

# FERRIS STATE UNIVERSITY

---

CHARTER SCHOOLS OFFICE



**2025 UNIVERSITY REPORT  
ON AUTHORIZING**





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# 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.
- 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.
- l) 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.



# Executive Summary

The Ferris State University Charter Schools Office (FSU CSO) authorizing report outlines its efforts in ensuring academic, financial, operational, and governance standards across its portfolio of charter schools. The 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 National Association of Charter School Authorizers (NACSA) standards, 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, and conflict of interest requirements.

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

The FSU CSO had not closed any schools and had not authorized any new general education academies 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 during the 2024-25 academic 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 the Appendix to this Report.

This summary reflects the FSU CSO's commitment to quality charter school authorization, 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 23 academies comprised of 35 campuses, and 10,055.55 students spread across Michigan (see map-next page).

## Portfolio Description

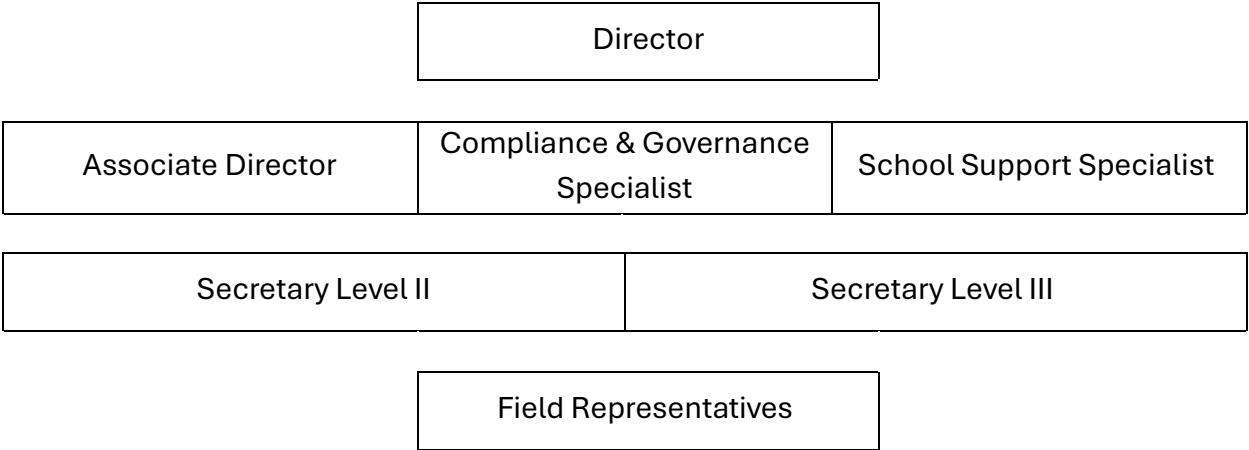
The grade level distribution of the portfolios is as follows:

11	PreK-8
4	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 2024-2025 the CSO was composed of six full-time staff, and six part-time staff.

### CSO Organizational Chart



The FSU CSO is a founding member of the Michigan Council of Charter School Authorizers (MCCSA). In addition, 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.



## Ferris State University Authorized Charter School Locations

<b>Battle Creek Montessori Academy (PK-8)</b>	399 N. 20th St., Springfield, MI 49037
<b>Benton Harbor Charter School Academy (PK-8)</b>	455 Riverview Dr., Benton Harbor, MI 49022
<b>Blended Learning Academies Credit Recovery High School (9-12)</b>	1754 E. Clark Rd., Lansing, MI 48906 ( <b>Lansing Campus</b> ) 30218 Plymouth Rd., Livonia, MI 48150 ( <b>Livonia Campus</b> )
<b>Bridge Academy (PK-12)</b>	9600 Buffalo St., Hamtramck, MI 48212 ( <b>East Campus</b> ) 3120 Carpenter Ave., Detroit, MI 48212 ( <b>West Campus</b> ) 3105 Carpenter Ave., Detroit, MI ( <b>Bridge Impact</b> )
<b>Clara B. Ford Academy (5-12)</b>	20651 W. Warren Ave., Dearborn Heights, MI 48127
<b>Creative Technologies Academy (K-12)</b>	350 Pine St., Cedar Springs, MI 49319
<b>Hope Academy of West Michigan (K-12)</b>	240 Brown St., SE, Grand Rapids, MI 49507
<b>Hope of Detroit Academy (K-12)</b>	4443 N. Campbell St., Detroit, MI 48210 ( <b>Elementary Campus</b> ) 4444 35th St., Detroit, MI 48210 ( <b>MS/HS Campus</b> )
<b>Horizon Science Academy New Bedford (K-8)</b>	6315 Secor Rd., Lambertville, MI 48144
<b>Huron Academy (PK-8)</b>	36301 Utica Rd., Clinton Township, MI 48035
<b>Joy Preparatory Academy (PK-8)</b>	15055 Dexter Ave., Detroit, MI 48238
<b>Learn4Life Pontiac (9-12)</b>	142 Auburn Ave., Pontiac, MI 48342
<b>Lighthouse Academy (1-12)</b>	2950 M-179, Hastings, MI 49058 ( <b>Barry County Community Building</b> ) 4507 170th Ave., Hersey, MI 49639 ( <b>Eagle Village</b> ) 12263 James St., Holland, MI 49424 ( <b>Juvenile Justice Institute</b> ) 1161 W. Southern Ave., Muskegon, MI 49442 ( <b>Muskegon Community Building</b> ) 12120 Fillmore St., West Olive, MI 49460 ( <b>Ottawa Juvenile Detention Center</b> ) 3330 36th St., SE, Kentwood, MI 49508 ( <b>South Campus</b> ) 701 Ball Ave., NE, Grand Rapids, MI 49503 ( <b>The Pier</b> ) 205 East Apple Ave., Muskegon, MI 49442 ( <b>The Port</b> ) 1501 Cedar St., NE, Grand Rapids, MI 49503 ( <b>Waalkes</b> )
<b>Marshall Academy (K-12)</b>	18203 Homer Rd., Marshall, MI 49068
<b>Michigan Collegiate (PK-12)</b>	16911 Eastland St., Roseville, MI 48066 ( <b>Elementary Campus</b> ) 31300 Ryan Rd., Warren, MI 48092 ( <b>MS/HS Campus</b> )
<b>Michigan Connections Academy (K-12)</b>	3950 Heritage Ave., Ste 100, Okemos, MI 48864
<b>Muskegon Montessori Academy for Environmental Change (PK-8)</b>	2950 McCracken St., Norton Shores, MI 49441
<b>Northridge Academy (PK-8)</b>	4100 W. Coldwater Rd., Flint, MI 48504
<b>Pillars Academy (PK-8)</b>	26555 Franklin Rd., Southfield, MI 48033
<b>Pittsfield Acres Academy (K-5)</b>	4377 Textile Rd., Ypsilanti, MI 48197
<b>Red Oak Academy (K-8)</b>	22280 E. Price Dr., Clinton Township, MI 48035
<b>Voyageur Academy (K-12)</b>	4321 Military St., Detroit, MI 48210 ( <b>Voyageur Academy</b> ) 4366 Military St., Detroit, MI 48210 ( <b>Voyageur College Prep</b> )
<b>William C. Abney Academy (DK-8)</b>	1435 Fulton St. E, Grand Rapids, MI 49503

## Section A – Introduction

## Section B – Core Authorizing Responsibilities and Activities

### Vision, Mission and Core Values

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

#### Vision

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

#### Mission

The Ferris State University Charter Schools Office provides quality oversight and support by focusing on the four pillars of academics, finances, operations and governance/compliance.

#### Core Values

The core values of the Ferris State University Charter Schools Office are the foundation of our organization’s culture. Our values are static, unchanging and non-negotiable, 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--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**

### **National Association of Charter School’s Authorizers Principles & Standards for Quality Charter School Authorizing**

To determine how we implement our core responsibilities, we follow the National Association of Charter School’s *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**
  - 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**
  - Assume responsibility for holding schools accountable not for success or failure
  - Minimize compliance burdens on schools
- **Protect Student & 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, and stewardship of public funds; and public information and operational transparency according to law

#### **NACSA/FSU CSO Standards and Core Authorizing Responsibilities**

- **Agency Commitment & 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
  - Devote sufficient financial resources to fulfill 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 & 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
  - 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.
  - 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.

## Section B – Core Authorizing Responsibilities and Activities

- Establish requirements for rigorous, independent contract oversight of any Education Service Provider contracted to support the school and Academy board.
- **Ongoing Oversight & 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 & 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 charter contract where 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 the 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 carrying out 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

## Section B – Core Authorizing Responsibilities and Activities

### 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, operational, and compliance 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
  - Set expectations for student academic growth, including adequacy of growth toward state standards
  - 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 short-term performance
  - 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

# Section B – Core Authorizing Responsibilities and Activities

## School Support Protocol

- **Operational 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
- **Compliance Performance**
  - Enable the authorizer to monitor staff certification and legal documentation required for school employees
  - Ensure school compliance with all required insurance policies and level of coverage
  - Establish on-time expectations for Epicenter submissions
  - Enable the authorizer to monitor the accuracy of Epicenter submissions
  - Ensure school and board compliance with all State and Federal requirements

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.



Figure 1

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. It is not the intent of the CSO to assume the operations or governance of the academy.**

# Section B – Core Authorizing Responsibilities and Activities

## School Support Protocol

### Academic 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.

Tier Levels of Support	
Tier I	No more than 2 (4 w/ HS) "Does Not Meet"
Tier II	3-4 (up to 7 w/ HS) "Does Not Meet"
Tier III	5 (8-10 w/ HS) "Does Not Meet"
Tier IV	6+ (10+ w/ HS) "Does Not Meet" with an ATS, CSI, or Partnership designation.

Figure 2

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.

## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

#### **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.



## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

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

Academic Indicators for School Support- General Education Academies (Grades 2-8)			
Exceeds		"Meets" or "Exceeds" in both overall goals and both index goals and has no more than 2 "Does Not Meet" indicators	
Meets		"Meets" or "Exceeds" in both overall goals and both index goals and has no more than 4 "Does Not Meet" indicators	
Approaching		"Meets" or "Exceeds" 1 overall goal and both index goals and has 5 or more "Does Not Meet" indicators <b>OR</b> has all "Approaching" indicators	
Does Not Meet		Did not meet overall goals and has been labeled as ATS, CSI, or partnership school	
(Measuring State 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	<b>Exceeds:</b> ≥ 70% <b>Meets:</b> ≥50% but < 70% <b>Approaching:</b> ≥30% but < 50% <b>Does Not Meet:</b> < 30%
(Measuring Academic 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	<b>Exceeds:</b> ≥ 70% <b>Meets:</b> ≥50% but < 70% <b>Approaching:</b> ≥30% but < 50% <b>Does Not Meet:</b> < 30%
(Measuring Academic 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	<b>Exceeds:</b> ≥ 70% <b>Meets:</b> ≥50% but < 70% <b>Approaching:</b> ≥30% but < 50% <b>Does Not Meet:</b> < 30%
(Measuring Academic Growth-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	<b>Exceeds:</b> ≥ 6% <b>Meets:</b> ≥3% but < 6% <b>Approaching:</b> ≥1% but < 3% <b>Does Not Meet:</b> <1%
(Measuring Academic Growth-State Assessment)			
Target	Reason for Tracking	Measure	Rubric
Academies will show a 3% growth increase on the ELA MSTEP/PSAT over time	Are students making sufficient yearly academic growth to increase proficiency in ELA?	Academies will show a 3% growth increase for "all students" on the MiSchool Data Report	<b>Exceeds:</b> ≥ 6% <b>Meets:</b> ≥3% but < 6% <b>Approaching:</b> ≥1% but < 3% <b>Does Not Meet:</b> <1%

Figure 3

Continued on the following page

## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

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

<b>(Measuring State Expectations )</b>			
<b>Target</b>	<b>Reason for Tracking</b>	<b>Measure</b>	<b>Rubric</b>
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	<b>Exceeds:</b> ≥ 70% <b>Meets:</b> ≥45% but < 70% <b>Approaching:</b> ≥30% but < 45% <b>Does Not Meet:</b> < 30%
<b>(Measuring Grade Level Performance)</b>			
<b>Target</b>		<b>Measure</b>	<b>Rubric</b>
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	<b>Exceeds:</b> ≥ 70% <b>Meets:</b> ≥50% but < 70% <b>Approaching:</b> ≥30% but < 50% <b>Does Not Meet:</b> < 30%
<b>(Measuring Grade Level Performance)</b>			
<b>Target</b>		<b>Measure</b>	<b>Rubric</b>
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	<b>Exceeds:</b> ≥ 70% <b>Meets:</b> ≥50% but < 70% <b>Approaching:</b> ≥30% but < 50% <b>Does Not Meet:</b> < 30%
<b>(Measuring Grade Level Performance-State Assessment)</b>			
<b>Target</b>		<b>Measure</b>	<b>Rubric</b>
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	<b>Exceeds:</b> ≥ 10% <b>Meets:</b> ≥3% but < 10% <b>Approaching:</b> ≥1% but < 3% <b>Does Not Meet:</b> 0%
<b>(Measuring Grade Level Performance-State Assessment)</b>			
<b>Target</b>		<b>Measure</b>	<b>Rubric</b>
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	<b>Exceeds:</b> ≥ 10% <b>Meets:</b> ≥3% but < 10% <b>Approaching:</b> ≥1% but < 3% <b>Does Not Meet:</b> 0%

**Figure 3**

## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

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

Academic Indicators for School Support- General Education Academies (Grades 9-12)			
Exceeds		"Meets" or "Exceeds" in both overall goals and both Index goals and has no more than 2 "Does Not Meet" Indicators	
Meets		"Meets" or "Exceeds" in both overall goals and both Index goals and has no more than 4 "Does Not Meet" Indicators	
Approaching		"Meets" or "Exceeds" 1 overall goal and both Index goals and has 5 or more "Does Not Meet" Indicators or has all "Approaching" Indicators	
Does Not Meet		Did not meet overall goals and has been labeled as an ATS,CSI or partnership school	
(Measuring 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	<b>Exceeds:</b> ≥ 6% <b>Meets:</b> ≥3% but < 6% <b>Approaching:</b> ≥1% but < 3% <b>Does Not Meet:</b> <1%
(Measuring State Expectations)			
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	<b>Exceeds:</b> ≥ 6% <b>Meets:</b> ≥3% but < 6% <b>Approaching:</b> ≥1% but < 3% <b>Does Not Meet:</b> < 1%
(Measuring State Expectations)			
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	<b>Exceeds:</b> ≥ 10% <b>Meets:</b> ≥3% but < 10% <b>Approaching:</b> ≥1% but < 3% <b>Does Not Meet:</b> 0%
(Measuring Grade Level Performance-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	<b>Exceeds:</b> ≥ 10% <b>Meets:</b> ≥3% but < 10% <b>Approaching:</b> ≥1% but < 3% <b>Does Not Meet:</b> 0%

Figure 4

Continued on the following page

## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

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

		<b>(Measuring Grade Level Performance)</b>	
<b>Target</b>	<b>Reason for Tracking</b>	<b>Measure</b>	<b>Rubric</b>
Academies will score 50% or higher on the EBRW SAT	Are students performing at grade-level on college readiness state benchmark standards in reading and writing?	Testing scores reported by MiSchool data	<b>Exceeds: ≥ 60%</b> <b>Meets: ≥50% but &lt; 60%</b> <b>Approaching: ≥30% but &lt; 50%</b> <b>Does Not Meet: &lt; 30%</b>
		<b>Measuring Grade Level Performance</b>	
<b>Target</b>	<b>Reason for Tracking</b>	<b>Measure</b>	<b>Rubric</b>
Academies will score 40% or higher on the math SAT	Are students performing at grade-level on college readiness state benchmark standards in math?	Testing scores reported by MiSchool data	<b>Exceeds: ≥ 50%</b> <b>Meets: ≥40% but &lt; 50%</b> <b>Approaching: ≥30% but &lt; 40%</b> <b>Does Not Meet: &lt; 30%</b>

**Figure 4**

## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

#### 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

Academic Indicators for School Support- Alternative Education Academies			
Exceeds		Any combination of "Meets" or "Exceeds" in all indicators	
Meets		Any combination of "Meets" or "Exceeds" plus has no more than 1 "Approaching" and/or 1 "Does Not Meet" indicator	
Approaching		Any combination of "Meets," "Exceeds" or "Approaching" indicators plus no more than 2 "Does Not Meet" indicators	
Does Not Meet		Any combination of "Meets," "Exceeds," or "Approaching" plus has 3 or more "Does Not Meet" indicators	
(Measuring State Expectations)			
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	<b>Exceeds:</b> All goals are met <b>Meets:</b> ≥75% but < 100% <b>Approaching:</b> ≥ 50% but <75% <b>Does Not Meet:</b> <50%
(Measuring Academics)			
Target	Reason for Tracking	Measure	Rubric
70% of students will gain at least 2 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	<b>Exceeds:</b> ≥85 <b>Meets:</b> ≥70 but < 85 <b>Approaching:</b> ≥55 but < 70 <b>Does Not Meet:</b> < 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	<b>Exceeds:</b> ≥80% <b>Meets:</b> ≥60% but< 80% <b>Approaching:</b> ≥40% but < 60% <b>Does Not Meet:</b> < 40%

Figure 5

Continued on the following page



## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

**Academic Indicators for School Support – Alternative Education Academies Cont.**

<b>(Measuring Behavior)</b>			
<b>Target</b>	<b>Reason for Tracking</b>	<b>Measure</b>	<b>Rubric</b>
By June of each year, 70% of academy-identified students eligible for graduation will successfully meet all graduation requirements and receive a diploma.	To determine whether identified students eligible for graduation are completing the courses required to obtain a high school diploma.	Academies will provide a year-end report showing the number of eligible students still enrolled as of the last day of school, along with the number of official graduates.	<b>Exceeds:</b> ≥ 85 % <b>Meets:</b> ≥ 70% but < 85 % <b>Approaching:</b> ≥ 50% but < 70% <b>Does Not Meet:</b> < 50%
<b>(Measuring Social Emotional Needs)</b>			
<b>Target</b>	<b>Reason for Tracking</b>	<b>Measure</b>	<b>Rubric</b>
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	<b>Exceeds:</b> ≥85% <b>Meets:</b> ≥70% but < 85% <b>Approaching:</b> ≥ 55% but <70% <b>Does Not Meet:</b> <55%

**Figure 5**

## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

#### Academic Indicators for School Support – Strict Discipline Academies

Academic Indicators for School Support- Strict Discipline Academies			
Exceeds		Any combination of "Meets" or "Exceeds" in all indicators	
Meets		Any combination of "Meets" or "Exceeds" <b>AND</b> has no more than 1 "Approaching" and/or 1 "Does Not Meet" Indicator	
Approaching		Any combination of "Meets," "Exceeds," or "Approaching" indicators <b>AND</b> no more than 2 "Does Not Meet" indicators	
Does Not Meet		Any combination of "Meets," "Exceeds," or "Approaching" <b>AND</b> has 3 or more "Does Not Meet" indicators	
(Measuring State Expectations)			
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.	<b>Exceeds:</b> All goals are met <b>Meets:</b> ≥75% but < 100% <b>Approaching:</b> ≥ 50% but <75% <b>Does Not Meet:</b> <50%
(Measuring Attendance)			
Target	Reason for Tracking	Measure	Rubric
The academy will reach an average daily attendance rate of 70% for the academic year.	Are students attending school regularly 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  The SDA can choose what is considered appropriate attendance for each student based on student's individual need.	<b>Exceeds:</b> ≥85% <b>Meets:</b> ≥70% but < 85% <b>Approaching:</b> ≥ 55% but <70% <b>Does Not Meet:</b> <55%
(Measuring Behavior)			
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.	<b>Exceeds:</b> ≥85% <b>Meets:</b> ≥70% but < 85% <b>Approaching:</b> ≥ 55% but <70% <b>Does Not Meet:</b> <55%

Figure 6

Continued on the following page

## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

**Academic Indicators for School Support – Strict Discipline Academies Cont.**

		<b>(Measuring Behavior)</b>	
<b>Target</b>	<b>Reason for Tracking</b>	<b>Measure</b>	<b>Rubric</b>
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"	<b>Exceeds:</b> ≥85% <b>Meets:</b> ≥70% but < 85% <b>Approaching:</b> ≥ 55% but <70 % <b>Does Not Meet:</b> <55%
		<b>(Measuring Social Emotional Needs )</b>	
<b>Target</b>	<b>Reason for Tracking</b>	<b>Measure</b>	<b>Rubric</b>
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	<b>Exceeds:</b> ≥85% <b>Meets:</b> ≥70% but < 85% <b>Approaching:</b> ≥ 55% but <70 % <b>Does Not Meet:</b> <55%

**Figure 6**



## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol



#### 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.

## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

#### Fiscal Indicators for School Support

Fiscal Indicators for School Support			
<b>New School</b>		The school is in its first year of operation and does not receive an indicator level	
<b>Fiscally Stable</b>		Does not meet one of the PRIMARY KPIs <b>OR</b> Meets all KPIs	
<b>Identified for Review</b>		Does not meet two of the PRIMARY KPIs <b>OR</b> does not meet Enrollment Change KPI <b>AND</b> does not meet the Current Year Enrollment KPI	
<b>Does Not Meet</b>		Does not meet three of the PRIMARY KPIs	
<b>PRIMARY - Current Ratio</b>		<b>Measuring compliance with Staff Certifications</b>	
<b>Target</b>	<b>Reason for Tracking</b>	<b>Measure</b>	<b>Rubric</b>
Current Ratio is $\geq$ 1.0	Can the school pay its short term obligations?	current assets/current liabilities	<b>Meets:</b> Meets the target <b>Does Not Meet:</b> Does not meet the target
<b>PRIMARY - Change in Fund Balance Ratio</b>		<b>Measuring Compliance with MUSIC Insurance Coverage Requirements</b>	
<b>Target</b>	<b>Reason for Tracking</b>	<b>Measure</b>	<b>Rubric</b>
<p>The fund balance is greater than 20% of revenue and other sources <b>OR</b> the most recent year change in fund balance ratio is positive and aggregated 3 year change in fund balance ratio is positive</p> <p><b>OR</b></p> <p>Aggregated 3-year change in fund balance ratio is greater than -1.5% <b>AND</b> the previous year change in fund balance ratio is positive <b>AND</b> most recent year change in fund balance ratio is positive</p> <p><b>*Note:</b> Schools in 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.</p>	Is the school operating within its means?	<p>Fund balance is greater than 20% of revenues and other sources</p> <p><b>OR</b></p> <p>Change in FB ratio: most recent year change in fund balance/most recent year total revenues and other sources</p> <p>Aggregated change in FB ratio: sum of 3 years change in fund balance/ sum of 3 years of total revenues and other sources</p> <p><b>*Note:</b> Change in FB includes other sources and other uses</p>	<p><b>Meets:</b> Meets the target</p> <p><b>Does Not Meet:</b> Does not meet the target</p>

Figure 7

Continued on the following page

## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

**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 <b>OR</b> Between 30 and 60 days of unrestricted cash on hand with a positive increase from the previous year	Does the school have the cash available to pay bills?	Unrestricted cash/(total expenditures + other uses /365)	<b>Meets:</b> Meets the target <b>Does Not Meet:</b> Does not meet the target
PRIMARY - Enrollment Change (Over Time)		Measuring Accuracy/Completeness of Epicenter Tasks	
Target	Reason for Tracking	Measure	Rubric
Current year enrollment is greater than or equal to 95% of enrollment 5 years ago <b>AND</b> Current year enrollment is greater than or equal to 95% of previous year enrollment	Is the school's main revenue source stable over time?	Current year preliminary fall headcount enrolled / year 1 audited fall headcount <b>AND</b> Current year preliminary fall headcount enrolled / previous year (year 4) audited fall headcount	<b>Meets:</b> Meets the target <b>Does Not Meet:</b> Does not meet the target
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)	<b>Meets:</b> Meets the target <b>Does Not Meet:</b> Does not meet the target
SECONDARY - Current Year Enrollment 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	Is the school's current year enrollment stable?	Current year preliminary fall headcount enrolled / previous year audited fall headcount	<b>Meets:</b> Meets the target <b>Does Not Meet:</b> Does not meet the target

**Figure 7**

# Section B – Core Authorizing Responsibilities and Activities

## School Support Protocol

### Fiscal Oversight and Support Identifiers

Based on an academy's performance with the fiscal indicators presented in **Figure 7**, schools will be assigned one of the following fiscal support identifiers:

### Fiscal Support Identifiers

<p><b>Fiscal Concern School (FC)</b></p> <p>An academy will be classified as a Fiscal Concern School if it is a:</p> <ul style="list-style-type: none"> <li>School that does not meet 3 or more of the primary support indicators</li> <li>School Identified for Review that, based upon review and professional judgement, is moved to Fiscal Concern</li> </ul> <p>The CSO will determine the necessary interventions and supports.</p>	<p><b>Identified for Review (IR)</b></p> <p>An academy will be Identified for Review if it fails to:</p> <ul style="list-style-type: none"> <li>Meet 2 of the primary support indicators</li> <li>Meet the enrollment change support indicators and does not meet the current year enrollment support indicator (secondary)</li> </ul> <p>The CSO will determine if the school moves to a Fiscal Concern school or if it will continue to be Identified for Review.</p>
<p><b>Fiscally Stable School (FS)</b></p> <p>An academy will be classified as a fiscally stable school if it:</p> <ul style="list-style-type: none"> <li>Does not meet one of the primary support indicators or meets all support indicators</li> </ul> <p>All Fiscally Stable Schools will follow the CSO's basic oversight and review process.</p>	<p><b>New Schools (Tier 0)</b></p> <p>Schools in the first year of operation are identified as a New School.</p>

**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.

## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

#### FSU CSO Standard Fiscal Oversight Model

FSU 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	1) Unmodified opinion 2) 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	1) Correct year and quarter 2) The statements include a balance sheet and the statement of revenues, expenditures and change in fund balance 3) The statements include a balance sheet that is balanced 4) 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	1) Correct year and quarter 2) The statements include a balance sheet and the statement of revenues, expenditures, and change in fund balance 3) 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 0	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

Figure 9

Continued on the following page

## Section B – Core Authorizing Responsibilities and Activities School Support Protocol

**FSU CSO Standard Fiscal Oversight Model Cont.**

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 $\geq 5\%$ of total expenditures	Projected General Fund ending fund	Original Budget
Are the fourth quarter financial statements complete?	Quality of Submissions	January	<b>1)</b> Correct year and quarter <b>2)</b> The statements include a balance sheet and the statement of revenues, expenditures, and change in fund balance <b>3)</b> The statements include a balance sheet that is balanced <b>4)</b> 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 $\geq 0$	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 $\geq 95\%$ budgeted enrollment	Actual enrollment is $\geq 95\%$ of budgeted enrollment	Original Budget

Figure 9

Continued on the following page

## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

**FSU CSO Standard Fiscal Oversight Model Cont.**

Standard Oversight – Warning System	Warning Indicators	Timing	Business Rule	Formula	Source
Are the first quarter financial statements complete?	Quality of Submissions		<b>1)</b> Correct year and quarter <b>2)</b> The statements include a balance sheet and the statement of revenues, expenditures, and change in fund balance <b>3)</b> The statements include a balance sheet that is balanced <b>4)</b> 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

**Figure 9**



## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

#### **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 a school based on a board governance rubric. The rubric in **Figure 11** is specifically evaluating the board meeting expectations in **Figure 10**.

