10/2023	

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v.2023.03.08

Appendix A Levels of Support and District Requirements

(From OPD's Comprehensive Guide)

Expectation	Fundamental	Essential		Responsible Party
Liaison schedules on-site meetings with district leadership to review partnership agreement progress	Every other month (minimum)	Monthly (minimum)	Twice a month	OPD
Liaison schedules on-site meetings with district leadership and ISD representatives to review partnership agreement progress	Quarterly	Every other month	Monthly (Includes OPD director/ asst. director)	OPD
OPD director or assistant director conducts school visits	Twice a Year	Quarterly	Monthly	OPD
OPD director or assistant director participates in writing the partnership agreement	Not Applicable	Not Applicable	Applicable	OPD
District superintendent conducts presentation(s) at local school board meetings regarding partnership agreement progress	Not Applicable	Annually	Semi- Annually	District
Required to consider local school board training, potentially by MASB or a similar organization	Not Applicable	Not Applicable	Applicable	District

Appendix A Levels of Support and District Requirements

(From OPD's Comprehensive Guide)

Expectation	Fundamental	Essential	Intensive	Responsible Party	
	-				
Districts must disaggregate data at the school level to determine	1	\checkmark	\checkmark	District	
	N N	N	N	District	
areas of need.					
Districts must participate in MI	V	\checkmark	\checkmark	District	
Data Hub.					
Districts are required to complete	\checkmark	\checkmark	\checkmark	District	
surveys as requested by OPD,	Ň	Ň	Y	District	
including EPIC's annual survey.	-				
Districts must develop 18-month					
interim target benchmarks and	\checkmark	\checkmark	\checkmark	District	
aligned 36-month end target				um oronalise ender se	
outcomes. Districts must include					
accountability measures in the					
partnership agreement;					
traditional districts must include	\checkmark	\checkmark	\checkmark	District	
"reconstitution"; PSAs may					
include "reconstitution."					
Districts must include specific					
actions to be taken by all		<i>r</i> .			
partners in the partnership	\checkmark	\checkmark	\checkmark	District	
agreement.					
Districts are encouraged to have	-				
at least one community partner	~ F	~ E			
based on the needs assessment	\checkmark	\checkmark	\checkmark	District	
in the partnership agreement.					
Districts/Liaisons are to ensure a			2		
representative from MDE, OPD,	- F	- F	1	District	
and the ISD attends partnership	\checkmark	\checkmark	\checkmark	OPD	
agreement meetings.					
Signatory partners collaboratively				3	
complete the needs assessment					
utilizing MICIP and assists the	\checkmark	\checkmark	\checkmark	Partners	
district in developing the					
partnership agreement.					
Liaison facilitates Benchmark			21		
Review (BR) and AOE	\checkmark	\checkmark	\checkmark	OPD	
preparation.					
Liaison facilitates 21(h) requests					
to ensure alignment with the	\checkmark	\checkmark	\checkmark	OPD	
partnership agreement.					

Appendix J – Benton Harbor Charter School Academy Partnership Agreement

Benton Harbor Charter School Academy Partnership Agreement

Appendix B Partnership Agreement Development Timeline

(From OPD's Comprehensive Guide)

Action Item	When	How	Responsible Party
Schools Identified for CSI,	November 10, 2022	MDE	Office of Educational
ATS, TSI Support		Memorandum	Assessment and Accountability
Notification and Assignment as Partnership District (CSI Schools)	November 29, 2022	OPD Letter	OPD Director
Partnership Agreement (PA) Assignment - Levels of Support Webinar	December 12, 2022 AM December 14, 2022 AM December 14, 2022 PM	Virtual	OPD
Introductory Meeting w/Assigned PAL, OPD Director, or Asst. Director (if applicable), and District Superintendent/PSA School Leader	December 15, 2022 – January 13, 2023	Virtual or In- Person	OPD PAL OPD Director or Asst. Director*
Partnership Agreement Development Meeting	December 16, 2022 – February 3, 2023	In-Person	OPD PAL OPD Director or Asst. Director*
Intermediate Meetings to Complete MICIP Needs Assessment, Develop, and Complete PA	December 19, 2022 - April 14, 2023	In-Person	District ISD/RESA OPD PAL OPD Director or Asst. Director*
Obtain Signatures for PA and submit it to the MDE	By April 17, 2023	TBD by District	District PAL Superintendent/ PSA School Leader
PA Implementation	No Later Than April 18, 2023	Signatures of required parties	

*If applicable

Appendix D Public School Academies

This Appendix applies if the school named in the Partnership Agreement is a public school academy as defined in MCL 380.5(7).