#### **Board Meeting Expectations**

<b>Academic Pillar</b>	<b>Compliance and Governance Pillar</b>
<ul style="list-style-type: none"> <li>The educational contractual goals were discussed</li> <li>Data was presented on school growth and achievement</li> <li>The Board acknowledged and supported the needs of diverse learners (ex. Special Education, ELL, Socioeconomic subgroups, etc.)</li> <li>The Board asked relevant questions to the school's academic growth and achievement</li> <li>Data was discussed and used to make decisions</li> <li>Academic success was celebrated</li> </ul>	<ul style="list-style-type: none"> <li>The Board properly followed the Open Meetings Act</li> <li>The Board properly followed Robert's Rules of Order</li> <li>The Board discussed Epicenter on time and accuracy compliance</li> <li>State Non-Compliance notifications were discussed, if appropriate</li> <li>Board member(s) presented/shared newly learned information from a professional development training/webinar</li> </ul>
<b>Fiscal Pillar</b>	<b>Operations Pillar</b>
<ul style="list-style-type: none"> <li>The Board discussed short term financial obligations</li> <li>The Board received, reviewed, and asked questions regarding financial statements and the school's budget</li> <li>The Board discussed any transactions or acquisitions, especially those over \$150,000</li> <li>The Board discussed the school's overall fiscal health</li> <li>Data was discussed and used to make decisions</li> </ul>	<ul style="list-style-type: none"> <li>All Board members were present for the meeting</li> <li>All Board members were prepared for the meeting</li> <li>The Board discussed the school's operations</li> <li>The Board discussed school climate and culture</li> <li>The Board discussed school safety and security</li> <li>The Board discussed current staffing numbers, needs, and retention</li> <li>The Board used the school's vision and mission to drive discussion and decision making</li> <li>Data was discussed and used to make decisions</li> </ul>

**Figure 10**



## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

**Board Meeting Evaluation Rubric**

Rating	Expectations
5	<ul style="list-style-type: none"> <li>The Board appears independent from the school leaders and management company</li> <li>The Board engages with the school leaders by asking good questions</li> <li>School leaders provide meaningful and relevant data about the school's performance</li> <li>All Board members attended the meeting</li> <li>Appropriate board protocol is used</li> </ul>
4	<ul style="list-style-type: none"> <li>One of the expectations was not present</li> </ul>
3	<ul style="list-style-type: none"> <li>Two of the expectations were not present</li> </ul>
2	<ul style="list-style-type: none"> <li>Three of the expectations were not present</li> </ul>
1	<ul style="list-style-type: none"> <li>The Board does not appear to be independent from the school leaders or management company</li> <li>The Board does not engage meaningfully with quality questions</li> <li>School leaders do not provide meaningful and relevant data about the school's performance</li> <li>Board members were absent for the meeting</li> <li>Appropriate board protocol is not used</li> </ul>

**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.**

## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

#### School 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.
- ☐ Signs are posted stating that visitors must be identified before entering.
- ☐ 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.
- ☐ Evacuation maps are present in all spaces with staff and students.
- ☐ Emergency exits are clearly marked.
- ☐ Building space is clean and generally well maintained.
- ☐ Hallways are clear of items that could be unsafe either to hide behind or cause injury.
- ☐ All students are under adult supervision during the school day.
- ☐ Appropriate staff have access to CPI training and implementation of de-escalation strategies are evident.
- ☐ OSHA/MIOSHA workplace required posters are displayed in a conspicuous place.
- ☐ Hazardous chemicals and cleaners are properly labeled and safely secured.
- ☐ Materials Safety Data Sheets are on-site and available for review.
- ☐ 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.
- ☐ If the school has an elevator, there is evidence that it has been inspected.

Figure 12

Continued on the following page

## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

#### School Safety and Security Checklist Cont.

- ☐ 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.)

Figure 12

## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

#### Building Culture Observations

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.

#### Instructional Practice Indicators

<b>Management &amp; Behavior Systems</b>	<ul style="list-style-type: none"> <li>• Management and/or PBIS systems are present and implemented successfully in classrooms.</li> <li>• In-classroom behaviors are redirected with minimal effort.</li> <li>• Instructional staff consistently use positive reinforcement and evidence of behavior systems and/or PBIS is implemented.</li> <li>• Instructional time and learning are maximized through efficient transitions and management routines.</li> <li>• Monitoring behavior is built into SIS/other mechanisms</li> <li>• Classroom shows evidence of school initiatives</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Curricular resources are age-appropriate and relate to the course/content.</li> <li>• Supplies for staff and students are readily available and grade-level appropriate.</li> <li>• Adequate technology is available and functions properly.</li> <li>• Space, organization, storage, and furniture are age appropriate.</li> <li>• All resources are being used appropriately.</li> </ul>
<b>Instructional System</b>	<ul style="list-style-type: none"> <li>• Lessons are grade-level appropriate and appear to follow a logical scope and sequence.</li> <li>• Purpose is clearly communicated to students using verbal, visual, or other strategies/techniques.</li> <li>• Assessment tasks allow students to demonstrate learning in a variety of ways.</li> <li>• Formative assessment is evident and used to adjust instruction.</li> <li>• Rigor is appropriate for the abilities of all students.</li> <li>• Students actively participate and possibly led by instruction.</li> <li>• Evidence of multiple strategies is present in daily instruction: whole group, small group, re-teaching, peer-to-peer instruction.</li> </ul>
<b>Instructional Support for Students</b>	<ul style="list-style-type: none"> <li>• Routines lead to support for all students.</li> <li>• Evidence of data and use when supporting student needs.</li> <li>• Proper support staff are in place to serve students and are visible in classrooms.</li> <li>• Differentiation is available based on student needs.</li> </ul>
<b>Relationships &amp; Engagement</b>	<ul style="list-style-type: none"> <li>• Instructional strategies are varied and grade level appropriate and promote student questions/talk.</li> <li>• Positive staff and student interaction is evident.</li> <li>• Positive student-to-student interaction is evident.</li> <li>• Staff redirect students appropriately and efficiently.</li> </ul>

Figure 13

## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

#### Climate and Culture Indicators

<b>Routines &amp; Systems</b>	<ul style="list-style-type: none"> <li>• Supervised and consistent expectations are evident in all common areas of the building. (Ex. hallways, cafeterias, playgrounds, etc.)</li> <li>• All areas in the building have an adult presence and systems in place during transitions, arrival, and dismissal.</li> <li>• PBIS or similar support is visible.</li> <li>• Schedules are apparent and posted.</li> <li>• Communication between all adults is evident.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Access to relevant and adequate resources to support learning and behavior management.</li> <li>• Materials and resources are readily available.</li> <li>• Effective use of staff (paraprofessionals, aides, etc.)</li> <li>• Technology is available to all students.</li> <li>• Community partnerships are present.</li> </ul>
<b>Safety</b>	<ul style="list-style-type: none"> <li>• Students appear to feel emotionally and physically safe.</li> <li>• Mental Health support is available to meet a variety of student needs.</li> <li>• Classrooms and community areas within the building are physically safe.</li> <li>• Technology safety guidelines are apparent.</li> <li>• Behavior is appropriate and conducive to a safe and positive learning environment.</li> </ul>
<b>Physical Environment</b>	<ul style="list-style-type: none"> <li>• The building is clean, and shared spaces are well organized.</li> <li>• There is adequate space for movement.</li> <li>• Evidence of student work is displayed in the common areas.</li> <li>• Celebrations of student cultures are evident. (Ex. photos, student work, school events, etc.)</li> <li>• All stakeholders adhere to rules, procedures, and expectations.</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• Positive adult-to-student interactions are evident.</li> <li>• Positive and professional adult interactions are evident.</li> <li>• Positive student-to-student interactions are evident.</li> <li>• Adults value, acknowledge, and celebrate all students' backgrounds and ideas.</li> <li>• Students appear to feel ownership of their school, valued, and comfortable.</li> </ul>

Figure 14



## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

#### 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 for School Support			
<b>Exceeds</b>		"Exceeds" in 3 or more Indicators, no less than "Meets" in 2 indicators	
<b>Meets</b>		"Meets" in 3 or more Indicators, no less than "Approaching" in 2 indicators	
<b>Approaching</b>		No less than "Approaching" in all indicators	
<b>Does Not Meet</b>		"Does Not Meet" in any one indicator	
<b>Board Meeting Effectiveness</b>		<b>(Measuring Quality of Management Effectiveness)</b>	
<b>Target</b>	<b>Reason for Tracking</b>	<b>Measure</b>	<b>Rubric</b>
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	<b>Exceeds:</b> 100% < > 95% <b>Meets:</b> 95% < > 85% <b>Approaching:</b> 85% < > 75% <b>Does Not Meet:</b> < 75%
<b>Staffing Retention Rates</b>		<b>(Measuring Health of Staff Morale)</b>	
<b>Target</b>	<b>Reason for Tracking</b>	<b>Measure</b>	<b>Rubric</b>
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	<b>Exceeds:</b> 100% < > 95% <b>Meets:</b> 95% < > 85% <b>Approaching:</b> 85% < > 75% <b>Does Not Meet:</b> < 75%
<b>Safety/Security</b>		<b>(Measuring Health of Educational Environment)</b>	
<b>Target</b>	<b>Reason for Tracking</b>	<b>Measure</b>	<b>Rubric</b>
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	<b>Exceeds:</b> 100% <b>Meets:</b> 99% < > 95% <b>Approaching:</b> 95% < > 90% <b>Does Not Meet:</b> < 90%
<b>Building Culture</b>		<b>(Measuring Health of Building Culture)</b>	
<b>Target</b>	<b>Reason for Tracking</b>	<b>Measure</b>	<b>Rubric</b>
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	<b>Exceeds:</b> 100% <b>Meets:</b> 99% < > 75% <b>Approaching:</b> 75% < > 50% <b>Does Not Meet:</b> < 50%

Figure 15

Continued on the following page

## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

**Operations Indicators for School Support Cont.**

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 CSQ Classroom/School Visitation Form Section 1 conducted three times a year	<b>Exceeds:</b> 100% <b>Meets:</b> 99% < > 75% <b>Approaching:</b> 75% < > 50% <b>Does Not Meet:</b> < 50%

**Figure 15**

## **Section B – Core Authorizing Responsibilities and Activities**

### **School Support Protocol**

#### **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.



## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

#### 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 Schools Support

Compliance Indicators for School Support			
<b>Exceeds</b>		"Exceeds" in 2 or more Indicators, no less than "Meets" in 2 indicators	
<b>Meets</b>		"Meets" in 2 or more indicators, no less than "Approaching" in 2 indicators	
<b>Approaching</b>		No less than "Approaching" in all indicators	
<b>Does Not Meet</b>		"Does Not Meet" in any one indicator	
<b>Staff Certification</b>		<b>Measuring compliance with Staff Certifications</b>	
<b>Target</b>	<b>Reason for Tracking</b>	<b>Measure</b>	<b>Rubric</b>
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	<b>Exceeds:</b> Level 1 <b>Meets:</b> Level 2 <b>Approaching:</b> Level 3 <b>Does Not Meet:</b> Level 4
<b>Insurance Coverage</b>		<b>Measuring Compliance with MUSIC Insurance Coverage Requirements</b>	
<b>Target</b>	<b>Reason for Tracking</b>	<b>Measure</b>	<b>Rubric</b>
Academies will maintain 100% compliance with MUSIC insurance coverage requirements	Are the school's insurance policies aligned with authorizer requirements?	Academies will be audited by the Hylant Group for adequate insurance coverage and will not be required to modify their policies to accommodate them	<b>Exceeds:</b> No modifications required after initial review <b>Meets:</b> One request for modification and one reminder for updated proof of insurance after initial review <b>Approaching:</b> Two modification requests and no more than two reminders for updated proof of insurance after initial review <b>Does Not Meet:</b> More than two modifications or more than two requests for updated proof of insurance after initial review

Figure 16

Continued on the following page

## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

**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	<b>Exceeds:</b> 100% compliance <b>Meets:</b> ≥98% but < 99% compliance <b>Approaching:</b> ≥95% but < 98% compliance <b>Does Not Meet:</b> < 95% compliance
Epicenter Submission Accuracy		Measuring Accuracy/Completeness 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	<b>Exceeds:</b> 100% compliance <b>Meets:</b> ≥90% but < 99% compliance <b>Approaching:</b> ≥80% but < 90% compliance <b>Does Not Meet :</b> < 80% compliance
State Non-compliance Notification to Authorizer		Measuring State Notification 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	<b>Exceeds:</b> No notifications of non-compliance from MDE or other agencies <b>Meets:</b> No more than 2 immaterial notifications of non-compliance from MDE or other agencies <b>Approaching:</b> No more than 3 immaterial notifications of non-compliance from MDE or other agencies <b>Does Not Meet:</b> More than 4 immaterial notifications or any material notifications from MDE or other agencies

**Figure 16**

## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

#### 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 Indicators	Meets	Description		
	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	<b>Universal Support:</b> 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	<b>Meets:</b> <b>1)</b> CSO sponsored professional development and networking opportunities <b>2)</b> Field Representative's assistance School Support Team mid-year check in <b>3)</b> Additional supports available upon need/request
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	
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

## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

Summary Report – Academic Section Cont.

The ABC Academy				
Academic Support Indicators	Meets	Description		
	2022-23	What questions are we answering?	What are the results telling us?	What FSU support is available?
50th percentile on NWEA SC6P (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	<b>Meets:</b> <b>1)</b> CSO sponsored professional development and networking opportunities <b>2)</b> Field Representative's assistance School Support Team mid-year check in <b>3)</b> Additional supports available upon need/request
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			
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	
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

## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

Summary Report – Academic Section Cont.

The ABC Academy				
Academic Support Indicators	Meets	Description		
	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	<b>Meets:</b> <b>1)</b> CSO sponsored professional development and networking opportunities <b>2)</b> Field Representative's assistance School Support Team mid-year check in <b>3)</b> Additional supports available upon need/request
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	
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	

Figure 17



## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

#### 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 Indicators	Fiscal Concern	Description		
	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	<b>Fiscal Concern:</b> <b>1)</b> CSO sponsored professional development for Board members <b>2)</b> Stress testing for any significant trends or events <b>3)</b> Specialized audit, if needed <b>4)</b> Professional development for PSA staff <b>5)</b> Provide a financial coach if needed
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	
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	
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	
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	

Figure 18

## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

#### 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 Indicators	Meets	Description		
	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.	<b>Exceeds:</b> 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.	<b>Meets:</b> 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.	<b>Specialized Support:</b> 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.	<b>Meets:</b> 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.	<b>Specialized Support:</b> Specialized training, support, and evaluation from the CSO in consultation with the school leaders, depending on the situation

Figure 19

## Section B – Core Authorizing Responsibilities and Activities

### School Support Protocol

#### Compliance Support Indicators

The ABC Academy				
Compliance Support Indicators	Meets	Description		
	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	<b>Meets:</b> 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	<b>Exceeds:</b> Support provided only as requested
Epicenter on-time compliance	Exceeds	Are school compliance requirements completed on time?	The school continuously meets compliance documentation deadlines	<b>Exceeds:</b> Support provided only as requested
Epicenter submission accuracy	Approaching	Are compliance submissions accurate?	The school occasionally submits inaccurate compliance documents	<b>Specialized Support:</b> 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	<b>Meets:</b> Supports provided only as requested

Figure 20



## **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**

# Activities Taken to Ensure Board of Directors Comply with OMA, FOIA and COI

## 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 an academy Board of Directors the new board member receives both an electronic and a hard copy of the *Board Resources* 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).

A FSU CSO Field Representative (FR) is present at every regular Board of Directors meeting. One of the responsibilities of a FR 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 FSU CSO Compliance and Governance Specialist (CGS) reads, evaluates and, if necessary, returns for corrections all documents submitted in the system to ensure compliance with the OMA, FOIA and COI.

The CGS 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 FR emphasizes key points of the law and responds to any questions a board member may have or refers to the CGS 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 of the series of videos is dedicated to 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 D**). If appropriate, the CGS 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 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 CGS has established and maintained a positive working relationship with all board members, especially Chairpersons of each Board of Directors. Board chairs and members frequently contact the CGS 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. 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 on where boards 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.)

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. 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 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 invite 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 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**). In addition, the board candidate must provide a resume and proof of US citizenship.

Upon receipt of the completed application/questionnaire, resume and proof of US citizenship, the CSO Compliance and Governance Specialist (CGS) 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

## **Section B – Core Authorizer Responsibilities**

### **Methodology Used to Select Members for Each Academy’s Board of Directors**

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 CGS initiates a criminal record search on the board candidate. Once the results are received and there are no concerns, the CGS 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, educational service provider 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 (FSU BOT) for the appointment of the candidate.

The FSU CSO provides the FSU BOT 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 BOT contacts the FSU CSO with those questions. Upon satisfaction of their review they formally accept the FSU CSO’s recommendation and appoint the candidate to the Academy’s Board of Directors.

## Section C – School Profiles

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
- Local 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 [www.ferris.edu/charterschools/schools](http://www.ferris.edu/charterschools/schools)

# SCHOOL PROFILE – Battle Creek Montessori Academy

**Local School District(s):** Battle Creek Public Schools

**District Code:** 13900

**Building Code:** 01964

**Address(es):** 399 N. 20th St., Springfield, MI 49037

**Phone:** (269) 339-3308

**Website:** battlecreekmontessori.com

**Grades Served:** PreK-8

**Initial Charter Applicant:** Sid Faucette/Choice Schools

**Initial Charter Contract Term:** 2013–2018

**Current Charter Contract Term:** July 1, 2023 – June 30, 2028

**School Property Owner:** Palmer Square Capital Management, LLC

**School Building Owner:** Palmer Square Capital Management, LLC

**Educational Service Provider (ESP):** Choice Schools Associates, LLC

**Current ESP Contract Term:** July 1, 2023 – June 30, 2028

**Total Permitted Fees, Reimbursements, Contributions, or Charges:** \$39,853

**Special Education Cost Reimbursements Received by the Academy:** \$53,738

**Number of Students w/ Individualized Education Plans (IEPs):** 22

**MDE Partnership School?** ☐ Yes ☒ No

CURRENT ENROLLMENT AND STUDENT TURNOVER RATE				
FALL 24-25		FALL 25-26		TURN OVER
K	14.88	K	12	-2.88
SPED	1.17	SPED	1.18	+0.01
1	35	1	11.86	-23.14
2	12	2	24.82	+12.82
3	17.92	3	10	-7.92
4	15.78	4	16.89	+1.11
5	13.7	5	15.78	+2.08
6	13.6	6	9.77	-3.83
7	8.98	7	11.7	+2.72
8	5.97	8	7	+1.03
9	N/A	9	N/A	N/A
10	N/A	10	N/A	N/A
11	N/A	11	N/A	N/A
12	N/A	12	N/A	N/A
TOTAL	139	TOTAL	121	-18

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	6/30/2029
Derrick Freeman	Secretary	2/18/2022	6/30/2026
Lisa Hahn	Treasurer	12/13/2019	6/30/2029

## Section C – School Profiles



### 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.

#### Superintendent:

Kristen Crawford (PreK-8)

#### School Leader:

Dave Averill (PreK-8)

#### Grades Served:

PreK-8

#### Year Opened:

2013

#### Current Charter Contract Term:

2023-2028

#### Educational Service Provider:

Choice Schools Associates, LLC

#### Resident District:

Battle Creek Public Schools

#### 2023-24 Total Revenue:

\$2,359,939 (General Fund)

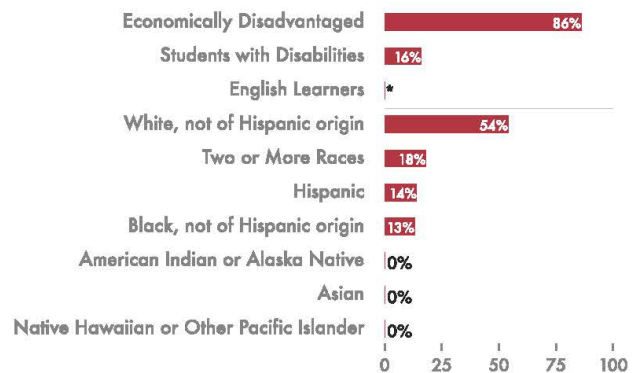
#### 2023-24 Total Expenditures:

\$1,951,422 (minus "Remaining Expenditures")

#### 2023-24 Fund Balance:

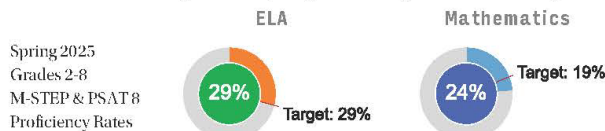
\$1,185,866 (All Funds)

#### SUBGROUPS AND ETHNICITIES



#### ACADEMIC GROWTH AND ACHIEVEMENT

Are students making sufficient yearly academic growth to increase proficiency?



Are students making expected annual growth compared to their peers?



Are students achieving proficiency on a nationally normed assessment?



Are students making sufficient academic growth to achieve proficiency?



Spring 2025

SAT

Proficiency Rates

#### ENROLLMENT BY YEAR



#### ACADEMY SPENDING

As a Percent of Total Expenditures

#### INSTRUCTION



#### BUSINESS & ADMINISTRATION



#### OPERATIONS & MAINTENANCE



#### BOARD DATA MEETINGS:

Regular Held: 8

Regular Not Held: 3

Special Held: 3

#### AVERAGE ATTENDANCE:

98%

#### BOARD VACANCIES:

0

#### CHARTER CONTRACT COMPLIANCE

Overall: 97%

Board: 95%

Academy: 98%

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



# SCHOOL PROFILE – BENTON HARBOR CHARTER SCHOOL ACADEMY

**Local School District(s):** Benton Harbor School District

**District Code:** 11903

**Building Code:** 08706

**Address(es):** 455 Riverview Dr., Benton Harbor, MI 49022

**Phone:** (269) 925-3807

**Website:** bentonharborcharter.com

**Grades Served:** PreK-8

**Initial Charter Applicant:** Bobby Whitehead/Mosaica

**Initial Charter Contract Term:** 1998-2004

**Current Charter Contract Term:** July 1, 2024-June 30, 2027

**School Property Owner:** BHCS Board of Directors

**School Building Owner:** BHCS Board of Directors

**Educational Service Provider (ESP):** Choice Schools Associates, LLC

**Current ESP Contract Term:** July 1, 2024-June 30, 2027

**Total Permitted Fees, Reimbursements, Contributions, or Charges:** \$120,103

**Special Education Cost Reimbursements Received by the Academy:** \$135,606

**Number of Students w/ Individualized Education Plans (IEPs):** 40

**MDE Partnership School?** ☒ Yes ☐ No

CURRENT ENROLLMENT AND STUDENT TURNOVER RATE				
FALL 24-25		FALL 25-26		TURN OVER
K	64.84	K	54.47	-10.37
SPED	7.09	SPED	4.97	-2.12
1	56.43	1	52.54	-3.89
2	50.68	2	46.96	-3.72
3	47.51	3	31.73	-15.78
4	40.87	4	39.55	-1.32
5	32.8	5	27.64	-5.16
6	43.93	6	23.47	-20.46
7	25.2	7	27.97	+2.77
8	41.65	8	17.7	-23.95
9	N/A	9	N/A	N/A
10	N/A	10	N/A	N/A
11	N/A	11	N/A	N/A
12	N/A	12	N/A	N/A
TOTAL	411	TOTAL	327	-84

GOVERNING BOARD OF DIRECTORS			
NAME	BOARD ROLE	APPOINTED	TERM ENDS
Glenda Bell	President	5/8/1998	6/30/2029
Jean Nesbitt	Vice President	5/8/1998	6/30/2029
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

Section C – School Profiles



BENTON HARBOR CHARTER SCHOOL ACADEMY

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

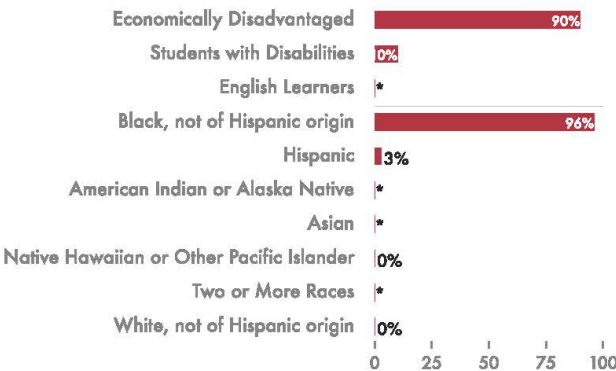


MISSION

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

**Superintendent:**  
Laura Moellering (PreK-8)  
**Principal:**  
Ashley Smith (PreK-8)  
**Grades Served:**  
PreK-8  
**Year Opened:**  
2000  
**Current Charter Contract Term:**  
2024-2027  
**Educational Service Provider:**  
Choice Schools Associates, LLC  
**Resident District:**  
Benton Harbor Area Schools  
**2023-24 Total Revenue:**  
\$7,880,358 (General Fund)  
**2023-24 Total Expenditures:**  
\$6,248,510 (minus "Remaining Expenditures")  
**2023-24 Fund Balance:**  
\$1,953,703 (All Funds)

SUBGROUPS AND ETHNICITIES



ACADEMIC GROWTH AND ACHIEVEMENT

Are students making sufficient yearly academic growth to increase proficiency?



Are students making expected annual growth compared to their peers?



Are students achieving proficiency on a nationally normed assessment?



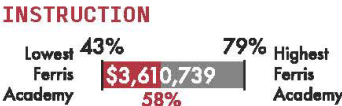
Are students making sufficient academic growth to achieve proficiency?



ENROLLMENT BY YEAR



ACADEMY SPENDING  
As a Percent of Total Expenditures



BUSINESS & ADMINISTRATION



OPERATIONS & MAINTENANCE



BOARD DATA MEETINGS:

Regular Held: 8  
Regular Not Held: 3  
Special Held: 1

AVERAGE ATTENDANCE:  
78%

BOARD VACANCIES:  
0

CHARTER CONTRACT COMPLIANCE

Overall: 97%  
Board: 96%  
Academy: 98%

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

# SCHOOL PROFILE – BLENDED LEARNING ACADEMIES CREDIT RECOVERY HIGH SCHOOL

**Local School District(s):** Lansing Public Schools; Livonia Public Schools

**District Code:** 33915

**Building Code:** 02371

**Address(es):** 1754 E. Clark Rd., Lansing, MI 48906  
30218 Plymouth Rd., Livonia, MI 48150

**Phone:** (517) 574-4667

**Website:** blendedlearningacademies.org

**Grades Served:** 9-12

**Initial Charter Applicant:** Tim Brannan/ITSEMG

**Initial Charter Contract Term:** 2014-2019

**Current Charter Contract Term:** July 1, 2024-June 30, 2029

**School Property Owner:** Brandino Properties

**School Building Owner:** Brandino Properties

**Educational Service Provider (ESP):** ITS Education Management Group, LLC

**Current ESP Contract Term:** July 1, 2024-June 30, 2029

**Total Permitted Fees, Reimbursements, Contributions, or Charges:** \$52,252

**Special Education Cost Reimbursements Received by the Academy:** \$55,109

**Number of Students w/ Individualized Education Plans (IEPs):** 41

**MDE Partnership School?** ☐Yes ☒No

CURRENT ENROLLMENT AND STUDENT TURNOVER RATE				
FALL 24-25		FALL 25-26		TURN OVER
K	N/A	K	N/A	N/A
SPED	0	SPED	0	0
1	N/A	1	N/A	N/A
2	N/A	2	N/A	N/A
3	N/A	3	N/A	N/A
4	N/A	4	N/A	N/A
5	N/A	5	N/A	N/A
6	N/A	6	N/A	N/A
7	N/A	7	N/A	N/A
8	N/A	8	N/A	N/A
9	47	9	51.25	+4.25
10	54	10	43	-11
11	34	11	42.25	+8.25
12	52	12	45.3	-6.7
TOTAL	187	TOTAL	181.8	-5.2

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	6/30/2029
Amy Hovey	Secretary	10/8/2021	6/30/2029
Louis Schiavone III	Director	5/6/2022	6/30/2027
Darin Southworth	Treasurer	5/6/2022	6/30/2026

# Section C – School Profiles



## BLENDDED LEARNING ACADEMIES CREDIT RECOVERY HIGH SCHOOL

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

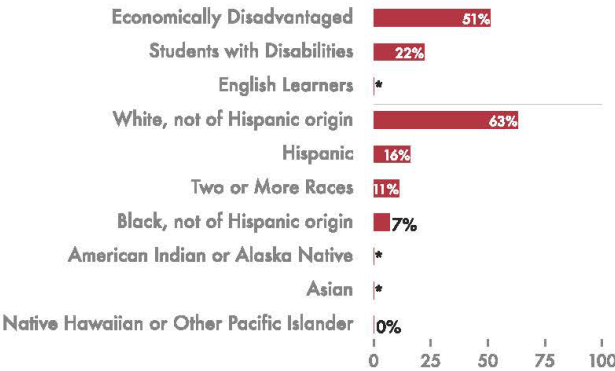


### MISSION

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:** Director of School Services:  
Greg Morris (9-12) Kate Travis (9-12)  
**Grades Served:**  
9-12  
**Year Opened:**  
2014  
**Current Charter Contract Term:**  
2024-2029  
**Educational Service Provider:**  
ITS Education Management Group, LLC  
**Resident District:**  
Lansing Public School District  
**2023-24 Total Revenue:**  
\$2,269,683 (General Fund)  
**2023-24 Total Expenditures:**  
\$1,856,871 (minus "Remaining Expenditures")  
**2023-24 Fund Balance:**  
\$1,368,974 (All Funds)

### SUBGROUPS AND ETHNICITIES



### ACADEMIC GROWTH AND ACHIEVEMENT

Are students making sufficient yearly academic growth to increase proficiency?

	ELA	Mathematics
Spring 2025		
Grades 2-8	Not Applicable	Not Applicable
M-STEP & PSAT 8		
Proficiency Rates		

Are students making expected annual growth compared to their peers?

	Reading	Mathematics
Fall 2024 - Spring 2025		
NWEA MAP	Not Applicable	Not Applicable
Overall Weighted Average		
School Conditional		
Growth Percentile		

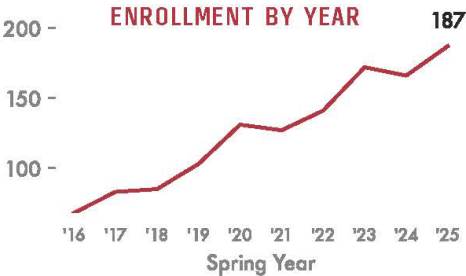
Are students achieving proficiency on a nationally normed assessment?

	Reading	Mathematics
Fall 2024 - Spring 2025		
NWEA MAP	Not Applicable	Not Applicable
Percent of Students		
Meeting Growth Norms		

Are students making sufficient academic growth to achieve proficiency?



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



### ACADEMY SPENDING As a Percent of Total Expenditures



### INSTRUCTION



### BUSINESS & ADMINISTRATION



### OPERATIONS & MAINTENANCE



### BOARD DATA MEETINGS:

Regular Held: 8  
Regular Not Held: 3  
Special Held: 1

AVERAGE ATTENDANCE:  
73%

BOARD VACANCIES:  
1

### CHARTER CONTRACT COMPLIANCE

Overall: 100%  
Board: 100%  
Academy: 100%

# SCHOOL PROFILE – BRIDGE ACADEMY

**Local School District(s):** Hamtramck Public Schools

**District Code:** 82983

**Building Code:** 09464

**Address(es):** 9600 Buffalo St., Hamtramck, MI 48212  
3120 Carpenter Ave., Detroit, MI 48212

**Phone:** (313) 887-8100

**Website:** bridgeeast.geeacademies.net  
gee-edu.com/schools/bridgewest/index

**Grades Served:** PreK-12

**Initial Charter Applicant:** Mohamad Issa/Global Educational Excellence

**Initial Charter Contract Term:** 2004-2009

**Current Charter Contract Term:** July 1, 2020-June 30, 2027

**School Property Owner:** Bridge Academy Board of Directors

**School Building Owner:** Bridge Academy Board of Directors

**Educational Service Provider (ESP):** Global Educational Excellence

**Current ESP Contract Term:** July 1, 2020-June 30, 2027

**Total Permitted Fees, Reimbursements, Contributions, or Charges:** \$373,875

**Special Education Cost Reimbursements Received by the Academy:** \$88,143

**Number of Students w/ Individualized Education Plans (IEPs):** 41

**MDE Partnership School?** ☐Yes ☒No

CURRENT ENROLLMENT AND STUDENT TURNOVER RATE				
FALL 24-25		FALL 25-26		TURN OVER
K	106	K	108	+2
SPED	2.37	SPED	2.55	+0.18
1	117.88	1	115.93	-1.95
2	114.77	2	129.87	+15.1
3	114.84	3	119.71	+4.87
4	118.84	4	124.74	+5.9
5	96.91	5	107.84	+10.93
6	134.62	6	135.71	+1.09
7	129.45	7	148.43	+18.98
8	127.64	8	133.49	+5.85
9	48.95	9	34.95	-14
10	59.8	10	51.94	-7.86
11	72.95	11	58.89	-14.06
12	58.98	12	51.95	-7.03
TOTAL	1304	TOTAL	1324	+20

GOVERNING BOARD OF DIRECTORS			
NAME	BOARD ROLE	APPOINTED	TERM ENDS
Fahmi Husain	President	11/6/2009	6/30/2029
Aladdin Nahsal	Vice President	2/19/2021	6/30/2027
Toyab Al-Bari	Treasurer	5/7/2004	6/30/2027
Hameed Almreisi	Secretary	2/19/2021	6/30/2026
Juna Kotori	Director	2/14/2025	6/30/2027

# Section C – School Profiles



## 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:

Shawn Robson (9-12)

### Grades Served:

PreK-12

### Year Opened:

2004

### Current Charter Contract Term:

2020-2027

### Educational Service Provider:

Global Educational Excellence

### Resident District:

Hamtramck School District

### 2023-24 Total Revenue:

\$17,580,035 (General Fund)

### 2023-24 Total Expenditures:

\$15,573,828 (minus "Remaining Expenditures")

### 2023-24 Fund Balance:

\$3,731,436 (All Funds)

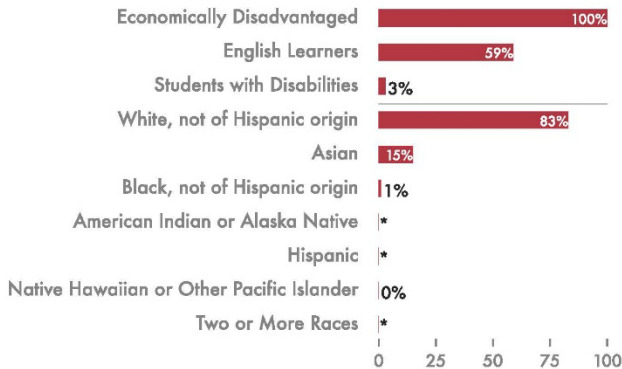
### Principal:

Mohand Jadallah (PreK-5)

### Principal:

Raihan Akther (6-8)

### SUBGROUPS AND ETHNICITIES



### ACADEMIC GROWTH AND ACHIEVEMENT

Are students making sufficient yearly academic growth to increase proficiency?



Are students making expected annual growth compared to their peers?



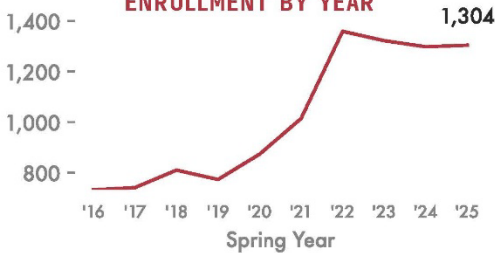
Are students achieving proficiency on a nationally normed assessment?



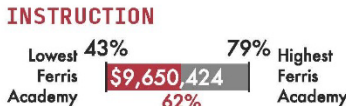
Are students making sufficient academic growth to achieve proficiency?



### ENROLLMENT BY YEAR



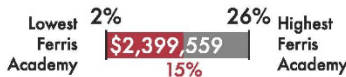
### ACADEMY SPENDING As a Percent of Total Expenditures



### BUSINESS & ADMINISTRATION



### OPERATIONS & MAINTENANCE



### BOARD DATA MEETINGS:

Regular Held: 11  
Regular Not Held: 1  
Special Held: 1

AVERAGE ATTENDANCE:  
82%

BOARD VACANCIES:  
0

### CHARTER CONTRACT COMPLIANCE

Overall: 99%  
Board: 98%  
Academy: 100%

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



# SCHOOL PROFILE – CLARA B. FORD ACADEMY

**Local School District(s):** Dearborn Heights Public

Schools

**District Code:** 82996

**Building Code:** 09787

**Address(es):** 20651 W. Warren Ave., Dearborn Heights,  
MI 48127

**Phone:** (313) 436-0020

**Website:** cbfacademy.com

**Grades Served:** 5-12

**Initial Charter Applicant:** Cam Winston/Vista Maria  
Center

**Initial Charter Contract Term:** 2007-2012

**Current Charter Contract Term:** July 1, 2022 - June 30,  
2027

**School Property Owner:** Vista Maria

**School Building Owner:** Vista Maria

**Educational Service Provider (ESP):** CS Partners

**Current ESP Contract Term:** July 1, 2022 - June 30, 2027

**Total Permitted Fees, Reimbursements, Contributions,  
or Charges:** \$16,764

**Special Education Cost Reimbursements Received by the Academy:** \$36,947

**Number of Students w/ Individualized Education Plans (IEPs):** 36

**MDE Partnership School?** ☐Yes ☒No

CURRENT ENROLLMENT AND STUDENT TURNOVER RATE				
FALL 24-25		FALL 25-26		TURN OVER
K	N/A	K	N/A	N/A
SPED	1.18	SPED	0.24	-0.94
1	N/A	1	N/A	N/A
2	N/A	2	N/A	N/A
3	N/A	3	N/A	N/A
4	N/A	4	N/A	N/A
5	0	5	0	0
6	0	6	0	0
7	10.69	7	0	-10.69
8	10.87	8	1.98	-8.89
9	15.65	9	5.89	-9.76
10	8.82	10	4.25	-4.57
11	7.89	11	1.97	-5.92
12	2.9	12	1.92	-0.98
TOTAL	58	TOTAL	16.25	-41.75

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	6/30/2029
Lisa Sasaki	Treasurer	3/14/2007	6/30/2027
Sister Janice Rushman	Director	3/20/2009	6/30/2028
Karen Hall	Secretary	12/12/2024	6/30/2026



# Section C – School Profiles



## 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:

Michael Patterson (5-12)

### Grades Served:

5-12

### Year Opened:

2007

### Current Charter Contract Term:

2022-2027

### Educational Service Provider:

CS Partners

### Resident District:

Dearborn City School District

### 2023-24 Total Revenue:

\$1,674,042 (General Fund)

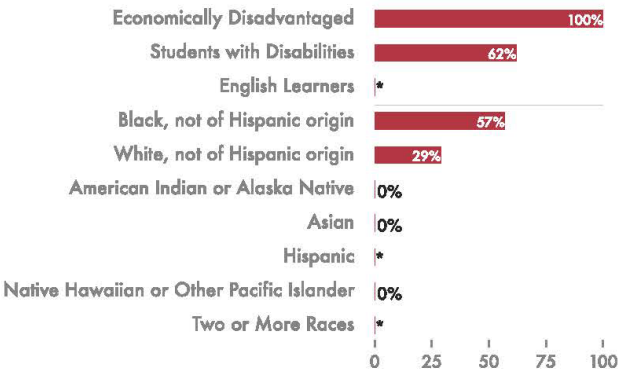
### 2023-24 Total Expenditures:

\$1,644,801 (minus "Remaining Expenditures")

### 2023-24 Fund Balance:

\$959,203 (All Funds)

### SUBGROUPS AND ETHNICITIES



### ACADEMIC GROWTH AND ACHIEVEMENT

Are students making sufficient yearly academic growth to increase proficiency?



Are students making expected annual growth compared to their peers?



Are students achieving proficiency on a nationally normed assessment?



Are students making sufficient academic growth to achieve proficiency?



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

### ENROLLMENT BY YEAR



### ACADEMY SPENDING As a Percent of Total Expenditures

#### INSTRUCTION



#### BUSINESS & ADMINISTRATION



#### OPERATIONS & MAINTENANCE



### BOARD DATA MEETINGS:

Regular Held: 10  
Regular Not Held: 0  
Special Held: 0

AVERAGE ATTENDANCE:  
87%

BOARD VACANCIES:  
0

### CHARTER CONTRACT COMPLIANCE

Overall: 100%  
Board: 100%  
Academy: 100%

# SCHOOL PROFILE – CREATIVE TECHNOLOGIES ACADEMY

**Local School District(s):** Cedar Springs Public School District

**District Code:** 41918

**Building Code:** 08633

**Address(es):** 350 Pine St., Cedar Springs, MI 49319

**Phone:** (616) 696-4905

**Website:** ctachargers.org

**Grades Served:** K-12

**Initial Charter Applicant:** Lexie Coxon

**Initial Charter Contract Term:** 1998-2003

**Current Charter Contract Term:** July 1, 2019 - June 30, 2026

**School Property Owner:** CTA Board of Directors

**School Building Owner:** CTA Board of Directors

**Educational Service Provider (ESP):** Self-Managed

**Current ESP Contract Term:** N/A

**Total Permitted Fees, Reimbursements, Contributions, or Charges:** \$87,063

**Special Education Cost Reimbursements Received by the Academy:** \$131,525

**Number of Students w/ Individualized Education Plans (IEPs):** 47

**MDE Partnership School?** ☐ Yes ☒ No

CURRENT ENROLLMENT AND STUDENT TURNOVER RATE				
FALL 24-25		FALL 25-26		TURN OVER
K	19	K	20	+1
SPED	2.77	SPED	2.45	-0.32
1	19	1	17	-2
2	18	2	23.94	+5.94
3	23	3	21.96	-1.04
4	20.92	4	24	+3.08
5	22.86	5	23.86	+1
6	25.63	6	25.76	+0.13
7	23.58	7	25.77	+2.19
8	26.56	8	25.68	-0.88
9	21.88	9	27.54	+5.66
10	27.55	10	19.85	-7.7
11	23.46	11	23.8	+0.34
12	23.79	12	20.39	-3.4
TOTAL	298	TOTAL	302	+4

GOVERNING BOARD OF DIRECTORS			
NAME	BOARD ROLE	APPOINTED	TERM ENDS
Anthony Domico	President	10/2/2020	6/30/2029
Shanielle Rypma	Vice President	10/8/2021	6/30/2029
Lisa Ludwig	Director	5/3/2025	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	Secretary	10/7/2016	6/30/2028

# Section C – School Profiles



## 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.

**Superintendent:**  
Autumn Mattson (K-12)

**Grades Served:**  
K-12

**Year Opened:**  
1998

**Current Charter Contract Term:**  
2019-2026

**Educational Service Provider:**  
Self-Managed

**Resident District:**  
Cedar Springs Public Schools

**2023-24 Total Revenue:**  
\$4,484,764 (General Fund)

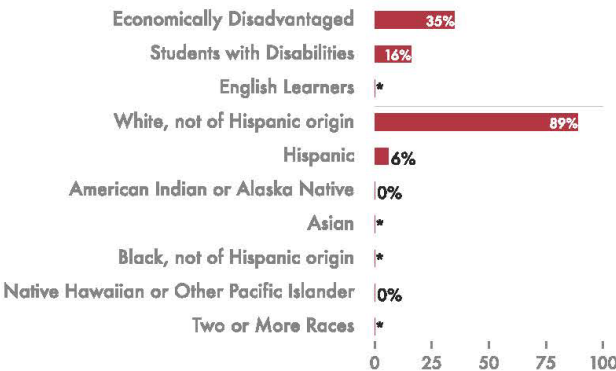
**2023-24 Total Expenditures:**  
\$4,255,740 (minus "Remaining Expenditures")

**2023-24 Fund Balance:**  
(\$735,576) (All Funds)

**Elementary Principal:**  
Kate Bialkowski (K-6)

**Secondary Principal:**  
Brett Zuver (7-12)

### SUBGROUPS AND ETHNICITIES



### ACADEMIC GROWTH AND ACHIEVEMENT

Are students making sufficient yearly academic growth to increase proficiency?



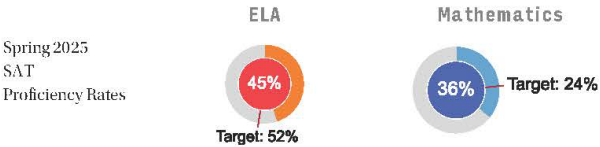
Are students making expected annual growth compared to their peers?



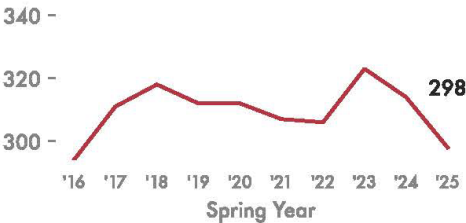
Are students achieving proficiency on a nationally normed assessment?



Are students making sufficient academic growth to achieve proficiency?



### ENROLLMENT BY YEAR



### ACADEMY SPENDING As a Percent of Total Expenditures

#### INSTRUCTION



#### BUSINESS & ADMINISTRATION



#### OPERATIONS & MAINTENANCE



### BOARD DATA MEETINGS:

Regular Held: 10  
Regular Not Held: 0  
Special Held: 1

**AVERAGE ATTENDANCE:**  
87%

**BOARD VACANCIES:**  
0

### CHARTER CONTRACT COMPLIANCE

Overall: 100%  
Board: 100%  
Academy: 100%

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

# SCHOOL PROFILE – HOPE ACADEMY OF WEST MICHIGAN

**Local School District(s):** Grand Rapids Public Schools

**District Code:** 41926

**Building Code:** 00709

**Address(es):** 240 Brown St. SE, Grand Rapids, MI 49507

**Phone:** (616) 301-8458

**Website:** hopeacademywm.org

**Grades Served:** K-12

**Initial Charter Applicant:** Diane Rabe/Wedgwood Services

**Initial Charter Contract Term:** 2010-2015

**Current Charter Contract Term:** July 1, 2022-June 30, 2027

**School Property Owner:** Diocese of Grand Rapids

**School Building Owner:** Diocese of Grand Rapids

**Educational Service Provider (ESP):** Integrity Educational Services

**Current ESP Contract Term:** July 1, 2025-June 30, 2026

**Total Permitted Fees, Reimbursements, Contributions, or Charges:** \$82,811

**Special Education Cost Reimbursements Received by the Academy:** \$64,979

**Number of Students w/ Individualized Education Plans (IEPs):** 25

**MDE Partnership School?** ☐Yes ☒No

CURRENT ENROLLMENT AND STUDENT TURNOVER RATE				
FALL 24-25		FALL 25-26		TURN OVER
K	21	K	26	+5
SPED	0	SPED	0	0
1	23	1	24	+1
2	24	2	23	-1
3	19	3	24	+5
4	21	4	21	0
5	22	5	24	+2
6	23	6	22	-1
7	30	7	21	-9
8	19	8	26	+7
9	23	9	22	-1
10	19	10	28	+9
11	20.87	11	15	-5.87
12	18	12	11	-7
TOTAL	282.87	TOTAL	287	+4.13

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	6/30/2029
Mark Brouwer	Treasurer	10/6/2023	6/30/2027
Michelle Eddie	Director	5/3/2024	6/30/ 2025

## Section C – School Profiles



### 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.

#### Principal:

Dr. Arthur Garner (PreK-13)

#### Grades Served:

PreK-12

#### Year Opened:

2011

#### Current Charter Contract Term:

2022-2027

#### Educational Service Provider:

Integrity Educational Services of Grand Rapids

#### Resident District:

Grand Rapids Public Schools

#### 2023-24 Total Revenue:

\$5,339,886 (General Fund)

#### 2023-24 Total Expenditures:

\$4,537,914 (minus "Remaining Expenditures")

#### 2023-24 Fund Balance:

\$2,515,398 (All Funds)

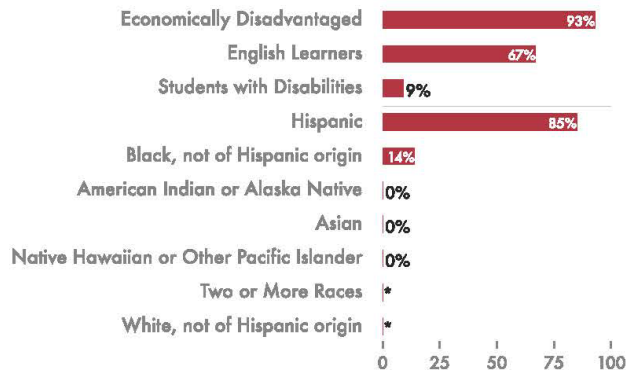
#### Superintendent:

Dr. Heidi Cate (PreK-13)

#### Assistant Principal:

Joshua Barnhart (PreK-13)

#### SUBGROUPS AND ETHNICITIES



#### ACADEMIC GROWTH AND ACHIEVEMENT

Are students making sufficient yearly academic growth to increase proficiency?