A. Period of Agreement. Termination of the charter contract between the public school academy and the authorizer ("Contract") shall not affect the Agreement term. If the Authorizer terminates or does not reauthorize the Contract, the Authorizer's obligations under this Agreement automatically terminate on the same day as the Contract terminates. If a different authorizing body issues a new charter contract to the Academy, the Academy must ensure before executing that charter contract that the new authorizing body has signed the Agreement and assumes the authorizer's rights and obligations under the Agreement for the remainder of its term.

Nothing in this Agreement shall prevent the Academy or Authorizer from exercising other termination or revocation rights set forth in the Contract or under applicable law.



Bi-Monthly Level of Support Partnership Agreement Progress Meeting Agenda Benton Harbor Charter School Academy

BHCSA Partnership Agreement Template.v2022-2025(1).docx - Google Docs

September 17, 2024 - 10:00am-1:00pm In-Person: Front Office Conference Room Virtual Link:

Purpose

Team Members (Bolded names indicate members present.)

Name	Organization	Role	
Ashley Smith	Benton Harbor Charter School Academy	Principal	
Kendra Zichterman	Benton Harbor Charter School Academy	Dean of Culture	
Ashley Bloomer	Benton Harbor Charter School Academy	Instructional Coach, MICIP Committee Lead	
Lauren Gillis	Benton Harbor Charter School Academy	Instructional Coach, MICIP Committee Lead – Tier 1 Instruction Math	
Lourdes Sanasie	Benton Harbor Charter School Academy	Dean of Students, MICIP Committee Lead – MTSS, Behavior	
Thomas Grey	Benton Harbor Charter School Academy	Parent Liaison (Attendance), MICIP Committee Lead – Whole Child	
TBD	Benton Harbor Charter School Academy	Student Services Coordinator, MICIP Lead - MTSS	
Laura Moellering	Choice Schools Associates	Area Superintendent	
Amey Dryer	Choice Schools Associates	Director of Scholar Education and Development; MICIP Lead	
Robert Holst	Choice Schools Associates	Finance Director	
Mandy Patouhas	Choice Schools Associates	Federal and State Grants Coordinator	
Sue Wakefield	Ferris State University	Field Rep – Benton Harbor	
Chris Loiselle	Ferris State University	Director of Charter Schools Office	
Beth Taylor	Ferris State University	School Support Specialist	
Lisa Pattison	Berrien RESA	Continuous Improvement and State and Federal Programs Consultant	
Lisa Francisco	MDE-Office of Partnership Districts	Partnership Agreement Liaison	

Meeting Roles

Amey Dryer (MICIP) and Lisa Francisco Ashley Smith	

Team Norms

• Be present and prepared.

• Watch your airtime.

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No personal identification information is included or uploaded in MICIP or other

- Mindful use of technology.
- Engage with the work.
- Remember this is a team effort to support student outcomes.

Tasks and Activities Time Allotted Action Items Facilitator Resources 5 Minutes Welcome, Review Team Norms and Meeting Agenda Lisa F. **Priority Report Out** Ashley BHCSA 24-25 Continuous Kendra **Priority One** Improvement Plan For each strategy - Synopsis of the look for data at the student, staff, and leader level; . • Results from Leadership Meeting - what they have noticed and adjusting Garner input from the partners on the synopsis Thought-partnering • Notes: Phase 1 Impact: needs improvement, developing, or effective; assign to Friday PD workshops based upon the observations (columns L-Q); beginning to focus on columns F-J **Priority Two** • For each strategy - Synopsis of the look for data at the student, staff, and leader level; results from Leadership Meeting - what they have noticed and adjusting Garner input from the partners on the synopsis • Thought-partnering Notes: Not yet; need for training U-Fly; Haggerty; Lexia; IExcel; Link to UFLI Training at Berrien RESA; Ashley to check w/Bloomer to do training of some teachers/all aides on UFLI **PAL On-Site Support** Interim Target Benchmark evidence upload needs for MICIP monitoring (data set, reflection on Laura Benchmark/Outcome Implementation, Scale/Reach, Capacity and Impact. Amey Requirement Tally Sheet -Ashley Google Sheets **Tier 1 Instruction:** (Confirm Beth Taylor 6-21.2024 email on SCGP vs. Student Median CGP) Staff Feedback Ferris State University is using the Partnership Agreement benchmarks goals, Interim Target Benchmarks, and End Target Outcomes to replace the Academic Monitoring Plan and "bottom line targets" May Staff Presentation requirements. An AMP replaces the Academic Contractual Goals for schools that are labeled at Tier IV for Academic Support. (9-17-24)

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Way of Work certified tool v3

reports.



Time Allotted	Action	ltems	Facilitator	Resources
	1.	By May 2024 3-8th grade Full Academic Year (FAY) 9% of students will be proficient on the		
		English Language Arts State Assessment. In spring 2022, 8% of students were proficient (M-Step		
		and PSAT) (UNOFFICIAL MET - BHCSA M-Step Target work - Google Sheets)		
	2.	By May 2024 3-7th grade Full Academic Year (FAY) 4.5% of students will be proficient on the		
		Math State Assessment. In spring of 2022, no students were proficient (M-Step and PSAT)		
		(UNOFFICIAL NOT MET - BHCSA M-Step Target work - Google Sheets)		
	1.	By May 2024 K-8th grade students will be at or above the 25th Median Growth Percentile on		
		Spring NWEA for Reading. (FSU Contract Requirement). The winter 2023 MGP for Reading was		
		23. (MET - 26 Spring 2024)		
	2	By May 2024 K-8th grade students who have both fall and spring results will be at or above the		
	2.			
		34th Median Growth Percentile on Spring NWEA for Math. (FSU Contract Requirement) The winter 2023 MGP for Math was 26. (MET - 30 Spring 2024)		
		winter 2025 MGP for Math was 20. (MET - 50 Spring 2024)		
	MTSS:			
	1.	By May 2024 the Schoolwide PBIS Tiered Fidelity Inventory (TFI) is completed to gather baseline		
		data and identify action steps. (Met)		
	2.	By May 2024 the Reading Tiered Fidelity Inventory (TFI) is completed to gather baseline data.		
		(Met)		
		By May 2024 utilize Acadience to identify appropriate interventions. (Not Met)		
	Whole			
	1.	By May 2024, parent engagement will increase to reflect 75 individual responses on the Parent		
		Panorama Survey. In Fall of 2022, there were 42 parent responses.(Met) a. Parent # Submitted - 80 Currently		
	2	By May 2024, the Parent Panorama Survey will indicate that 60% or more of families are		
	2.	satisfied with their childs' school. In Fall 2022, 48% of parents indicated satisfaction with BHCSA.		
		(TBD)		
	3.	By May 2024, the Student Panorama Survey will show an increase in at least 4 of the 6		
		categories from Fall 2023. (Not Met)		
		a. 4th grade did not take Spring survey		
		b. Survey direction for Grades 6-8 to respond based upon teacher/classroom specificity		
		likely skewed responses		

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Time Allotted	Action Items				Facilitator	Resources
			re accurate teacher a	ssignment for students when		
	com	pleting			-	
		Grades 3-5	Fall 2023	Spring 2024		
		Classroom Belonging	61%	57		
		Classroom Climate	58%	46		
		Classroom Engagement	69%	50		
		Classroom Rigorous Expectations	71%	68		
		Classroom Teacher-Student Relationships	74%	63		
		Pedagogical Effectiveness	72%			
		School Climate	90%	46		
		Grades 6-8	Fall 2023	Spring 2024		
		Classroom Belonging	62%	27]	
		Classroom Climate	74%	27]	
		Classroom Engagement	64%	26		
		Classroom Rigorous Expectations	68%	56		
		Classroom Teacher-Student Relationships	74%	51		

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Time Allotted	Action Items				Facilitator	Resources
		Pedagogical Effectiveness	73%			
		School Climate	94%	27		
	students were	he percent who are chror chronically absent. (Met) ic Absenteeism - 57% (Me		ce to 65%. ln 2021-22, 72%	5 of	
	Section 21(h) and RAG I					
	 Unutilized FY24 	o FY23 and FY24 allocatic professional learning on				
	FY25 new requi	4 Retention Awards to est application window in to further discuss possible		per 28; team will meet on		
0-15 Minutes	Berrien RESA/Updates				Lisa P.	
	 Red Th Macket Cornel Restor Attence 	Service Plan submitted t rread Knowledge In Books II TCIS Training ative Practice Training lance Training r UFLY and Hagerty traini				
.0-15 Minutes		ls nounced; review video re tured Conference Logistic	7.4	ïce hours	Lisa F.	Comprehensive Guide for Partnership Districts
5 Minutes		Bi-Monthly Partnership A f Phase 1 completion; incl status			Team	BHCSA-PA Planning Calendar.docx - Google Docs
	Next Meeting Date - 10a	im-1pm:				

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Time Allotted	Action Items		Facilitator	Resources
	 Nov 6, 2024- Benchmark 	Review Structured Conference (8:30-11:30am)		
	 Nov 19, 2024 			
	 January 21, 2025 			
	 March 18, 2025 			
	 May 20, 2025 			
	Notes:			
10 Minutes	Communication Plan -			
	 What 			
	To Whom			
	By Who			
	By When			
5 Minutes	Closing			
	Notes:			

Actions			
#	Action Needed	By Whom	By When
1			
2			
3			
4			
5			
6			

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