Are students making expected annual growth compared to their peers?



Are students achieving proficiency on a nationally normed assessment?

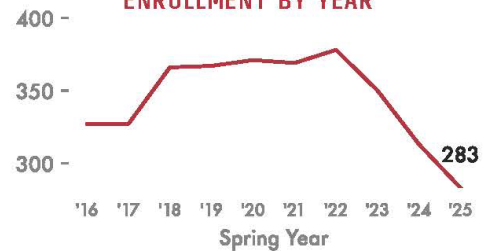


Are students making sufficient academic growth to achieve proficiency?



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

#### ENROLLMENT BY YEAR



#### ACADEMY SPENDING As a Percent of Total Expenditures

#### INSTRUCTION



#### BUSINESS & ADMINISTRATION



#### OPERATIONS & MAINTENANCE



#### BOARD DATA MEETINGS:

Regular Held: 11  
Regular Not Held: 0  
Special Held: 2

AVERAGE ATTENDANCE:  
78%

BOARD VACANCIES:  
0

#### CHARTER CONTRACT COMPLIANCE

Overall: 100%  
Board: 100%  
Academy: 100%

# SCHOOL PROFILE – HOPE OF DETROIT ACADEMY

**Local School District(s):** Detroit Public Schools

**District Code:** 82957

**Building Code:** 08722

**Address(es):** 4443 N. Campbell St., Detroit, MI 48210  
4444 35th St., Detroit, MI 48210

**Phone:** (313) 897-8720

**Website:** hopeofdetroit.com

**Grades Served:** K-12

**Initial Charter Applicant:** Mike Malone/The Leona Group

**Initial Charter Contract Term:** 1999-2004

**Current Charter Contract Term:** July 1, 2024-June 30, 2029

**School Property Owner:** Archdiocese of Detroit

**School Building Owner:** Archdiocese of Detroit

**Educational Service Provider (ESP):** The Leona Group

**Current ESP Contract Term:** July 1, 2024-June 30, 2029

**Total Permitted Fees, Reimbursements, Contributions, or Charges:** \$290,374

**Special Education Cost Reimbursements Received by the Academy:** \$303,638

**Number of Students w/ Individualized Education Plans (IEPs):** 139

**MDE Partnership School?** ☐Yes ☒No

CURRENT ENROLLMENT AND STUDENT TURNOVER RATE				
FALL 24-25		FALL 25-26		TURN OVER
K	64	K	66	+2
SPED	7.32	SPED	5.72	-1.6
1	79	1	70.88	-8.12
2	76.78	2	82.88	+6.1
3	71.68	3	73.78	+2.1
4	56.57	4	66.59	+10.02
5	80.14	5	62.69	-17.45
6	87.39	6	86.2	-1.19
7	89.1	7	89.1	0
8	89.66	8	92.31	+2.65
9	82.15	9	103.61	+21.46
10	76.07	10	71.3	-4.77
11	89.06	11	67.64	-21.42
12	63.08	12	85.3	+22.22
TOTAL	1012	TOTAL	1024	+12

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	6/30/2029
Joe Gappy	Treasurer	5/7/1999	6/30/2029
Dr. Kimberly Farrow	Director	2/20/2015	6/30/2027



Section C – School Profiles



HOPE OF DETROIT ACADEMY

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

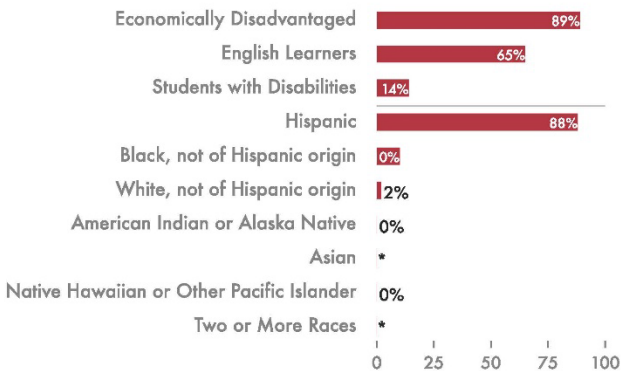


MISSION

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.

**Superintendent/Principal:** Ali Abdel (K-12)  
**Assistant Principal:** Nichole Markusic (K-4)  
**Grades Served:** K-12  
**Assistant Principal:** Tracy Durandetto (5-12)  
**Year Opened:** 1999  
**Current Charter Contract Term:** 2024-2029  
**Educational Service Provider:** The Leona Group  
**Resident District:** Detroit Public Schools Community District  
**2023-24 Total Revenue:** \$14,987,671 (General Fund)  
**2023-24 Total Expenditures:** \$12,231,818 (minus "Remaining Expenditures")  
**2023-24 Fund Balance:** \$5,885,900 (All Funds)

SUBGROUPS AND ETHNICITIES



ACADEMIC GROWTH AND ACHIEVEMENT

Are students making sufficient yearly academic growth to increase proficiency?



Are students making expected annual growth compared to their peers?



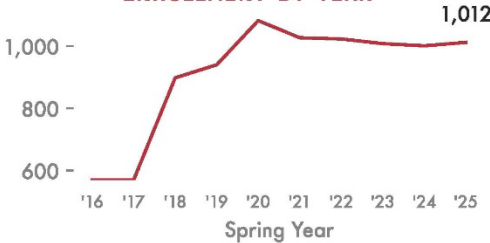
Are students achieving proficiency on a nationally normed assessment?



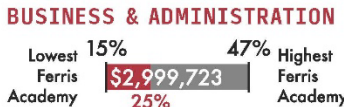
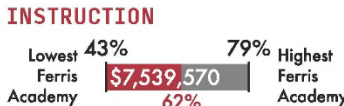
Are students making sufficient academic growth to achieve proficiency?



ENROLLMENT BY YEAR



ACADEMY SPENDING  
As a Percent of Total Expenditures



BOARD DATA MEETINGS:

Regular Held: 5  
Regular Not Held: 5  
Special Held: 4

AVERAGE ATTENDANCE: 80%

BOARD VACANCIES: 2

CHARTER CONTRACT COMPLIANCE

Overall: 100%  
Board: 100%  
Academy: 100%

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

# SCHOOL PROFILE – HORIZON SCIENCE ACADEMY NEW BEDFORD

**Local School District(s):** Bedford Public Schools

**District Code:** 58901

**Building Code:** 08632

**Address(es):** 6315 Secor Rd., Lambertville, MI 48144

**Phone:** (734) 854-5437

**Website:** [hsanewbedford.org](http://hsanewbedford.org)

**Grades Served:** K-8

**Initial Charter Applicant:** Mike Witucki

**Initial Charter Contract Term:** 1998-2003

**Current Charter Contract Term:** July 1, 2024-June 30, 2029

**School Property Owner:** HSANBA Board of Directors

**School Building Owner:** HSANBA Board of Directors

**Educational Service Provider (ESP):** Concept Schools

**Current ESP Contract Term:** July 1, 2024-June 30, 2029

**Total Permitted Fees, Reimbursements, Contributions, or Charges:** \$19,453

**Special Education Cost Reimbursements Received by the Academy:** \$20,120

**Number of Students w/ Individualized Education Plans (IEPs):** <10

**MDE Partnership School?** ☐ Yes ☒ No

CURRENT ENROLLMENT AND STUDENT TURNOVER RATE				
FALL 24-25		FALL 25-26		TURN OVER
K	7	K	8	+1
SPED	0.26	SPED	0.34	+0.08
1	9	1	8	-1
2	6	2	9	+3
3	7	3	9	+2
4	8.95	4	7.95	-1
5	8	5	11.9	+3.9
6	3.94	6	9	+5.06
7	6.91	7	7.92	+1.01
8	5.94	8	11.89	+5.95
9	N/A	9	N/A	N/A
10	N/A	10	N/A	N/A
11	N/A	11	N/A	N/A
12	N/A	12	N/A	N/A
TOTAL	63	TOTAL	83	+20

GOVERNING BOARD OF DIRECTORS			
NAME	BOARD ROLE	APPOINTED	TERM ENDS
Timothy Rothman	President	2/22/2013	6/30/2029
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	6/30/2029
Josh Stump	Director	5/3/2024	6/30/2027

# Section C – School Profiles



## HORIZEN SCIENCE ACADEMY NEW BEDFORD

6315 SECOR ROAD, LAMBERTVILLE, MI 48144  
HSANEWBEDFORD.ORG



### MISSION

At HSA New Bedford, our mission is simple: we prepare our students for higher education and beyond by creating an effective learning environment with high standards and expectations. We meet or surpass all state requirements for curriculum, offering advanced classes as well as a supportive environment characterized by committed parents, dedicated staff, and challenged students - making HSA New Bedford the best choice for your child's academic success.

### Principal:

Jen Walters (K-8)

### Grades Served:

K-8

### Year Opened:

1998

### Current Charter Contract Term:

2024-2029

### Educational Service Provider:

Educational Partnerships, Inc.

### Resident District:

Bedford Public Schools

### 2023-24 Total Revenue:

\$1,045,234 (General Fund)

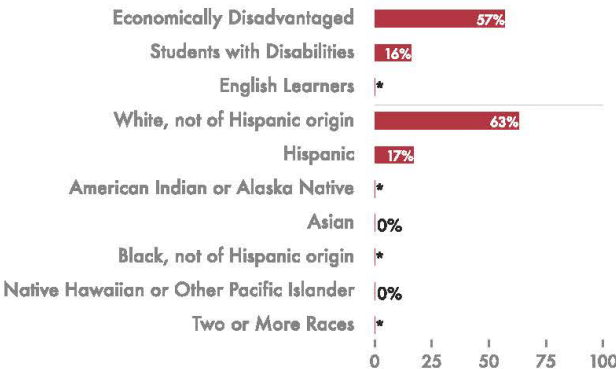
### 2023-24 Total Expenditures:

\$1,185,865 (minus "Remaining Expenditures")

### 2023-24 Fund Balance:

\$252,802 (All Funds)

### SUBGROUPS AND ETHNICITIES



### ACADEMIC GROWTH AND ACHIEVEMENT

Are students making sufficient yearly academic growth to increase proficiency?



Are students making expected annual growth compared to their peers?



Are students achieving proficiency on a nationally normed assessment?



Are students making sufficient academic growth to achieve proficiency?



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

### ENROLLMENT BY YEAR

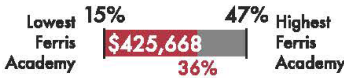


### ACADEMY SPENDING As a Percent of Total Expenditures

#### INSTRUCTION



#### BUSINESS & ADMINISTRATION



#### OPERATIONS & MAINTENANCE



### BOARD DATA MEETINGS:

Regular Held: 10  
Regular Not Held: 1  
Special Held: 4

AVERAGE ATTENDANCE:  
90%

BOARD VACANCIES:  
0

### CHARTER CONTRACT COMPLIANCE

Overall:  
Board:  
Academy:

# SCHOOL PROFILE – HURON ACADEMY

**Local School District(s):** Utica Community Schools

**District Code:** 50903

**Building Code:** 03028

**Address(es):** 36301 Utica Rd., Clinton Township, MI 48313  
11401 Metro Parkway, Sterling Heights, MI 48312

**Phone:** (586) 690-8180

**Website:** huronacademy.org

**Grades Served:** PreK-8

**Initial Charter Applicant:** John Romine/The Romine Group

**Initial Charter Contract Term:** 1999-2004

**Current Charter Contract Term:** July 1, 2023-June 30, 2030

**School Property Owner:** Huron Academy Board of Directors

**School Building Owner:** Huron Academy Board of Directors

**Educational Service Provider (ESP):** CS Partners

**Current ESP Contract Term:** July 1, 2023- June 30, 2030

**Total Permitted Fees, Reimbursements, Contributions, or Charges:** \$193,422

**Special Education Cost Reimbursements Received by the Academy:** \$126,872

**Number of Students w/ Individualized Education Plans (IEPs):** 50

**MDE Partnership School?** ☐Yes ☒No

CURRENT ENROLLMENT AND STUDENT TURNOVER RATE				
FALL 24-25		FALL 25-26		TURN OVER
K	99	K	91	-8
SPED	3.23	SPED	2.83	-0.4
1	86.92	1	81.68	-5.24
2	86.87	2	77.78	-9.09
3	73.55	3	76.56	+3.01
4	72.55	4	73.56	+1.01
5	72.42	5	74.78	+2.36
6	69.32	6	73.63	+4.31
7	69.3	7	61.51	-7.79
8	47.84	8	61.67	+13.83
9	N/A	9	N/A	N/A
10	N/A	10	N/A	N/A
11	N/A	11	N/A	N/A
12	N/A	12	N/A	N/A
TOTAL	681	TOTAL	675	-6

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	6/30/2029
Suzan Karadsheh	Director	2/22/2013	6/30/2027
Alicia Jeffreys	Director	5/3/2024	6/30/2028

# Section C – School Profiles



## HURON ACADEMY

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

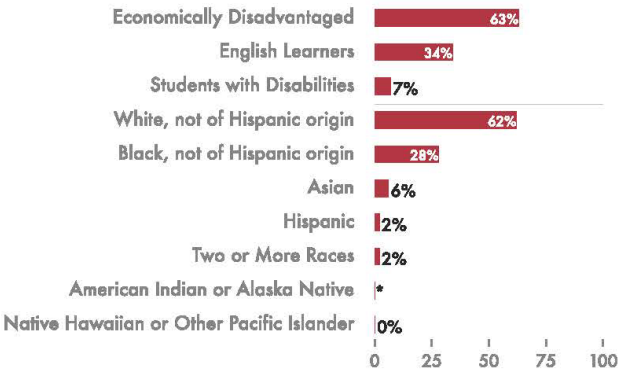


### MISSION

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

**Superintendent/Principal:** Joshua Sobczak (PreK-8)  
**Assistant Principal:** Sarah Paprocki (PreK-8)  
**Grades Served:** PreK-8  
**Assistant Principal:** Lisa Lane (PreK-8)  
**Year Opened:** 1999  
**Current Charter Contract Term:** 2023-2030  
**Educational Service Provider:** CS Partners  
**Resident District:** Utica Community Schools  
**2023-24 Total Revenue:** \$8,862,304 (General Fund)  
**2023-24 Total Expenditures:** \$7,128,401 (minus "Remaining Expenditures")  
**2023-24 Fund Balance:** \$4,168,768 (All Funds)

### SUBGROUPS AND ETHNICITIES



### ACADEMIC GROWTH AND ACHIEVEMENT

Are students making sufficient yearly academic growth to increase proficiency?



Are students making expected annual growth compared to their peers?



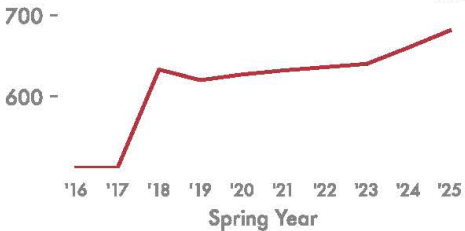
Are students achieving proficiency on a nationally normed assessment?



Are students making sufficient academic growth to achieve proficiency?



### ENROLLMENT BY YEAR



### ACADEMY SPENDING As a Percent of Total Expenditures

#### INSTRUCTION



#### BUSINESS & ADMINISTRATION



#### OPERATIONS & MAINTENANCE



### BOARD DATA MEETINGS:

Regular Held: 9  
Regular Not Held: 2  
Special Held: 1

**AVERAGE ATTENDANCE:**  
79%

**BOARD VACANCIES:**  
0

**CHARTER CONTRACT COMPLIANCE**  
Overall: 100%  
Board: 100%  
Academy: 100%

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

# SCHOOL PROFILE – JOY PREPARATORY ACADEMY

**Local School District(s):** Detroit Public Schools

**District Code:** 82958

**Building Code:** 09318

**Address(es):** 15055 Dexter Ave., Detroit, MI 48238

**Phone:** (313) 340-0023

**Website:** joyprep.com

**Grades Served:** PreK-8

**Initial Charter Applicant:** Mike Malone/The Leona Group

**Initial Charter Contract Term:** 1999-2004

**Current Charter Contract Term:** July 1, 2023-June 30, 2028

**School Property Owner:** JPA Board of Directors

**School Building Owner:** JPA Board of Directors

**Educational Service Provider (ESP):** The Leona Group

**Current ESP Contract Term:** July 1, 2023-June 30, 2028

**Total Permitted Fees, Reimbursements, Contributions, or Charges:** \$46,624

**Special Education Cost Reimbursements Received by the Academy:** \$27,248

**Number of Students w/ Individualized Education Plans (IEPs):** <10

**MDE Partnership School?** ☐ Yes ☒ No

CURRENT ENROLLMENT AND STUDENT TURNOVER RATE				
FALL 24-25		FALL 25-26		TURN OVER
K	24	K	26	+2
SPED	0.43	SPED	0.59	+0.16
1	23	1	27	+4
2	20	2	23	+3
3	22	3	17.92	-4.08
4	17	4	21.86	+4.86
5	15.92	5	14	-1.92
6	17.73	6	16.87	-0.86
7	13	7	20.84	+7.84
8	7.92	8	12.92	+5
9	N/A	9	N/A	N/A
10	N/A	10	N/A	N/A
11	N/A	11	N/A	N/A
12	N/A	12	N/A	N/A
TOTAL	161	TOTAL	181	+20

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
Grover McCants	Director	12/18/2020	6/30/2029



## Section C – School Profiles



### JOY PREPARATORY ACADEMY

15055 DEXTER AVENUE, DETROIT, MI 48238  
JOYPREP.COM



#### MISSION

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

#### School Leader:

Adasina Philyaw (PreK-8)

#### Grades Served:

PreK-8

#### Year Opened:

1999

#### Current Charter Contract Term:

2023-2028

#### Educational Service Provider:

The Leona Group

#### Resident District:

Detroit Public Schools Community District

#### 2023-24 Total Revenue:

\$2,807,698 (General Fund)

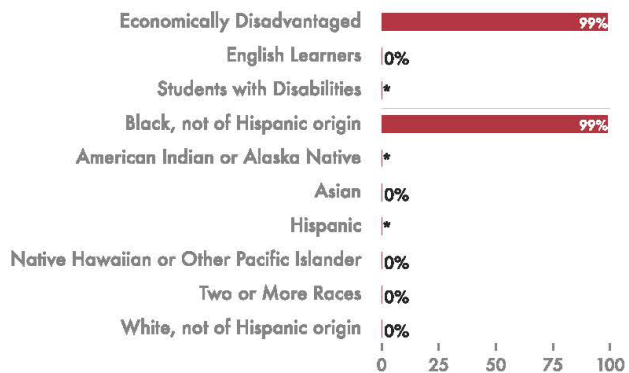
#### 2023-24 Total Expenditures:

\$2,584,555 (minus "Remaining Expenditures")

#### 2023-24 Fund Balance:

\$801,675 (All Funds)

#### SUBGROUPS AND ETHNICITIES



#### ACADEMIC GROWTH AND ACHIEVEMENT

Are students making sufficient yearly academic growth to increase proficiency?



Are students making expected annual growth compared to their peers?



Are students achieving proficiency on a nationally normed assessment?



Are students making sufficient academic growth to achieve proficiency?



#### ENROLLMENT BY YEAR



#### ACADEMY SPENDING As a Percent of Total Expenditures

#### INSTRUCTION



#### BUSINESS & ADMINISTRATION



#### OPERATIONS & MAINTENANCE



#### BOARD DATA MEETINGS:

Regular Held: 9  
Regular Not Held: 1  
Special Held: 0

AVERAGE ATTENDANCE:  
80%

BOARD VACANCIES:  
0

#### CHARTER CONTRACT COMPLIANCE

Overall: 100%  
Board: 100%  
Academy: 100%

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



## SCHOOL PROFILE – Learn4Life Pontiac

**Local School District(s):** Pontiac City School District

**District Code:** 63920

**Building Code:** 09458

**Address(es):** 142 Auburn Ave., Pontiac, MI 48342

**Phone:** (248) 206-4316

**Website:** pontiac.learn4life.org

**Grades Served:** 9-12

**Initial Charter Applicant:** Valerie Chase/U.S. Learning Corporation

**Initial Charter Contract Term:** 2025-2030

**Current Charter Contract Term:** July 1, 2025-June 30, 2030

**School Property Owner:** G.J. & J.A. Investments, LLC

**School Building Owner:** G.J. & J.A. Investments, LLC

**Educational Service Provider (ESP):** U.S. Learning Corporation

**Current ESP Contract Term:** July 1, 2025-June 30, 2030

**Total Permitted Fees, Reimbursements, Contributions, or Charges:** N/A

**Special Education Cost Reimbursements Received by the Academy:** N/A

**Number of Students w/ Individualized Education Plans (IEPs):** N/A

**MDE Partnership School?** ☐Yes ☒No

CURRENT ENROLLMENT AND STUDENT TURNOVER RATE				
FALL 24-25		FALL 25-26		TURN OVER
K	N/A	K	N/A	N/A
SPED	N/A	SPED	.78	N/A
1	N/A	1	N/A	N/A
2	N/A	2	N/A	N/A
3	N/A	3	N/A	N/A
4	N/A	4	N/A	N/A
5	N/A	5	N/A	N/A
6	N/A	6	N/A	N/A
7	N/A	7	N/A	N/A
8	N/A	8	N/A	N/A
9	N/A	9	31.88	N/A
10	N/A	10	39.60	N/A
11	N/A	11	23.74	N/A
12	N/A	12	8	N/A
TOTAL	N/A	TOTAL	104	N/A

GOVERNING BOARD OF DIRECTORS			
NAME	BOARD ROLE	APPOINTED	TERM ENDS
Clark Sanford	President	2/14/2025	6/30/2029
Otis Ewing	Vice President	2/14/2025	6/30/2027
Minnie Washington	Treasurer	2/14/2025	6/30/2028
Deleah Sharp	Secretary	2/14/2025	6/30/2027

**This academy is newly authorized for the 2025-26 academic year. Some information is not available.**

**New Academy – Pending Data**

# SCHOOL PROFILE – LIGHTHOUSE ACADEMY

**Local School District(s):** Evart Public Schools; Grand Rapids Public Schools; Hastings Area School District; Holland Public Schools, Kentwood Public Schools; Muskegon Public Schools; West Olive Public Schools

**District Code:** 41922

**Building Code:** 09924

**Address(es):** 2950 M-179, Hastings, MI 49058  
 4507 170th Ave., Hersey, MI 49639  
 12263 James St., Holland, MI 49424  
 1161 W. Southern Ave., Muskegon, MI 49442  
 12120 Fillmore St., West Olive, MI 49460  
 3330 36th St. SE, Kentwood, MI 49508  
 701 Ball Ave., NE, Grand Rapids, MI 49503  
 205 East Apple Ave., Muskegon, MI 49442  
 1501 Cedar St., NE, Grand Rapids, MI 49503

**Phone:** (616) 949-2287

**Website:** lighthouseacademyschool.org

**Grades Served:** K-12

**Initial Charter Applicant:** Heidi Cate/Wedgwood Services

**Initial Charter Contract Term:** 2008-2013

**Current Charter Contract Term:** July 1, 2025-June 30, 2032

**School Property Owner:** Wedgwood Christian Services

**School Building Owner:** Wedgwood Christian Services

**Educational Service Provider (ESP):** Integrity Educational Services

**Current ESP Contract Term:** July 1, 2025-June 30, 2032

**Total Permitted Fees, Reimbursements, Contributions, or Charges:** \$160,704

**Special Education Cost Reimbursements Received by the Academy:** \$92,948

**Number of Students w/ Individualized Education Plans (IEPs):** 111

**MDE Partnership School?** ☐Yes ☒No

CURRENT ENROLLMENT AND STUDENT TURNOVER RATE				
FALL 24-25		FALL 25-26		TURN OVER
K	0	K	0	0
SPED	0	SPED	0	0
1	0	1	0	0
2	0	2	0	0
3	0	3	0	0
4	1	4	2	+1
5	2	5	1	-1
6	7	6	6	-1
7	19.83	7	13	-6.83
8	40	8	29	-11
9	157.47	9	158.88	+1.41
10	105.34	10	88.02	-17.32
11	42.67	11	55.36	+12.69
12	12.34	12	14.67	+2.33
TOTAL	387.65	TOTAL	367.93	-19.72

GOVERNING BOARD OF DIRECTORS			
NAME	BOARD ROLE	APPOINTED	TERM ENDS
Peter VanGeldereren	President	12/12/2014	6/30/2026
Todd Penning	Treasurer	12/13/2019	6/30/2027
Aaron Toffoli	Vice President	10/5/2018	6/30/2026
Angela Bunn	Secretary	5/4/2018	6/30/2029
Erica Galat	Director	12/14/2023	6/30/2028
Dr. Brenda King	Director	3/21/2008	6/30/2029

Section C – School Profiles



LIGHTHOUSE ACADEMY

3330 36TH STREET, SE, KENTWOOD, MI 49508  
LIGHTHOUSEACADEMYSCHOOL.ORG



LIGHTHOUSE ACADEMY

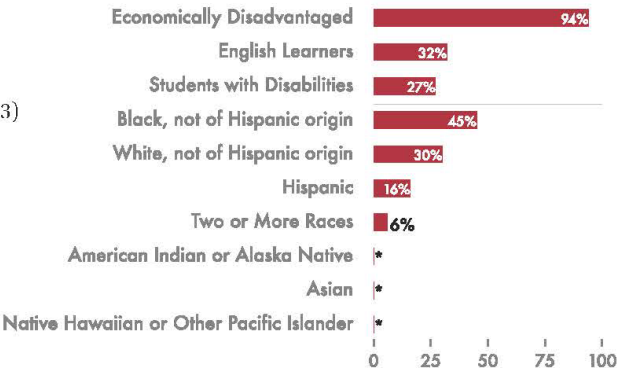
MISSION

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

**Superintendent:** Dr. Heidi Cate (1-13)  
**Grades Served:** 1-13  
**Year Opened:** 2008  
**Current Charter Contract Term:** 2025-2032  
**Educational Service Provider:** IES-GR  
**Resident District:** Kentwood Public Schools  
**2023-24 Total Revenue:** \$10,219,367 (General Fund)  
**2023-24 Total Expenditures:** \$8,482,217 (minus "Remaining Expenditures")  
**2023-24 Fund Balance:** \$3,049,137 (All Funds)

**Assistant Superintendent:** Lucas Yax (1-13)  
**Principal:** Stacey Martinez (1-13)  
**Principal:** Ronda Dyer (1-13)  
**Principal:** Matt P. Milanowski (1-13)  
**Principal:** Shea Williams (1-13)  
**Principal:** Sherri Nash (1-13)

SUBGROUPS AND ETHNICITIES

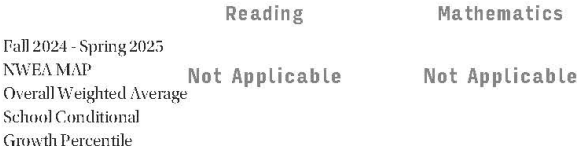


ACADEMIC GROWTH AND ACHIEVEMENT

Are students making sufficient yearly academic growth to increase proficiency?



Are students making expected annual growth compared to their peers?



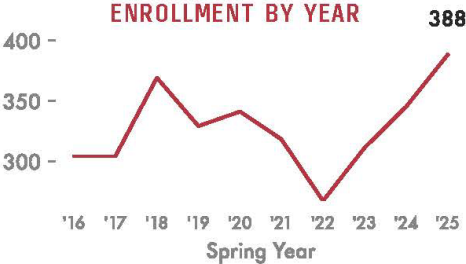
Are students achieving proficiency on a nationally normed assessment?



Are students making sufficient academic growth to achieve proficiency?



ENROLLMENT BY YEAR



ACADEMY SPENDING  
As a Percent of Total Expenditures



BUSINESS & ADMINISTRATION



OPERATIONS & MAINTENANCE



BOARD DATA  
MEETINGS:

Regular Held: 11  
Regular Not Held: 0  
Special Held: 2

AVERAGE ATTENDANCE:  
82%

BOARD VACANCIES:  
0

CHARTER CONTRACT  
COMPLIANCE  
Overall: 100%  
Board: 100%  
Academy: 100%

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

# SCHOOL PROFILE – MARSHALL ACADEMY

**Local School District(s):** Marshall Public Schools

**District Code:** 13903

**Building Code:** 08817

**Address(es):** 18203 Homer Rd., Marshall, MI 49068

**Phone:** (269) 781-6330

**Website:** marshallacademy.org

**Grades Served:** K-12

**Initial Charter Applicant:** Mike Witucki

**Initial Charter Contract Term:** 2000-2005

**Current Charter Contract Term:** July 1, 2024-June 30, 2031

**School Property Owner:** Kiessling Farms

**School Building Owner:** Marshall Academy Board of Directors

**Educational Service Provider (ESP):** Teachers First, Inc

**Current ESP Contract Term:** July 1, 2024-June 30, 2029

**Total Permitted Fees, Reimbursements, Contributions, or Charges:** \$69,897

**Special Education Cost Reimbursements Received by the Academy:** \$141,276

**Number of Students w/ Individualized Education Plans (IEPs):** 54

**MDE Partnership School?** ☐ Yes ☒ No

CURRENT ENROLLMENT AND STUDENT TURNOVER RATE				
FALL 24-25		FALL 25-26		TURN OVER
K	24	K	16	-8
SPED	8.65	SPED	8.38	-0.27
1	18	1	17	-1
2	20.87	2	14	-6.87
3	17.9	3	18.4	+0.5
4	24.11	4	16.59	-7.52
5	20.7	5	18.31	-2.39
6	21.02	6	19.9	-1.12
7	17.74	7	18.55	+0.81
8	15.87	8	17.18	+1.31
9	10.2	9	16.9	+6.7
10	14.99	10	10.14	-4.85
11	18.68	11	12.19	-6.49
12	9.27	12	19.46	+10.19
TOTAL	242	TOTAL	223	-19

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	Director	7/12/2002	6/30/2029
Grace Noyola	Secretary	12/16/2022	6/30/2026
Parker Arnold	Treasurer	12/16/2022	6/30/2029

Section C – School Profiles



MARSHALL ACADEMY

18203 HOMER ROAD, MARSHALL, MI 49068  
MARSHALLACADEMY.ORG



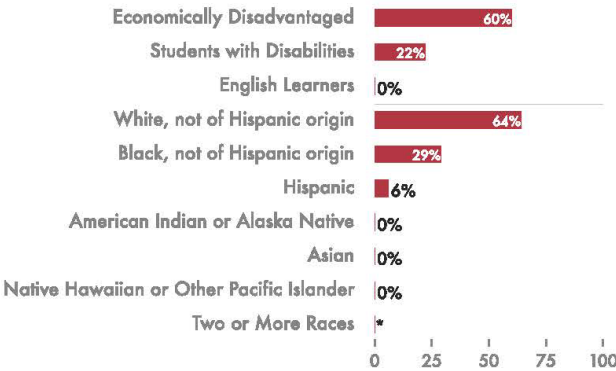
Marshall Academy

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.

**Director:** Leslie Katz (K-13)  
**Assistant Principal:** Michelle Skaggs (K-13)  
**Grades Served:** K-12  
**Year Opened:** 2000  
**Current Charter Contract Term:** 2024-2031  
**Educational Service Provider:** Midwest Management Group, Inc.  
**Resident District:** Marshall Public Schools  
**2023-24 Total Revenue:** \$3,362,896 (General Fund)  
**2023-24 Total Expenditures:** \$2,708,199 (minus "Remaining Expenditures")  
**2023-24 Fund Balance:** \$1,032,567 (All Funds)

SUBGROUPS AND ETHNICITIES



ACADEMIC GROWTH AND ACHIEVEMENT

Are students making sufficient yearly academic growth to increase proficiency?



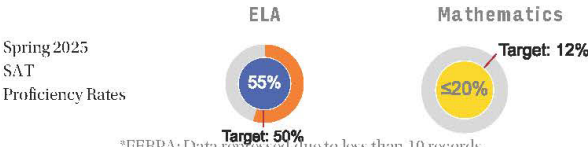
Are students making expected annual growth compared to their peers?



Are students achieving proficiency on a nationally normed assessment?



Are students making sufficient academic growth to achieve proficiency?



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

ENROLLMENT BY YEAR



ACADEMY SPENDING  
As a Percent of Total Expenditures



BUSINESS & ADMINISTRATION



OPERATIONS & MAINTENANCE



BOARD DATA MEETINGS:

Regular Held: 11  
Regular Not Held: 0  
Special Held: 1

AVERAGE ATTENDANCE: 78%

BOARD VACANCIES: 0

CHARTER CONTRACT COMPLIANCE

Overall: 97%  
Board: 96%  
Academy: 98%

# SCHOOL PROFILE – MICHIGAN COLLEGIATE

**Local School District(s):** Roseville Community Schools

**District Code:** 50902

**Building Code:** 08726

**Address(es):** 16911 Eastland St., Roseville, MI 48066  
31300 Ryan Rd., Warren, MI 48092

**Phone:** (586) 779-8055

**Website:** michcol.org

**Grades Served:** PreK-12

**Initial Charter Applicant:** John Romine/The Romine Group

**Initial Charter Contract Term:** 1999-2004

**Current Charter Contract Term:** July 1, 2023-June 30, 2026

**School Property Owner:** Roseland Joint Venture

**School Building Owner:** Roseland Joint Venture

**Educational Service Provider (ESP):** The Romine Group, Inc.

**Current ESP Contract Term:** July 1, 2021-June 30, 2026

**Total Permitted Fees, Reimbursements, Contributions, or Charges:** \$229,069

**Special Education Cost Reimbursements Received by the Academy:** \$291,593

**Number of Students w/ Individualized Education Plans (IEPs):** 113

**MDE Partnership School?** ☐Yes ☒No

CURRENT ENROLLMENT AND STUDENT TURNOVER RATE				
FALL 24-25		FALL 25-26		TURN OVER
K	41	K	40	-1
SPED	9.89	SPED	15.93	+6.04
1	30	1	50.55	+20.55
2	26.88	2	30.02	+3.14
3	51.74	3	42.4	-9.34
4	46.07	4	43.42	-2.65
5	33.28	5	46.51	+13.23
6	50.34	6	47.93	-2.41
7	64.53	7	58.7	-5.83
8	56.55	8	69.96	+13.41
9	102.8	9	105.18	+2.38
10	89.56	10	102.79	+13.23
11	94.8	11	97.17	+2.37
12	94.56	12	103.44	+8.88
TOTAL	792	TOTAL	854	+62

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



## Section C – School Profiles



### MICHIGAN COLLEGIATE

16911 EASTLAND ROSEVILLE, MI 48066  
31300 RYAN ROAD, WARREN, MI 48092  
MICHCOL.ORG



**MICHIGAN  
COLLEGIATE**

#### MISSION

**Inspire** students to become lifelong learners

**Create** responsible citizens

**Empower** students to develop to their potential in a caring, supportive and diverse environment

#### Superintendent:

Russel Woodruff (K-12)

#### Grades Served:

K-12

#### Year Opened:

1999

#### Current Charter Contract Term:

2023-2026

#### Educational Service Provider:

The Romine Group, Inc.

#### Resident District:

Roseville Community Schools

#### 2023-24 Total Revenue:

\$13,654,313 (General Fund)

#### 2023-24 Total Expenditures:

\$11,174,997 (minus "Remaining Expenditures")

#### 2023-24 Fund Balance:

\$4,571,596 (All Funds)

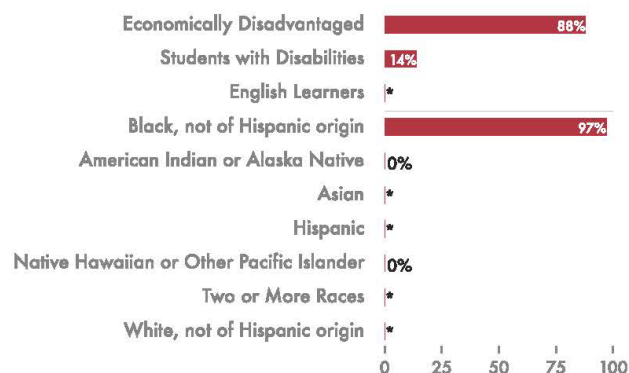
#### Principal:

Katie Jeffrey (K-6)

#### Principal:

Bradley Valentine (6-12)

#### SUBGROUPS AND ETHNICITIES



#### ACADEMIC GROWTH AND ACHIEVEMENT

Are students making sufficient yearly academic growth to increase proficiency?



Are students making expected annual growth compared to their peers?



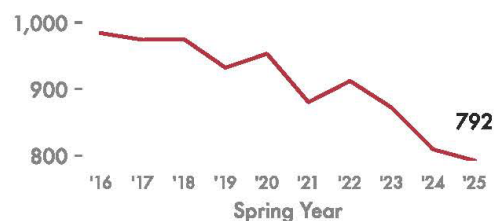
Are students achieving proficiency on a nationally normed assessment?



Are students making sufficient academic growth to achieve proficiency?



#### ENROLLMENT BY YEAR



#### ACADEMY SPENDING As a Percent of Total Expenditures

#### INSTRUCTION



#### BUSINESS & ADMINISTRATION



#### OPERATIONS & MAINTENANCE



#### BOARD DATA MEETINGS:

Regular Held: 8  
Regular Not Held: 2  
Special Held: 0

**AVERAGE ATTENDANCE:**  
84%

**BOARD VACANCIES:**  
1

#### CHARTER CONTRACT COMPLIANCE

Overall: 97%  
Board: 100%  
Academy: 93%

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

# SCHOOL PROFILE – MICHIGAN CONNECTIONS ACADEMY

**Local School District(s):** Okemos Public Schools

**District Code:** 33911

**Building Code:** 00469

**Address(es):** 3950 Heritage Ave., Ste 100, Okemos, MI 48864

**Phone:** (517) 507-5390

**Website:** connectionsacademy.com/michigan-virtual-school

**Grades Served:** K-12

**Initial Charter Applicant:** Mickey

Revenaugh/Connections Academy

**Initial Charter Contract Term:** 2010-2013

**Current Charter Contract Term:** July 1, 2025-June 30, 2032

**School Property Owner:** MICA Board of Directors

**School Building Owner:** MICA Board of Directors

**Educational Service Provider (ESP):** Connections Education, LLC

**Current ESP Contract Term:** July 1, 2025-June 30, 2032

**Total Permitted Fees, Reimbursements, Contributions, or Charges:** \$432,209

**Special Education Cost Reimbursements Received by the Academy:** \$532,014

**Number of Students w/ Individualized Education Plans (IEPs):** 272

**MDE Partnership School?** ☐Yes ☒No

CURRENT ENROLLMENT AND STUDENT TURNOVER RATE				
FALL 24-25		FALL 25-26		TURN OVER
K	51.96	K	57.93	+5.97
SPED	12.99	SPED	9.47	-3.52
1	55.87	1	68.94	+13.07
2	69.79	2	74.81	+5.02
3	82.31	3	79.79	-2.52
4	83.62	4	94.96	+11.34
5	115.76	5	113.62	-2.14
6	145.54	6	135.55	-9.99
7	160.89	7	169.27	+8.38
8	168.92	8	180.90	+11.98
9	193.58	9	212.86	+19.28
10	188.44	10	182.95	-5.49
11	143.08	11	150.14	+7.06
12	116.08	12	127.38	+11.3
TOTAL	1588.83	TOTAL	1658.57	+69.74

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	6/30/2029
Frederick Fendt	Director	2/21/2020	6/30/2029
Randy Zylstra	Director	11/5/2010	6/30/2026

## Section C – School Profiles



### 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.

**Superintendent:**  
Bryan Klochack (K-12)

**Grades Served:**  
K-12

**Year Opened:**  
2010

**Current Charter Contract Term:**  
2025-2032

**Educational Service Provider:**  
Connections Education, LLC

**Resident District:**  
Okemos Public Schools

**2023-24 Total Revenue:**  
\$19,772,232 (General Fund)

**2023-24 Total Expenditures:**  
\$17,372,920 (minus "Remaining Expenditures")

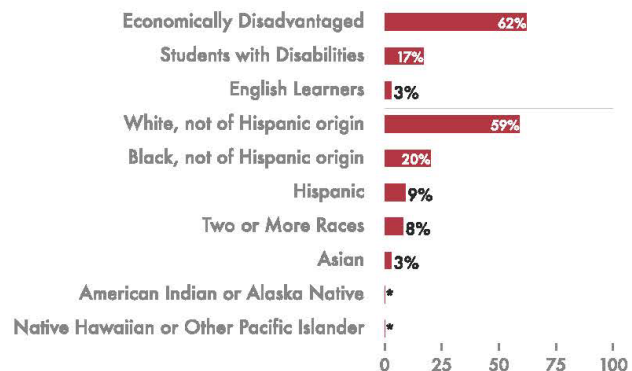
**2023-24 Fund Balance:**  
\$10,408,284 (All Funds)

**Principal:**  
Kim Roberts (K-5)

**Principal:**  
Kyle Luft (6-12)

**Principal:**  
Niebal Atiyeh (9-12)

#### SUBGROUPS AND ETHNICITIES



#### ACADEMIC GROWTH AND ACHIEVEMENT

Are students making sufficient yearly academic growth to increase proficiency?



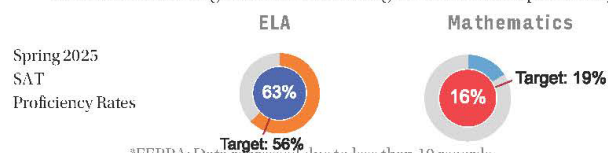
Are students making expected annual growth compared to their peers?



Are students achieving proficiency on a nationally normed assessment?



Are students making sufficient academic growth to achieve proficiency?



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

#### ENROLLMENT BY YEAR



#### ACADEMY SPENDING As a Percent of Total Expenditures

##### INSTRUCTION



##### BUSINESS & ADMINISTRATION



##### OPERATIONS & MAINTENANCE



#### BOARD DATA MEETINGS:

Regular Held: 6  
Regular Not Held: 0  
Special Held: 0

**AVERAGE ATTENDANCE:**  
90%

**BOARD VACANCIES:**  
0

#### CHARTER CONTRACT COMPLIANCE

Overall: 93%  
Board: 92%  
Academy: 94%

# SCHOOL PROFILE – MUSKEGON MONTESSORI ACADEMY FOR ENVIRONMENTAL CHANGE

**Local School District(s):** Mona Shores Public Schools

**District Code:** 61900

**Building Code:** 01966

**Address(es):** 2950 McCracken St., Norton Shores, MI 49441

**Phone:** (231) 766-7500

**Website:** muskegonmontessoriacademy.com

**Grades Served:** PreK-8

**Initial Charter Applicant:** Sid Faucette/Choice Schools

**Initial Charter Contract Term:** 2013-2018

**Current Charter Contract Term:** July 1, 2023-June 30, 2030

**School Property Owner:** Palmer Square Capital Management, LLC

**School Building Owner:** Palmer Square Capital Management, LLC

**Educational Service Provider (ESP):** Choice Schools Associates, LLC

**Current ESP Contract Term:** July 1, 2023-June 30, 2030

**Total Permitted Fees, Reimbursements, Contributions, or Charges:** \$44,304.04

**Special Education Cost Reimbursements Received by the Academy:** \$49,101

**Number of Students w/ Individualized Education Plans (IEPs):** 27

**MDE Partnership School?** ☐Yes ☒No

CURRENT ENROLLMENT AND STUDENT TURNOVER RATE				
FALL 24-25		FALL 25-26		TURN OVER
K	28.96	K	37.96	+9
SPED	0.6	SPED	0.79	+0.19
1	20	1	23.94	+3.94
2	28.82	2	18.94	-9.88
3	16.94	3	24.75	+7.81
4	14.94	4	18.95	+4.01
5	13.88	5	17.85	+3.97
6	11.92	6	11.87	-0.05
7	13.94	7	9	-4.94
8	4	8	7.95	+3.95
9	N/A	9	N/A	N/A
10	N/A	10	N/A	N/A
11	N/A	11	N/A	N/A
12	N/A	12	N/A	N/A
TOTAL	154	TOTAL	172	+18

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
Janda VanDyke	Director	5/5/2017	6/30/2028

## Section C – School Profiles



### 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:** Ali DuBois (PreK-8)  
**School Leader:** Brad Coon (PreK-8)

#### Grades Served:

PreK-8

#### Year Opened:

2013

#### Current Charter Contract Term:

2023-2030

#### Educational Service Provider:

Choice Schools Associates, LLC

#### Resident District:

Mona Shores Public School District

#### 2023-24 Total Revenue:

\$2,493,513 (General Fund)

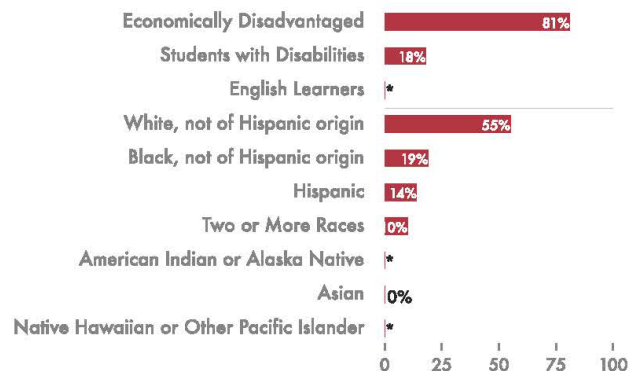
#### 2023-24 Total Expenditures:

\$1,903,399 (minus "Remaining Expenditures")

#### 2023-24 Fund Balance:

\$844,659 (All Funds)

#### SUBGROUPS AND ETHNICITIES



#### ACADEMIC GROWTH AND ACHIEVEMENT

Are students making sufficient yearly academic growth to increase proficiency?



Are students making expected annual growth compared to their peers?



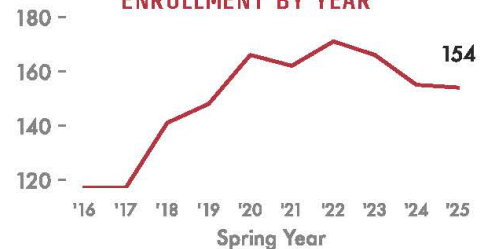
Are students achieving proficiency on a nationally normed assessment?



Are students making sufficient academic growth to achieve proficiency?



#### ENROLLMENT BY YEAR



#### ACADEMY SPENDING As a Percent of Total Expenditures

#### INSTRUCTION



#### BUSINESS & ADMINISTRATION



#### OPERATIONS & MAINTENANCE



#### BOARD DATA MEETINGS:

Regular Held: 10  
Regular Not Held: 1  
Special Held: 0

**AVERAGE ATTENDANCE:**  
71%

**BOARD VACANCIES:**  
0

#### CHARTER CONTRACT COMPLIANCE

Overall: 98%  
Board: 98%  
Academy: 97%

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

# SCHOOL PROFILE – NORTHRIDGE ACADEMY

**Local School District(s):** Flint Public Schools

**District Code:** 25904

**Building Code:** 08721

**Address(es):** 4100 W. Coldwater Rd., Flint, MI 48504

**Phone:** (810) 785-8811

**Website:** northridgeflint.com

**Grades Served:** PreK-8

**Initial Charter Applicant:** Mike Malone/The Leona Group

**Initial Charter Contract Term:** 1997-2001

**Current Charter Contract Term:** July 1, 2025-June 30, 2032

**School Property Owner:** Northridge Academy Board of Directors

**School Building Owner:** Northridge Academy Board of Directors

**Educational Service Provider (ESP):** The Leona Group

**Current ESP Contract Term:** July 1, 2025-June 30, 2032

**Total Permitted Fees, Reimbursements, Contributions, or Charges:** \$73,181

**Special Education Cost Reimbursements Received by the Academy:** \$85,641

**Number of Students w/ Individualized Education Plans (IEPs):** 36

**MDE Partnership School?** ☐Yes ☒No

CURRENT ENROLLMENT AND STUDENT TURNOVER RATE				
FALL 24-25		FALL 25-26		TURN OVER
K	25	K	21	-4
SPED	1.65	SPED	2.09	+0.44
1	30.94	1	32	+1.06
2	26.92	2	32.94	+6.02
3	24.84	3	33.7	+8.86
4	22.6	4	30.31	+7.71
5	32.74	5	25.58	-7.16
6	37.84	6	26.84	-11
7	29.79	7	40.68	+10.89
8	30.68	8	26.86	-3.82
9	N/A	9	N/A	N/A
10	N/A	10	N/A	N/A
11	N/A	11	N/A	N/A
12	N/A	12	N/A	N/A
TOTAL	263	TOTAL	272	+9

GOVERNING BOARD OF DIRECTORS			
NAME	BOARD ROLE	APPOINTED	TERM ENDS
Dr. James Shelley	President	3/20/2009	6/30/2029
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
Karen Utsey	Director	10/4/2024	6/30/2026





# 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 Leader:**  
Evelyn Hamlett (PreK-8)  
**Grades Served:**  
PreK-8  
**Year Opened:**  
1999

**Superintendent:**  
Latricia Brown (PreK-8)  
**Assistant School Leader:**  
Glenita Rubin-Shelton (PreK-8)

**Current Charter Contract Term:**  
2025-2032

**Educational Service Provider:**  
The Leona Group

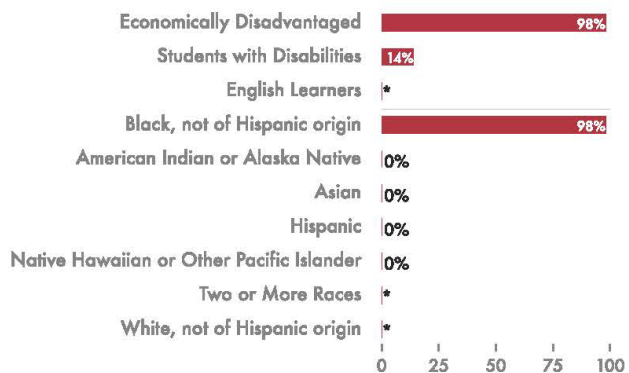
**Resident District:**  
Westwood Heights Schools

**2023-24 Total Revenue:**  
\$3,568,436 (General Fund)

**2023-24 Total Expenditures:**  
\$3,185,852 (minus "Remaining Expenditures")

**2023-24 Fund Balance:**  
\$955,732 (All Funds)

## SUBGROUPS AND ETHNICITIES



## ACADEMIC GROWTH AND ACHIEVEMENT

Are students making sufficient yearly academic growth to increase proficiency?



Are students making expected annual growth compared to their peers?



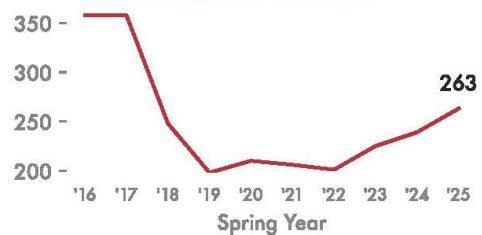
Are students achieving proficiency on a nationally normed assessment?



Are students making sufficient academic growth to achieve proficiency?



## ENROLLMENT BY YEAR



## ACADEMY SPENDING

As a Percent of Total Expenditures

### INSTRUCTION



### BUSINESS & ADMINISTRATION



### OPERATIONS & MAINTENANCE



## BOARD DATA MEETINGS:

Regular Held: 9  
Regular Not Held: 1  
Special Held: 0

**AVERAGE ATTENDANCE:**  
76%

**BOARD VACANCIES:**  
0

## CHARTER CONTRACT COMPLIANCE

Overall: 100%  
Board: 100%  
Academy: 100%

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



# SCHOOL PROFILE – Pillars Academy

**Local School District(s):** Pillars Academy

**District Code:** 25904

**Building Code:** 04698

**Address(es):** 26555 Franklin Rd., Southfield, MI 48033

**Phone:** (734) 660-7423

**Website:** pillars.geeacademies.net

**Grades Served:** PreK - 8

**Initial Charter Applicant:** Michael Conran/Global

Educational Excellence

**Initial Charter Contract Term:** 2025-2030

**Current Charter Contract Term:** July 1, 2025-June 30, 2030

**School Property Owner:** Christian Tabernacle Church

**School Building Owner:** Christian Tabernacle Church

**Educational Service Provider (ESP):** Global Educational Excellence

**Current ESP Contract Term:** July 1, 2025-June 30, 2030

**Total Permitted Fees, Reimbursements, Contributions, or Charges:** N/A

**Special Education Cost Reimbursements Received by the Academy:** N/A

**Number of Students w/ Individualized Education Plans (IEPs):** N/A

**MDE Partnership School?** ☐Yes ☒No

CURRENT ENROLLMENT AND STUDENT TURNOVER RATE				
FALL 24-25		FALL 25-26		TURN OVER
K	N/A	K	28	N/A
SPED	N/A	SPED	.10	N/A
1	N/A	1	21	N/A
2	N/A	2	17	N/A
3	N/A	3	14.92	N/A
4	N/A	4	20	N/A
5	N/A	5	9	N/A
6	N/A	6	16.98	N/A
7	N/A	7	7	N/A
8	N/A	8	3	N/A
9	N/A	9	N/A	N/A
10	N/A	10	N/A	N/A
11	N/A	11	N/A	N/A
12	N/A	12	N/A	N/A
TOTAL	N/A	TOTAL	137	N/A

GOVERNING BOARD OF DIRECTORS			
NAME	BOARD ROLE	APPOINTED	TERM ENDS
Irfan Shuttari	President	2/14/2025	6/30/2029
Dr. Khalid Zafar	Vice President	2/14/2025	6/30/2030
Mohamed Salie	Treasurer	2/14/2025	6/30/2027
Fareeha Shuttari	Secretary	2/14/2025	6/30/2028
Wahaajuddin Mohammed	Director	2/14/2025	6/30/2026

**This academy is newly authorized for the 2025-26 academic year. Some information is not available.**

**New Academy – Pending Data**

## SCHOOL PROFILE – PITTSFIELD ACRES ACADEMY

**Local School District(s):** Ypsilanti Public Schools

**District Code:** 81915

**Building Code:** 04189

**Address(es):** 4377 Textile Rd., Ypsilanti, MI 48197

**Phone:** (734) 210-0660

**Website:** pittsfieldacres.geeacademies.net

**Grades Served:** K-5

**Initial Charter Applicant:** Michael Conran/Global Educational Excellence

**Initial Charter Contract Term:** 2022-2027

**Current Charter Contract Term:** July 1, 2022-June 30, 2027

**School Property Owner:** Global Educational Excellence

**School Building Owner:** Global Educational Excellence

**Educational Service Provider (ESP):** Global Educational Excellence

**Current ESP Contract Term:** July 1, 2022-June 30, 2027

**Total Permitted Fees, Reimbursements, Contributions, or Charges:** \$21,948.00

**Special Education Cost Reimbursements Received by the Academy:** \$4,928.00

**Number of Students w/ Individualized Education Plans (IEPs):** <10

**MDE Partnership School?** ☐ Yes ☒ No

CURRENT ENROLLMENT AND STUDENT TURNOVER RATE				
FALL 24-25		FALL 25-26		TURN OVER
K	20.89	K	14	-6.89
SPED	0.16	SPED	0.2	+0.04
1	15	1	21.89	+6.89
2	16.95	2	15.91	-1.04
3	12	3	14	+2
4	5	4	11	+6
5	11	5	9	-2
6	N/A	6	N/A	N/A
7	N/A	7	N/A	N/A
8	N/A	8	N/A	N/A
9	N/A	9	N/A	N/A
10	N/A	10	N/A	N/A
11	N/A	11	N/A	N/A
12	N/A	12	N/A	N/A
TOTAL	81	TOTAL	86	+5

GOVERNING BOARD OF DIRECTORS			
NAME	BOARD ROLE	APPOINTED	TERM ENDS
Sami Shalabi	President	5/9/2025	6/30/2028
Nadeem Shaukat	Vice President	5/5/2023	6/30/2029
Amal Awad	Treasurer	12/16/2022	6/30/2027
Zeena Alrashed	Secretary	5/9/2025	6/30/2028
Ahmad Alkhatib	Director	10/6/2023	6/30/ 2026

Section C – School Profiles



PITTSFIELD ACRES ACADEMY

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



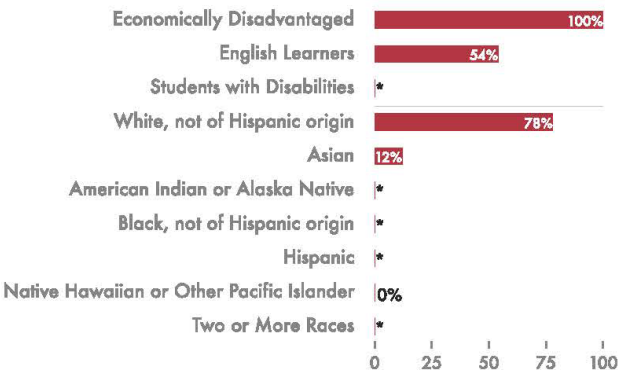
PITTSFIELD  
ACRES ACADEMY

MISSION

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

**Principal:** Crystal Baker (K-8)  
**Superintendent:** Michael Conran (K-8)  
**Grades Served:** K-5  
**Year Opened:** 2022  
**Current Charter Contract Term:** 2022-2027  
**Educational Service Provider:** Global Educational Excellence  
**Resident District:** Ypsilanti Public Schools  
**2023-24 Total Revenue:** \$1,453,836 (General Fund)  
**2023-24 Total Expenditures:** \$1,239,041 (minus "Remaining Expenditures")  
**2023-24 Fund Balance:** \$9,466 (All Funds)

SUBGROUPS AND ETHNICITIES



ACADEMIC GROWTH AND ACHIEVEMENT

Are students making sufficient yearly academic growth to increase proficiency?



Are students making expected annual growth compared to their peers?



Are students achieving proficiency on a nationally normed assessment?



Are students making sufficient academic growth to achieve proficiency?



ENROLLMENT BY YEAR



ACADEMY SPENDING  
As a Percent of Total Expenditures

INSTRUCTION



BUSINESS & ADMINISTRATION



OPERATIONS & MAINTENANCE



BOARD DATA  
MEETINGS:

Regular Held: 6  
Regular Not Held: 5  
Special Held: 2

AVERAGE ATTENDANCE:  
75%

BOARD VACANCIES:  
0

CHARTER CONTRACT  
COMPLIANCE

Overall: 100%  
Board: 100%  
Academy: 100%

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

# SCHOOL PROFILE – RED OAK ACADEMY

**Local School District(s):** Warren Consolidated Schools

**District Code:** 50917

**Building Code:** 04354

**Address(es):** 22280 E. Price Dr., Clinton Township, MI 48035

**Phone:** (586) 420-9761

**Website:** gee-edu.com/schools/redoak/index

**Grades Served:** K-8

**Initial Charter Applicant:** Michael Conran/Global Educational Excellence

**Initial Charter Contract Term:** 2023-2028

**Current Charter Contract Term:** July 1, 2023-June 20, 2028

**School Property Owner:** Global Educational Excellence

**School Building Owner:** Global Educational Excellence

**Educational Service Provider (ESP):** Global Educational Excellence

**Current ESP Contract Term:** July 1, 2023-June 20, 2028

**Total Permitted Fees, Reimbursements, Contributions, or Charges:** \$12,958

**Special Education Cost Reimbursements Received by the Academy:** \$1,729.44

**Number of Students w/ Individualized Education Plans (IEPs):** <10

**MDE Partnership School?** ☐Yes ☒No

CURRENT ENROLLMENT AND STUDENT TURNOVER RATE				
FALL 24-25		FALL 25-26		TURN OVER
K	5.85	K	1	-4.85
SPED	0.41	SPED	0.09	-0.32
1	4	1	1	-3
2	8.86	2	0	-8.86
3	3	3	0	-3
4	5.88	4	0	-5.88
5	3	5	0	-3
6	17	6	5.91	-11.09
7	9	7	15	+6
8	3	8	15	+12
9	N/A	9	N/A	N/A
10	N/A	10	N/A	N/A
11	N/A	11	N/A	N/A
12	N/A	12	N/A	N/A
TOTAL	60	TOTAL	38	-22

GOVERNING BOARD OF DIRECTORS			
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	6/30/2029

Section C – School Profiles



RED OAK ACADEMY

22280 EAST PRICE DRIVE  
CLINTON TOWNSHIP, MI 48035  
GEE-EDU.COM/SCHOOLS/REDOAK/INDEX



RED OAK  
ACADEMY

MISSION

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

School Leader:

Mohammed Ishtiaq (K-8)

Superintendent:

Michael Conran (K-8)

Grades Served:

K-8

Year Opened:

2023

Current Charter Contract Term:

2023-2028

Educational Service Provider:

Global Educational Excellence

Resident District:

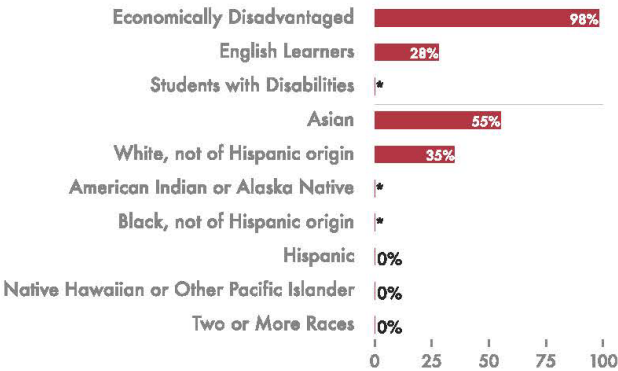
Clintondale School District

2023-24 Total Revenue:

2023-24 Total Expenditures:

2023-24 Fund Balance:

SUBGROUPS AND ETHNICITIES



ACADEMIC GROWTH AND ACHIEVEMENT

Are students making sufficient yearly academic growth to increase proficiency?



Are students making expected annual growth compared to their peers?



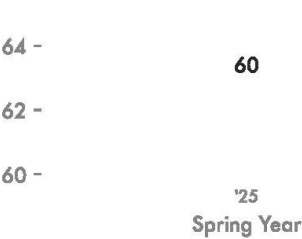
Are students achieving proficiency on a nationally normed assessment?



Are students making sufficient academic growth to achieve proficiency?



ENROLLMENT BY YEAR



ACADEMY SPENDING  
As a Percent of Total Expenditures

INSTRUCTION

BUSINESS & ADMINISTRATION

OPERATIONS & MAINTENANCE

BOARD DATA  
MEETINGS:

Regular Held: 9  
Regular Not Held: 3  
Special Held: 1

AVERAGE ATTENDANCE:  
79%

BOARD VACANCIES:  
1

CHARTER CONTRACT  
COMPLIANCE  
Overall: 95%  
Board: 94%  
Academy: 97%

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

# SCHOOL PROFILE – VOYAGEUR ACADEMY

**Local School District(s):** Detroit Public Schools

**District Code:** 82940

**Building Code:** 08631

**Address(es):** 4321 Military St., Detroit, MI 48210  
4366 Military St., Detroit, MI 48210

**Phone:** (313) 361-4180

**Website:** voyageuracademy.com  
voyageurcollegeprep.com

**Grades Served:** K-12

**Initial Charter Applicant:** Mike Malone/Leona Group

**Initial Charter Contract Term:** 1998-2003

**Current Charter Contract Term:** July 1, 2022-June 30, 2027

**School Property Owner:** Voyageur Academy Board of Directors

**School Building Owner:** Voyageur Academy Board of Directors

**Educational Service Provider (ESP):** The Romine Group, Inc.

**Current ESP Contract Term:** July 1, 2022-June 30, 2025

**Total Permitted Fees, Reimbursements, Contributions, or Charges:** \$372,456

**Special Education Cost Reimbursements Received by the Academy:** \$221,780.11

**Number of Students w/ Individualized Education Plans (IEPs):** 83

**MDE Partnership School?** ☐Yes ☒No

CURRENT ENROLLMENT AND STUDENT TURNOVER RATE				
FALL 24-25		FALL 25-26		TURN OVER
K	69	K	83	+14
SPED	7.62	SPED	7.41	-0.21
1	82	1	89	+7
2	82.76	2	91	+8.24
3	87.94	3	93.28	+5.34
4	80.67	4	93.49	+12.82
5	94.41	5	88.5	-5.91
6	78.67	6	109.9	+31.23
7	101.3	7	82.61	-18.69
8	108.83	8	104.44	-4.39
9	143.16	9	154.85	+11.69
10	131.88	10	141.2	+9.32
11	121.88	11	126.3	+4.42
12	121.88	12	114.02	-7.86
TOTAL	1312	TOTAL	1379	+67

GOVERNING BOARD OF DIRECTORS			
NAME	BOARD ROLE	APPOINTED	TERM ENDS
Curtis Wade	President	7/23/1999	6/30/2027
Minika Benning	Vice President	3/25/2011	6/30/2029
Anita Washington	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	6/30/2029



# Section C – School Profiles



## VOYAGEUR ACADEMY

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

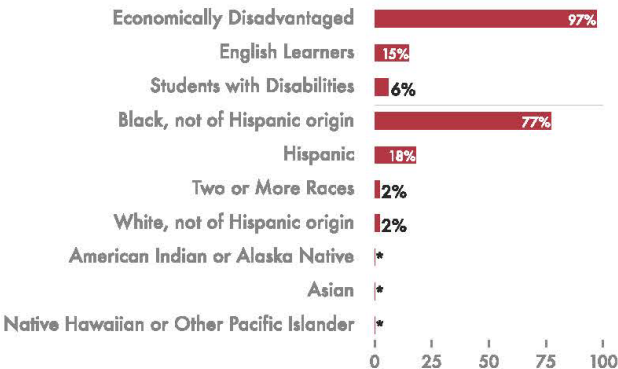


### MISSION

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 and Character.

**Superintendent:** Vergil Smith (K-12)  
**Deputy Superintendent & Principal:** Rod Atkins (K-8)  
**Grades Served:** K-12  
**Principal:** Patricia Crosson (9-12)  
**Year Opened:** 1998  
**Current Charter Contract Term:** 2022-2027  
**Educational Service Provider:** The Romine Group, Inc.  
**Resident District:** Detroit Public Schools Community District  
**2023-24 Total Revenue:** \$19,054,460 (General Fund)  
**2023-24 Total Expenditures:** \$13,793,012 (minus "Remaining Expenditures")  
**2023-24 Fund Balance:** \$7,689,696 (All Funds)

### SUBGROUPS AND ETHNICITIES



### ACADEMIC GROWTH AND ACHIEVEMENT

Are students making sufficient yearly academic growth to increase proficiency?



Are students making expected annual growth compared to their peers?



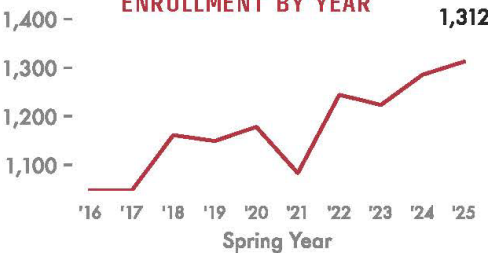
Are students achieving proficiency on a nationally normed assessment?



Are students making sufficient academic growth to achieve proficiency?



### ENROLLMENT BY YEAR



### ACADEMY SPENDING

As a Percent of Total Expenditures

#### INSTRUCTION



#### BUSINESS & ADMINISTRATION



#### OPERATIONS & MAINTENANCE



### BOARD DATA MEETINGS:

Regular Held: 9  
Regular Not Held: 1  
Special Held: 3

**AVERAGE ATTENDANCE:**  
93%

**BOARD VACANCIES:**  
0

**CHARTER CONTRACT COMPLIANCE**  
Overall: 100%  
Board: 100%  
Academy: 100%

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

# SCHOOL PROFILE – William C. Abney Academy

**Local School District(s):** Grand Rapids Public Schools

**District Code:** 41917

**Building Code:** 08600

**Address(es):** 1435 Fulton St. E, Grand Rapids, MI 49503

**Phone:** (616) 454-5541

**Website:** thewcaa.org

**Grades Served:** DK-7

**Initial Charter Applicant:** Jathan Austin/WCAA Board of Directors

**Initial Charter Contract Term:** 2025-2028

**Current Charter Contract Term:** July 1, 2025-June 20, 2028

**School Property Owner:** Jim Cunningham

**School Building Owner:** Jim Cunningham

**Educational Service Provider (ESP):** Self-Managed

**Current ESP Contract Term:** N/A

**Total Permitted Fees, Reimbursements, Contributions, or Charges:** N/A

**Special Education Cost Reimbursements Received by the Academy:** N/A

**Number of Students w/ Individualized Education Plans (IEPs):** N/A

**MDE Partnership School?** ☐Yes ☒No

CURRENT ENROLLMENT AND STUDENT TURNOVER RATE				
FALL 24-25		FALL 25-26		TURN OVER
K	N/A	K	45.95	N/A
SPED	N/A	SPED	1.37	N/A
1	N/A	1	38	N/A
2	N/A	2	29	N/A
3	N/A	3	28	N/A
4	N/A	4	35.48	N/A
5	N/A	5	33.35	N/A
6	N/A	6	15	N/A
7	N/A	7	15.85	N/A
8	N/A	8	N/A	N/A
9	N/A	9	N/A	N/A
10	N/A	10	N/A	N/A
11	N/A	11	N/A	N/A
12	N/A	12	N/A	N/A
TOTAL	N/A	TOTAL	242	N/A

GOVERNING BOARD OF DIRECTORS			
NAME	BOARD ROLE	APPOINTED	TERM ENDS
Jathan Austin	President	5/9/2025	6/30/2026
Courtney Banks-Tatum	Vice President	5/9/2025	6/30/2029
Frank Berrodin	Treasurer	5/9/2025	6/30/2027
Juanita Davis	Secretary	5/9/2025	6/30/2028
Ashlie Jones	Director	5/9/2025	6/30/2027

**This academy is newly authorized for the 2025-26 academic year. Some information is not available.**

**New Academy – Pending Data**

## **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 2024-2025.

### **New Contracts**

The University did not authorize any new general education academies 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.

## **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.

## Section E - Successor Contracts in Bottom 5%

### Interim Target Benchmark Review Table

INTERIM TARGET BENCHMARKS		BENCHMARK TYPE	DISTRICT	ISD	MDE	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	<b>Met</b>
2	By May 2024 the Reading Tiered Fidelity Inventory (TFI) is completed to gather baseline data.	Process	Met	Met	Met	<b>Met</b>
3	By May 2024 utilize Acadience to identify appropriate interventions.	Process	Met	Met	Met	<b>Met</b>
4	By May 2024, parent engagement will increase to reflect 75 individual responses on the Parent Panorama Survey.	Process	Met	Not Met	Met	<b>Met</b>
5	By May 2024, the Parent Panorama Survey will indicate that 60% or more of families are satisfied with their child's school.	Process	Not Met	Met	Met	<b>Met</b>
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	<b>Met</b>
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	<b>Met</b>
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	Local	Not Met	Not Met	Not Met	<b>Not Met</b>

## Section E - Successor Contracts in Bottom 5%

	on Spring NWEA for Math. (FSU Contract Requirement)					
9	By May 2024, the percent who are chronically absent will reduce to 65%.	Local	Met	Met	Met	<b>Met</b>
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
<b>Subparagraph</b>		<b>July 1, 2024-June 30, 2025</b>
<i>i.</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.	\$2,107,422.46
<i>ii.</i>	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.	\$758,671.04
<i>iii.</i>	The total number of positions, organized by Job Title, associated with the expenditures reported under subparagraph (ii) <sup>1</sup>	12
<i>iv.</i>	The amount of funds reported under subparagraph (i) that were spent on contractual services to meet the functions of an authorizing body.	\$222,520.96
<i>v.</i>	The amount of funds reported under subparagraph (i) that were spent on other overhead costs to meet the functions of an authorizing body. <sup>2</sup>	\$1,009,019.31
<i>iv.</i>	The amount of funds reported under subparagraph (i) that were transferred to another operating unit within the University <sup>3</sup>	\$-
<i>vii.</i>	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.	\$-

<sup>1</sup> A full list of positions comparison the identified 12 FTE are provided separately on page 100.

<sup>2</sup> 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.

<sup>3</sup> 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.

## Section F - Authorizer Financial Report

### 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
<b>Total</b>	<b>12</b>

## **Appendix A – Contract Performance Report (CPR) Example**

This appendix will use Benton Harbor Charter School Academy's 2025 Contract Performance Report (CPR) as an example.

# FERRIS STATE UNIVERSITY



CHARTER SCHOOLS OFFICE

BENTON HARBOR  
CHARTER SCHOOL ACADEMY

## Appendix A – Contract Performance Report (CPR) Example

### To Our Partners in Education

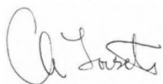
The Contract Performance Reports (CPRs) are created specifically for each public-school academy authorized by Ferris State University and are provided as a service of the Charter Schools Office (CSO). These reports offer an in-depth analysis of each academy's performance across key contractual areas. In addition, each academy's performance is compared to its resident and/or composite school districts.

Our goal in providing this information is for the CPR to serve as a valuable tool for Boards of Directors, administrators, and education service providers in identifying both areas of success and opportunities for improvement. The CPR is one of the primary documents the CSO uses when evaluating an academy's overall performance and making decisions related to school support and reauthorization. We trust you will find it to be a meaningful and actionable resource.

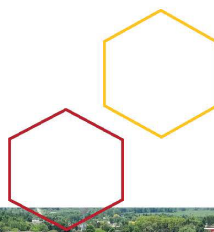
With a focus on student achievement and continuous improvement through quality oversight, we are committed to offering resources that help each Ferris State University-authorized academy meet its contractual obligations. This report, along with other initiatives such as our new School Support Model, reflects our dedication to supporting your work. Ferris State University takes great pride in its authorized public-school academies, and we look forward to continuing our partnership to benefit the students and families who choose your school.

We extend our sincere gratitude to all school staff members and academy Boards of Directors for their commitment to quality and ongoing improvement.

Sincerely,



Chris Loiselle, CPA, MBA  
Director of Charter Schools





## Appendix A – Contract Performance Report (CPR) Example

### 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](http://www.ferris.edu/charterschools)

## Appendix A – Contract Performance Report (CPR) Example



# 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 at least one 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 School Index.	Exceeds: $\geq 70$ Meets: $\geq 50$ but $< 70$ Approaching: $\geq 30$ 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: $\geq 70$ Percentile Meets: $\geq 50$ but $< 70$ Percentile Approaching: $\geq 30$ but $< 50$ Percentile Does Not Meet: $< 30$ th 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: $\geq 6\%$ Meets: $\geq 3\%$ but $< 6\%$ Approaching: $\geq 1\%$ but $< 3\%$ Does Not Meet: $< 1\%$
*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 A – Contract Performance Report (CPR) Example

### 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 School Index.	Exceeds: $\geq 70$ Meets: $\geq 45$ but $< 70$ Approaching: $\geq 30$ but $< 45$ Does Not Meet: $< 30$
Are students achieving proficiency on a nationally normed assessment?		
50%	The percent of students meeting grade level norms on the reading and math NWEA MAP.	Exceeds: $\geq 70\%$ Meets: $\geq 50\%$ but $< 70\%$ Approaching: $\geq 30\%$ but $< 50\%$ Does Not Meet: $< 30\%$
Are students performing well on state examinations in comparison to students in schools they might otherwise 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: $\geq 10\%$ Meets: $\geq 3\%$ but $< 10\%$ Approaching: $< 3\%$ but $> 0\%$ Does Not Meet: $\leq 0\%$

\*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.

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

Academies are expected to score within the "Meets" category on at least one 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?		
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: $\geq 6\%$ Meets: $\geq 3\%$ but $< 6\%$ Approaching: $\geq 1\%$ but $< 3\%$ Does Not Meet: $< 1\%$
Are students performing well on state examinations in comparison to students in schools they might otherwise 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: $\geq 10\%$ Meets: $\geq 3\%$ but $< 10\%$ Approaching: $< 3\%$ but $> 0\%$ Does Not Meet: $\leq 0\%$
Are students performing well on state 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: $\geq 50\%$ Meets: $\geq 40\%$ but $< 50\%$ Approaching: $\geq 30\%$ but $< 40\%$ Does Not Meet: $< 30\%$  EBRW Exceeds: $\geq 60\%$ Meets: $\geq 50\%$ but $< 60\%$ Approaching: $\geq 30\%$ 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 A – Contract Performance Report (CPR) Example

### 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



# Academy Overview



### 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:** 1

**Grades Served:** PreK-8

**Year Opened:** 2000

**CSO Field Rep:** Susan Wakefield

**Current Charter Contract Term:** 2024-2027

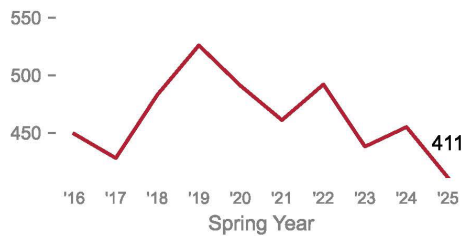
**Educational Service Provider:** Choice Schools Associates, LLC

**Resident District:** Benton Harbor Area Schools

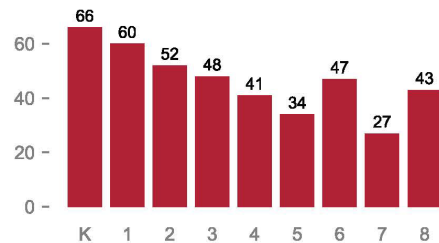
**Superintendent:** Laura Moellering (PreK-8)

**Principal:** Ashley Smith (PreK-8)

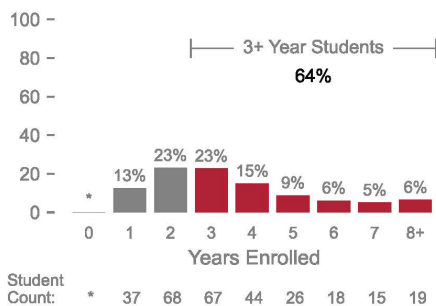
### Enrollment by Year



### Number of Students in Each Grade



### Length of Enrollment



### Student Ethnicity

Ethnicity	Academy	Local District	State
2+ Races	*	3%	5%
Asian	*	0%	4%
Black (non-Hispanic)	96%	91%	18%
Hispanic	3%	3%	9%
Nat. Hawaiian Other Pac. Isl.	0%	*	0%
Native American/Alaskan Native	*	*	1%
White (non-Hispanic)	0%	2%	62%

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



# Appendix A – Contract Performance Report (CPR) Example

## Academy Overview



### Composite District

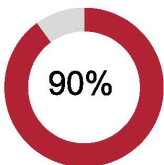
The composite district is a proxy district using the weighted average of the public school districts where the Academy's students reside. The composite district is a more accurate comparison to the Academy than the resident district, based on the make-up of the student body. This comparator is used as 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.

District in Which Students Live	% of Students From District
Benton Harbor Area Schools	100.0%

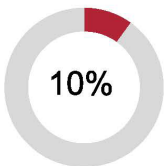
### Resident District

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.

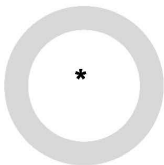
### Free and Reduced Lunch %



### Special Education %



### English Language Learner (ELL) %



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

## Appendix A – Contract Performance Report (CPR) Example

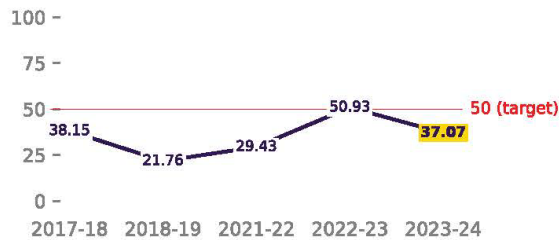


# Educational Goals

## Academic Growth (Grades 2-8)

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

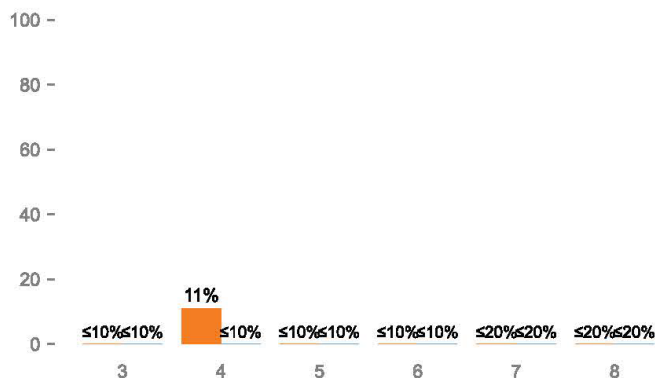
### Growth Accountability Index Trend



\*Latest index scores will be added here when available.

Are students making sufficient yearly academic growth to increase proficiency?

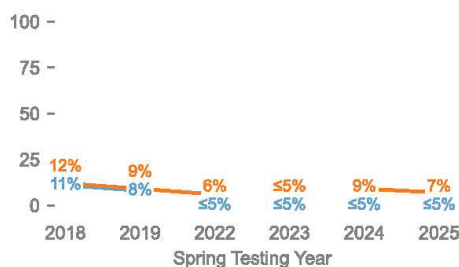
### M-STEP/PSAT 8 ELA & Math Proficiency by Grade



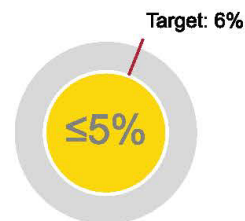
### ELA Spring 2025 Proficiency



### M-STEP/PSAT 8 ELA & Math Proficiency Trend



### Math Spring 2025 Proficiency



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## Appendix A – Contract Performance Report (CPR) Example

# Educational Goals

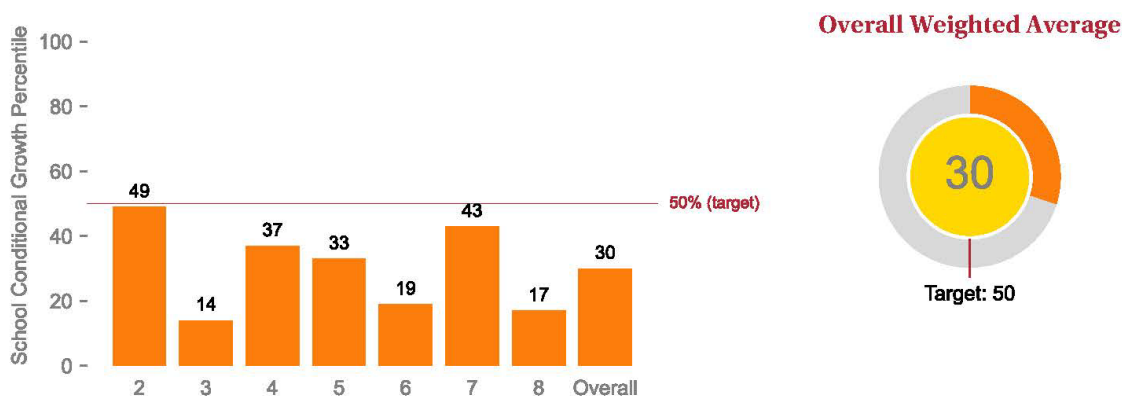
## Academic Growth (Grades 2-8)

### 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.

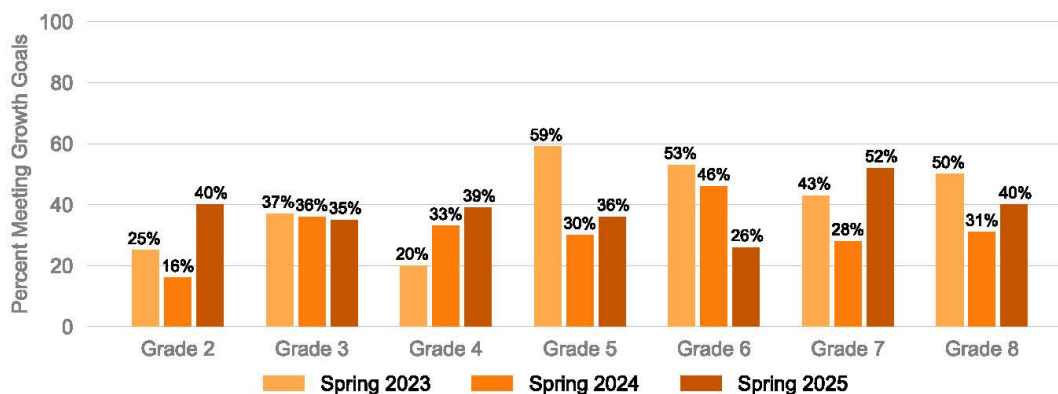
### NWEA MAP Reading Growth Percentiles for Grades 2 through 8

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 suppression rules.

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Appendix A – Contract Performance Report (CPR) Example

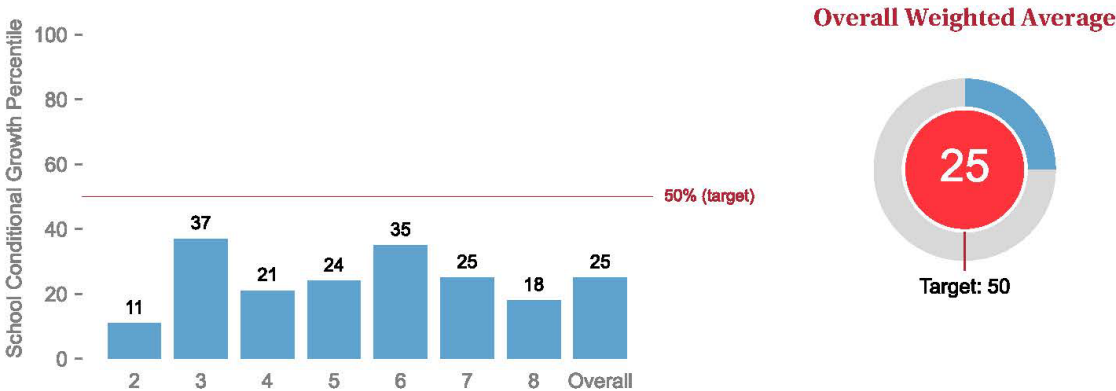
Educational Goals  
Academic Growth (Grades 2-8)

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.

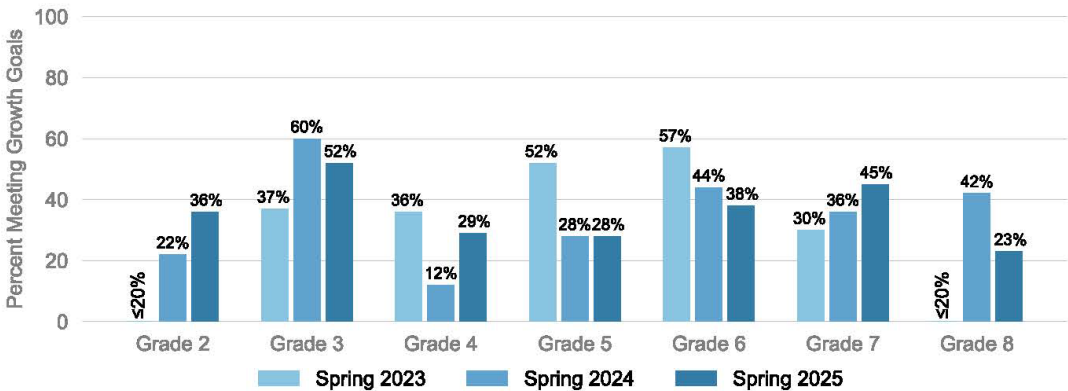
NWEA MAP Math Growth Percentiles for Grades 2 through 8

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 suppression rules.



## Appendix A – Contract Performance Report (CPR) Example

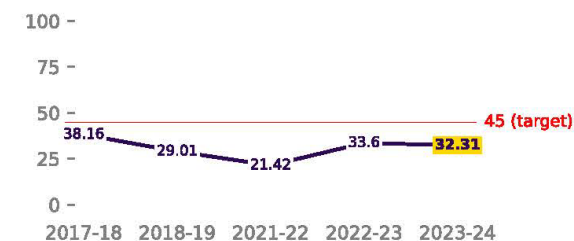


# Educational Goals

## Student Achievement (Grades 2-8)

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

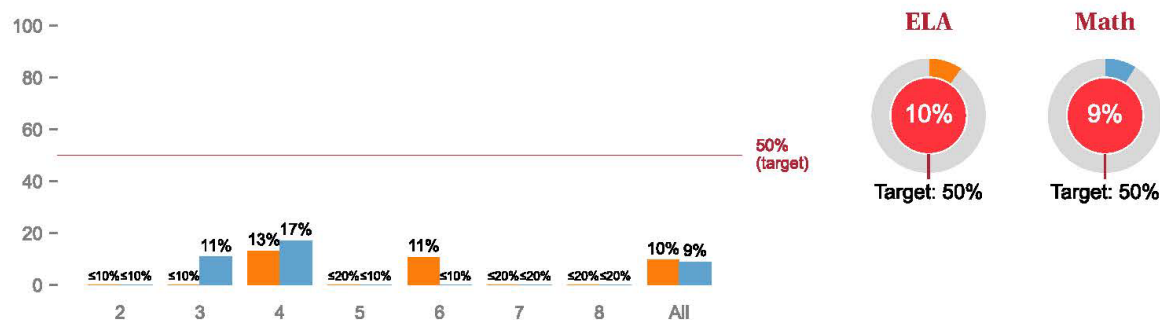
Overall Accountability Index Trend



\*Latest index scores will be added here when available.

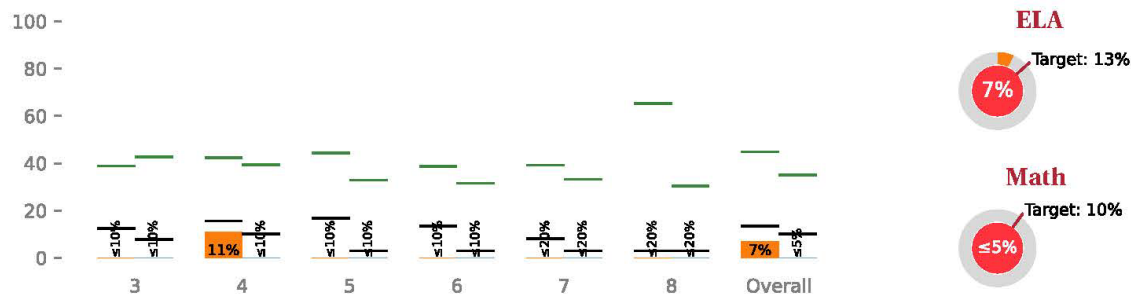
Are students achieving proficiency on a nationally normed assessment?

NWEA Percentage of Students Meeting ELA & Math Grade Level Norms



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



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

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## Appendix A – Contract Performance Report (CPR) Example

# 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 suppression rules.


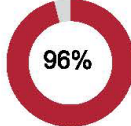
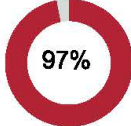
## Appendix A – Contract Performance Report (CPR) Example

### 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
2022-2023	100%	100%	100%
2023-2024	100%	100%	100%
2024-2025	97%	96%	98%



#### 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

## Appendix A – Contract Performance Report (CPR) Example

# Compliance & Governance Board Membership & Activities

### Academy Board Service

Board Member	Office	Length of Service	Term Expiration
Glenda Bell	President	26	06/30/2025
Jean Nesbitt	Vice President	26	06/30/2028
Terri Mays	Director	11	06/30/2027
Renee Harris	Director	2	06/30/2026
Betty Mason	Secretary and Treasurer	26	06/30/2027

### Academy Board Meetings, Attendance, and Position Vacancies

#### Board Meetings



#### Board Attendance



#### Board Position Vacancies



#### Board Professional Development Credits



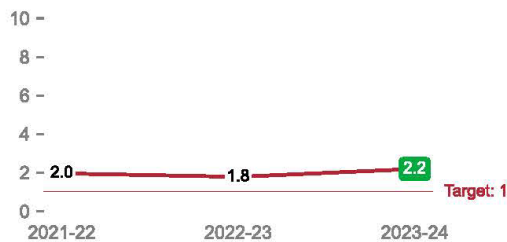
## Appendix A – Contract Performance Report (CPR) Example

# Fiscal Solvency Key Performance Indicators

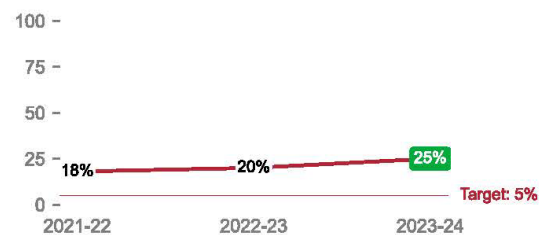
### Revenues and Expenditures

	2021-22	2022-23	2023-24
Federal	\$1,350,680	\$1,155,776	\$1,478,295
Local	\$94,552	\$82,703	\$77,950
Other Financing		\$194,116	\$35,268
State	\$4,603,229	\$4,812,641	\$6,288,845
Enrollment	485	436	448
General Fund Balance Beginning of Year	\$1,278,583	\$1,077,413	\$1,272,789
General Fund Balance End of Year	\$1,077,413	\$1,272,789	\$1,952,123
General Fund Revenues			
Per-pupil Foundation Allowance	\$8,700	\$9,150	\$9,608
Total General Fund Revenues	\$6,048,461	\$6,245,236	\$7,880,358
Total Expenses/Transfers	\$6,249,632	\$6,049,860	\$7,201,023
Total Revenue over Expenses	-\$201,171	\$195,376	\$679,335
Fund Balance as a % of Revenue	18%	20%	25%

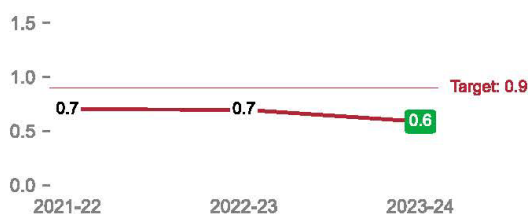
### Current Ratio Trend



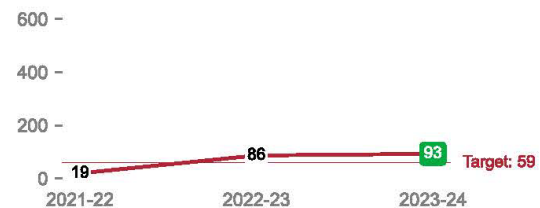
### Fund Balance Trend



### Debt-To-Asset Ratio



### Unrestricted Days Cash



## Appendix A – Contract Performance Report (CPR) Example

# Fiscal Solvency Budget & Key Performance Indicators

### Your Academy's Expenditures (Continued)

#### Instruction



**50¢** OF EVERY DOLLAR WAS SPENT ON INSTRUCTION

#### Business and Administrative Costs



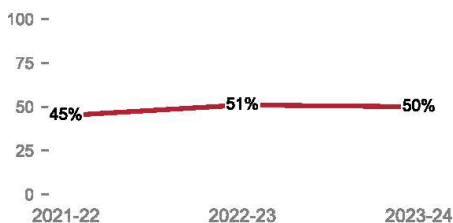
**22¢** OF EVERY DOLLAR WAS SPENT ON BUSINESS AND ADMINISTRATIVE COSTS

#### Building and Facilities

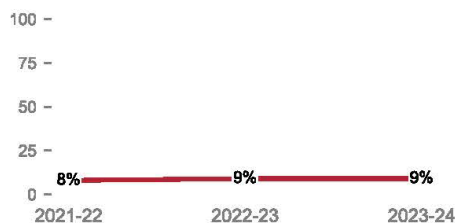


**9¢** OF EVERY DOLLAR WAS SPENT ON THE BUILDING AND FACILITIES

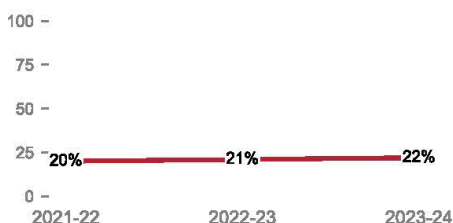
#### Instruction Trend



#### Building and Facilities Trend



#### Business and Administration Trend





## Appendix A – Contract Performance Report (CPR) Example



### Sources, Acronyms, & Glossary

# End Notes

#### Sources

<b>Page 4-5</b>	Charter Contract, CSO Office, Ferris State University
<b>Page 7</b>	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
<b>Page 8</b>	Academy Resident District Table: MSDS, Michigan Department of Education Donut Charts: MISchoolData.org - Enrollment Crosstabs
<b>Page 9</b>	Growth Accountability Index Trend: MISchoolData.org - School Index M-STEP/PSAT 8 ELA/Math % Proficient and Trend: OEAA secure site - Aggregate Data Files
<b>Page 10-11</b>	NWEA MAP Student Growth Summary Report
<b>Page 12</b>	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
<b>Page 13</b>	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
<b>Page 14-15</b>	Charter Contract, CSO Office, Ferris State University Academy Document Submission
<b>Page 16</b>	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: <b>Fiscal Scorecard information provided by the academy</b>
<b>Page 17</b>	MiSchoolData.org - Financial and District/School Info. - District Expenditures

## Appendix A – Contract Performance Report (CPR) Example

### ***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/](http://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](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 A – Contract Performance Report (CPR) Example



Ferris State University is an equal opportunity institution.  
For information on the University's Policy on Non-Discrimination,  
visit [ferris.edu/non-discrimination](http://ferris.edu/non-discrimination).

## **Appendix B – 2024-2025 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 2024-2025 academic school year.



## Appendix B – 2024-2025 Board Communications

September 2024

# FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

## September 2024 Board Communication

### ❖ Message from CSO Director Chris Loiselle

Welcome to a new year with the Ferris State University Charter Schools Office! We're excited to begin with new faces and a refined approach to charter authorizing. Our previous leadership provided a strong foundation, but with rising expectations for charter authorizers, we're committed to continuous improvement. We're updating our practices to align with national best practices, new legal and compliance requirements, and preparing for our 2025-26 Cognia accreditation.

This year, we encountered legislative efforts to increase authorizer oversight and attempts to reduce our funding. Several new Senate bills could significantly impact our oversight responsibilities during the current year. Moving into the future, we expect increased scrutiny in ensuring our academies provide high-quality educational opportunities for the communities they serve.

During this school year, your field representative will introduce our new methods for overseeing and evaluating Academy and Board practices in our four key areas: academic, fiscal, operational, and compliance. We're aligning our practices with the [National Association of Charter School Authorizers \(NACSA\) Principles & Standards](#), the leading standards for quality charter school authorizing.

As the CSO, we are committed to supporting all our academies, particularly those facing challenges. Our approach involves evaluating performance in the four pillars, identifying issues, providing meaningful support, and maintaining transparency, while continuously refining our practices to align with best practices and legal standards. We are excited for the future as we embark on developing this new model with you. Thank you!

### ❖ Board of Directors Question Toolbox

The Ferris State University Charter Schools Office is happy to provide you with 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, 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 Schools Office.

**As we start the new school year, we will focus on Pillar #3 Operations:**

- Have we met our projected enrollment?
- How are we supporting the school leader and teacher morale in the opening weeks of school?
- Review the staffing plan. For any open positions, what is the plan to fill them?
- Do our schools have all the supplies needed to be successful this year?
- Are all summer maintenance/renovation projects complete? Were any additional projects identified for work during the school year?

## Appendix B – 2024-2025 Board Communications

### September 2024

#### ❖ CSO Team Members

In the February 2024 Board Communication we introduced you to Chris Loiselle – CSO Director, Beth Taylor – School Support Specialist and our Field Representatives Linda Bouman, Ronnie Phillips, Jim Scholten, Dr. Michele Sideman and Susan Wakefield. Now it's time to introduce you to the rest of your CSO team.



**Margaret Baker** will join us beginning October 1 as our Associate Director. She grew up and lives in the city of Grand Rapids where both her parents worked for the Grand Rapids Public Schools. She is a graduate of Grand Rapids Catholic Central, Saint Mary's College (Notre Dame). Her passion is providing students with a variety of educational experiences by nurturing children's curiosity and creativity. She genuinely enjoys providing pathways for students to find their own success for the betterment of our communities and Country.

Margaret spent the majority of her career at Coopersville Area Public Schools in West Michigan serving in a variety of roles including: teacher, media specialist, Curriculum Director, and Assistant Superintendent. As a member of the Ferris State University Charter Schools Office, Margaret hopes to provide support to the vision of the FSU Charter Schools.



**Todd Oatley** began in July as our Field Representative for Marshall Academy and Muskegon Montessori Academy for Environmental Change. He grew up in northern Michigan, attending Cadillac Public Schools. It was there that he developed a love of water and the outdoors. He earned his bachelor's and master's degrees at Western Michigan University. Todd spent his whole 33-year career in education working at Greenville High School, first as a teacher and coach, and then many years as high school assistant principal. During his teaching tenure, he volunteered to help develop a school within a school program in Greenville, called *Project Turn Around*, which annually identified roughly forty incoming 9th-grade students who were most likely not to graduate. Through intensive interventions, cross-curricular instruction, project-based learning, adult mentors, extra teacher planning time, etc...., every group of *Project Turn Around* students had over a 95% graduation rate. The tremendously rewarding and satisfying experiences with these at-risk students led Todd to become an assistant principal. His focus on teaching and learning is centered around his "Three Rs": Relationships, Relationships, Relationships!

Todd lives in Rockford with his wife Amy. They have three adult children, all in their twenties, who still live and work in Michigan. He is an active member of his church and participates in a few men's faith-based groups. Todd enjoys the outdoors, long walks, and traveling to the National Parks and Michigan's Upper Peninsula. Todd looks forward to this new adventure that still allows him to continue serving the educational community and our country's most valuable asset, our young people.



## Appendix B – 2024-2025 Board Communications

### September 2024



**Alyssa Myers** joined the CSO team in August as our new Secretary. She was born in Big Rapids, Michigan, and she graduated with a bachelor's degree in history from Ferris State University at the end of the Spring 2024 semester. Alyssa loves learning, and although she has graduated from Ferris, she will continue to take classes as time permits. In her free time, Alyssa likes to Facetime her niece, Faith, knit, read, and thrift shop. Alyssa is excited to join the team at the Charter Schools Office, learn from her new co-workers, and serve the students, staff, and any others affiliated with the charter schools authorized by the Ferris State CSO.



**Andrea Ruggles** is also a Secretary. She has 25 years of dedicated service at Ferris State University. Throughout her tenure at Ferris, she has supported the College of Pharmacy Dean's Office, the Sports, Entertainment and Hospitality Management department within the College of Business and is now in her 3rd year with the Charter Schools Office. She holds an associate degree in Legal Studies and a bachelor's degree in Integrative Studies, both from Ferris State University.

Prior to joining Ferris, she worked as a legal secretary for the Mecosta County Prosecutor's Office. Andrea grew up in the Big Rapids and surrounding area. In her free time, she enjoys devoting time to her husband and two children, her father, her siblings, and their families. She appreciates nature, loves sports and outdoor activities, and most everything that she, her husband, and children do ends up in some sort of a friendly competition.



**Sharon Hopper** is our Compliance and Governance Specialist. She was born a Hoosier and moved to Big Rapids, Michigan at age 6 when her father took a position at Ferris State University as a professor. She earned an associate degree in legal assisting from Ferris State University, bachelor's degree in public administration from Davenport University and master's degree in criminal justice administration from Ferris State University.

Throughout her career Sharon has relished researching and analyzing laws, policies and procedures and providing that information to others. She worked in the Kent County court system for 18 years as a pretrial investigator and enforcement officer. Subsequently, she joined the Ferris State University family in 2007, working 5 years in the legal counsel's office as the labor relations and equal opportunity specialist, 5 years in the human resources department as the employee relations specialist and now 6 ½ years with the CSO.

**Appendix B – 2024-2025 Board Communications**  
**September 2024**

## Appendix B – 2024-2025 Board Communications

### September 2024



The entire **CSO Team** is excited about the 2024-2025 school year as we support your board, school leader and staff ensuring each child at your school has an opportunity to learn, grow and reach their full potential. As Chris will tell you, it's going to be great!

#### ❖ 2024-2025 CSO Competitive Grant Program

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 2024-2025 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. The total amount of funds for the grant program offered by the Ferris State University Charter Schools Office is **\$400,000**.

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 15, 2024.
- 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 29, 2024. Grant awards will be disbursed with the December 2024 State Aid payments.

## Appendix B – 2024-2025 Board Communications

### September 2024

#### ❖ 2024-2025 Virtual Board Professional Development Opportunities

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/Zoom series, [Board Governance Etiquette](#). This series will include five GoToWebinars and four interactive sessions via a Zoom platform. If you can't make it each session will be recorded and the link will be provided to board members in future Board Communications. The dates, topics and delivery platform are as follows:

Date	Topic	Delivery Platform
September 3, 2024 Tuesday 6pm	Navigating Your Role as a New Board Member: Part 1	Zoom
October 1, 2024 Tuesday 6pm	Why Can't We All Just Get Along?	GoToWebinar
November 5, 2024 Tuesday 6pm	Establishing a Positive Board Culture	GoToWebinar
December 3, 2024 Tuesday 6pm	Board President Interaction	Zoom
January 7, 2025 Tuesday 6pm	Bringing Order to Meetings	GoToWebinar
February 4, 2025 Tuesday 6pm	The Role of the Treasurer	Zoom
March 4, 2025 Tuesday 6pm	Acquainting Yourself With Board Policies	GoToWebinar
April 1, 2025 Tuesday 6pm	Cultivating Relationships as Part of Good Governance	GoToWebinar
May 6, 2025 Tuesday 6pm	Navigating Your Role as a New Board Member: Part 2	Zoom

A formal invitation from Angela Irwin - AirWin Educational Services will be emailed to board members. The invitation will include a brief description of the session and registration instructions.

Each board member that attends or watches a webinar or interactive session can earn one professional development credit for their respective board. To earn the credit the board member will share 2-3 takeaways about the session 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.

#### ❖ Important Epicenter Deadlines

September 1, 2024 – Annual Inventory of Capital Assets  
 September 1, 2024 – Board Calendar on Academy's Website-Certification of Completion  
 September 1, 2024 – Board of Directors Policies on Academy's Website-Certification of Completion  
 September 5, 2024 – Educational Entity Master District or School Update  
 September 30, 2024 – Emergency Drills Schedule – Certification  
 September 30, 2024 – ESP Information Policy Requirement  
 September 30, 2024 – Integrated Pest Management Plan-Annual Notice  
 October 1, 2024 – Annual Verification of Non-Profit Corporation Status  
 October 28, 2024 – Board of Directors Application (for 12/12/2024 FSU BOT meeting)

#### ❖ Important Dates

October 2, 2024 – Count Day  
 October 4, 2024 – FSU Board of Trustees meeting  
 October 19, 2024 – Charter School Day at FSU



## Appendix B – 2024-2025 Board Communications

### September 2024

#### ❖ In-Person Board Professional Development Opportunity

In addition to our virtual board training series, we are thrilled to offer board members an in-person board professional development opportunity this Fall. Again, we are partnering with 7 other Michigan charter school authorizers where Angie Irwin will provide a formal presentation followed by a breakout session/table discussion facilitated by Angie and the authorizers and ending with the attendees re-convening for a meal together.

The session will walk through governance framework, based on best practices, which will include the following “governance buckets”:

- Policy & Practice
- Planning & Relationships
- Operations & Procedures

The interactive session will encourage board members to consider their practices and processes and determine which “governance bucket” these practices and processes should be placed. Participants will leave with an outline of a governance framework that they can build upon and refer to as they execute their respective governance roles.

There are five regional sessions to choose from. The same content will be repeated at all five locations. The session will begin at 5pm and end by 8pm. The dates and locations are as follows:

Date	Location
October 2, 2024 Wednesday 5pm-8pm	MAPSA Headquarters 123 W. Allegan, Suite 750 Lansing, MI
October 17, 2024 Thursday 5pm-8pm	Cesar Chavez Academy High School 1761 Waterman Street Detroit, MI
October 30, 2024 Wednesday 5pm-8pm	Grand Traverse Academy 1245 E. Hammond Road Traverse City, MI
November 6, 2024 Wednesday 5pm-8pm	Voyageur Academy 4366 Military Road Detroit, MI
November 13, 2024 Wednesday 5pm-8pm	Faxon Academy 26275 Northwestern Highway Southfield, MI

Board members, be sure to check your email for registration and other information about this in-person, interactive professional development opportunity. This is a unique opportunity to sharpen your governance skills and earn a professional development credit for your board. We think you'll benefit greatly by the conversations with other board members generated around the content and tapping into the knowledge and experiences of Angie and 8 authorizers. We look forward to seeing you at one of the sessions!

#### ❖ 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 – 2024-2025 Board Communications

### October 2024

# FERRIS STATE UNIVERSITY

## CHARTER SCHOOLS OFFICE

### October 2024 Board Communication

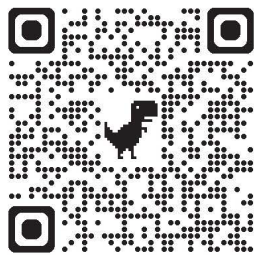
#### ❖ Board Members are Invited to Charter School Day at Ferris State University

The CSO is hosting our very first Charter School Day at Ferris State University on **October 19, 2024** for all 10<sup>th</sup> – 12<sup>th</sup> grade students of a FSU-authorized school. All board members are invited to attend, which includes a campus tour, free lunch and dinner, and a football game.

The tentative itinerary is:

9:30am – 12:00pm	Ferris tour, including pictures with our mascot, learning all about student groups and other things like band, athletics, the different colleges and programs offered, etc.
12:00pm – 1:00pm	Stadium tent or in seats for game day lunch
1:00pm – 4:00pm	Football game Ferris State University vs. Michigan Technological University
4:00pm – ?	Depart or eat dinner at The Rock, our famous campus cafeteria, before leaving.

If interested, please RSVP using the QR code or link below.



<https://docs.google.com/forms/d/1lyKPmR96cVjpXGH-cBOOxIMMwdsiLMLegUDEa6Q8H7g/edit>

#### ❖ Contract Performance Report (CPR)

In October school leaders and board members will receive the 2023-2024 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.



# Appendix B – 2024-2025 Board Communications

## October 2024

### ❖ Board of Directors Question Toolbox

The Ferris State University Charter Schools Office is happy to provide you with 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, 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 Schools Office.

**As we start the new school year, we will focus on Pillar #4 Compliance and Governance:**

#### ➤ Compliance/Legal

- Have new students been identified for at-risk services and have interventions begun?
- How are school leaders ensuring all students with disabilities and ELLs receive services they are legally entitled to?
- Are there any charter amendments your school might need to consider making its goals for growth, new grades, new facility, etc. a reality? If so, has the school leader or board president contacted the CSO Director to discuss these plans?

#### ➤ Governance

- Has the board discussed a calendar of board member development opportunities that align with the organizational goals and strategic plan?
- How is the board supporting school leader morale in the opening weeks of school?
- How is the board assessing staff morale? Are there plans in place for the board to keep a pulse on this? How can the board support it?
- What is the communications plan and what are the roles of board members and staff if a crisis arises?
- Has the board reexamined its new board member orientation program to ensure maximum impact?
- Has the board reviewed best practices for public comments during a board meeting?

### ❖ Important Epicenter Deadlines

October 1, 2024 – Annual Verification of Non-Profit Corporation Status  
October 28, 2024 – Board of Directors Application (for 12/12/2024 FSU BOT meeting)  
October 31, 2024 – Budget-1<sup>st</sup> Quarterly Financial Statements  
November 1, 2024 – Lease Amortization Schedule (**new requirement**)  
November 1, 2024 – Audited Financial Statement and Management Letter (Board Approved)  
November 1, 2024 – Support Indicators-Financial AFS

### ❖ Important Dates

October 2, 2024 – Count Day  
October 4, 2024 – FSU Board of Trustees meeting  
October 19, 2024 – Charter School Day at FSU

# Appendix B – 2024-2025 Board Communications

## October 2024

### ❖ 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.

On September 9<sup>th</sup> Sharon Hopper sent all board members an email and the 2024-2025 Annual Conflict of Interest Questionnaire. Board members please complete the form and email it to [SharonHopper@ferris.edu](mailto:SharonHopper@ferris.edu) or give it to your FSU Field Representative.

### ❖ Virtual Board Professional Development Opportunity

Mark your calendar for the second live webinar, *Why Can't We All Just Get Along*, in our 2024-2025 board professional development series, *Board Governance Etiquette*. It will be on Tuesday October 1, 2024 at 6pm. Board members look for an email invitation from AirWin Educational Services with registration information.

Ideally, boards have processes in place for recruiting effective, quality board members who add value to formal board discussions. Occasionally, however, boards may encounter situations and scenarios where one or two members are not meeting the governance expectations put forth. If/when this happens, what are boards to do? This session will address practical and diplomatic ways boards can manage members who are not governing effectively and/or in accordance with board culture and ideas.

In case you missed the first webinar, *Navigating Your Role as a New Board Member: Part 1*, below is a link to the recording. This interactive Zoom session, designed for new board members, provided the history of charter schools, the appropriate role of the board and the critical relationships board members must navigate to serve effectively, efficiently and masterfully.

[Navigating Your Role as a New Board Member: Part 1](#)

### ❖ In-Person Board Professional Development Opportunity

Board members please consider attending one of our regional in-person professional development sessions that will be held in Lansing, Detroit (2 locations), Southfield and Traverse City in October and November. There will be a formal presentation, group exercise and dinner provided, at no cost to the board member.

Eight Michigan PSA authorizers are collaborating with Angie Irwin from AirWin Educational Services to provide you with an opportunity to perfect your governance role by implementing best practices and utilizing effective tools and resources. Board members from 142 academies across the State have been invited to participate in this professional development opportunity. We look forward to seeing you at one of the sessions!

## Appendix B – 2024-2025 Board Communications

### October 2024

Date	Location
October 2, 2024 Wednesday 5pm-8pm	MAPSA Headquarters 123 W. Allegan, Suite 750 Lansing, MI
October 17, 2024 Thursday 5pm-8pm	Cesar Chavez Academy High School 1761 Waterman Street Detroit, MI
October 30, 2024 Wednesday 5pm-8pm	Grand Traverse Academy 1245 E. Hammond Road Traverse City, MI
November 6, 2024 Wednesday 5pm-8pm	Voyageur Academy 4366 Military Street Detroit, MI
November 13, 2024 Wednesday 5pm-8pm	Faxon Academy 26275 Northwestern Highway Southfield, MI

**Please click on the link below to register for a session.**

[https://docs.google.com/forms/d/e/1FAIpQLSfWk6n3PmiekL56dtYj2QntxR4m65wLoHeNI7h06ZHBhNLBjg/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfWk6n3PmiekL56dtYj2QntxR4m65wLoHeNI7h06ZHBhNLBjg/viewform?usp=sf_link)

Each board member that attends or watches a webinar, interactive virtual session or attends an in-person session can earn one professional development credit for their respective board. To earn the credit the board member will share 2-3 takeaways about the session 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.

#### ❖ Are You Prepared For Public Comments During A Board Meeting?

While it is infrequent that a member of the public attends and addresses the board at a school board meeting, it is imperative that the board be prepared and adopt best practices for managing the public comment portion of a board meeting.

A board meeting agenda usually includes two public comment opportunities during the meeting; one for agenda items only and the other for non-agenda items. Most boards include the following statements, or something similar, on their meeting agenda.

*This is a meeting of the Board of Directors in public for the purpose of conducting the school's business and it is not to be considered a public meeting.*

*Individuals wishing to address the Board of Directors are requested to sign in with the Board Secretary prior to the start of the meeting. Individual comments are limited to no more than three (3) minutes each with a total time allowance for public comment not to exceed thirty (30) minutes. The board will not verbally respond to public comments, but may follow up in the most appropriate and time-effective manner.*

If the board president is aware that there are members of the public at a board meeting, it is recommended that they read the public comment notation aloud in case the public does not have access to or have a copy of the meeting agenda. It's an opportunity to emphasize the parameters of public participation in the school board meeting.

## Appendix B – 2024-2025 Board Communications

### October 2024

But what happens if the public comment portion of the meeting doesn't go smoothly or exceeds 30 minutes? Does your board have a plan for these types of situations? It is best practice for boards to be prepared just in case things go awry at a board meeting. School leaders and board presidents should have a conversation and plan how to manage public comments that get contentious, out of control or go too long.

Typically, board policies provide the Board President with basic guidance, such as:

- Prohibit public comments which are frivolous, repetitive, or harassing
- Interrupt, warn or terminate a participant's statement when the statement is too lengthy, personal, directed, abusive, obscene, or irrelevant
- Request any individual to leave the meeting when that person behaves in a manner that is disruptive of the orderly conduct of the meeting
- Request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting
- Call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action

Please refer to your board policies for guidance that are specific to your board. Discuss how you'd manage certain situations that may occur during a board meeting. What are the roles and responsibilities of the school leader, board president and individual board members?

Be prepared, have a plan, and review it periodically especially when school leadership, board membership or leadership changes.

#### ❖ 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 School Day at FERRIS STATE UNIVERSITY



Ferris State University is for students who are ready to accelerate their education forward at the speed of the real world! Charter school students are invited to get a close-up look at Ferris State and the programs that can change their lives.

Join us on Oct. 19, 2024, for a day exploring academic programs, learning about support

services, exploring campus, and attending an exciting Ferris State football game! Students will enjoy a meal and take home special Ferris State swag.

Charter School Day is open to 10th through 12th grade students attending a Ferris State authorized charter school.

**JOIN US AND SEE WHAT IT IS LIKE TO BE A BULLDOG!**



## Appendix B – 2024-2025 Board Communications

### November 2024

# FERRIS STATE UNIVERSITY

## CHARTER SCHOOLS OFFICE

### November 2024 Board Communication

#### ❖ 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 [Freedom of Information Handbook - Michigan Attorney General Dana Nessel](#). For specific guidance regarding FOIA, the Board President may want to consult with the board's attorney.

#### ❖ 2024-2025 CSO Competitive Grant Program

School leaders don't forget to submit in Epicenter your application for the CSO Competitive Grant Program by November 15<sup>th</sup>. The grant may be used for one of four "bucket" areas: Safety and Security, Extra Curricular Activities, Staff Professional Development or Other Projects. The total amount of funds for the grant program offered by the Ferris State University Charter Schools Office is **\$400,000**.

The CSO Competitive Grant Request Application can be found in Epicenter. You'll need to outline the project, anticipated cost and rationale for the project. 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. The CSO will notify school leaders of their grant status no later than November 29, 2024. Grant awards will be disbursed with the December 2024 State Aid payments.

#### ❖ Important Epicenter Deadlines

November 1, 2024 – Audited Financial Statement and Management Letter (Board Received & Reviewed)  
November 1, 2024 – Lease Amortization Schedule **(new requirement)**  
November 1, 2024 – Support Indicators-Financial AFS 2023-2024  
**November 3, 2024 – Board Candidate Application** (for consideration at the 12/14/2024 FSU BOT meeting)  
November 15, 2024 – 2024-2025 FSU CSO Competitive Grant **(optional)**  
November 16, 2024 – Student Count  
November 30, 2024 – Hylant Insurance Policy Submission

#### ❖ Important Dates

November 5, 2024 – Board Professional Development Webinar Establishing a Positive Board Culture  
November 6, 2024 – In-person Board Professional Development Session Detroit Area  
November 13, 2024 – In-person Board Professional Development Session Southfield Area  
December 3, 2024 – Board Professional Development Zoom Session Board President Interaction



## Appendix B – 2024-2025 Board Communications

### November 2024

#### ❖ Virtual Board Professional Development Opportunities

Mark your calendar for the next two webinars in our 2024-2025 board professional development series, *Board Governance Etiquette*. The first one, *Establishing a Positive Board Culture*, is scheduled for November 5<sup>th</sup> at 6pm. This session will address the importance of identifying, understanding and ensuring a positive board culture, as well as provide insight into the ultimate value board culture can bring to governance operations, decision-making and procedural knowledge.

The second upcoming board professional development opportunity is on December 3<sup>rd</sup> at 6pm. This will be an interactive Zoom session for board presidents. It will bring board presidents together to discuss and exchange thoughts and ideas on how to lead boards effectively. This session is intended to be interactive so bring your best advice to share with your fellow board leadership colleagues.

Board members look for an email invitation from AirWin Educational Services with registration information for both sessions.

In case you missed previous virtual board professional development sessions below are links to the recordings. If you would like a copy of a presentation or handouts, please contact Sharon Hopper at [SharonHopper@ferris.edu](mailto:SharonHopper@ferris.edu).

[Navigating Your Role as a New Board Member: Part 1](#)

[Why Can't We All Just Get Along](#)

#### ❖ In-Person Board Professional Development Opportunities

The regional in-person professional development sessions held last month in Lansing, Traverse City and Detroit proved to be an excellent opportunity for charter school board members across the state to come together for a common purpose. The presentation, handouts and other valuable resources provided board members with the tools necessary to create a governance framework for their respective boards.

In case your schedule conflicted with the previous regional sites and dates below are the two remaining sessions. We look forward to seeing you!

Date	Location
November 6, 2024 Wednesday 5pm-8pm	Voyageur Academy 4366 Military Street Detroit, MI
November 13, 2024 Wednesday 5pm-8pm	Faxon Academy 26275 Northwestern Highway Southfield, MI

**Please click on the link below to register for a session.**

[https://docs.google.com/forms/d/e/1FAIpQLSfWk6n3PmiekL56dtYj2QntxR4m65wLoHeNI7h06ZHBhNLBjg/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfWk6n3PmiekL56dtYj2QntxR4m65wLoHeNI7h06ZHBhNLBjg/viewform?usp=sf_link)

# **Appendix B – 2024-2025 Board Communications**

## **November 2024**

### **❖ Board of Directors Question Toolbox**

The Ferris State University Charter Schools Office is happy to provide you with 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, 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 Schools Office.

#### **We will focus on Pillar #2 Fiscal:**

- How close was the actual Fall student count compared to the projected count and chartered enrollment? Is a budget amendment necessary?
- What is the school's fund balance? How does it compare to the board's goal?
- Revisit district payment and billing issues from the previous two months.
- How is the board ensuring that school leaders meet reporting due dates for the quarterly unaudited financials?
- How does current cash flow compare with last year's?
- What were the auditor's findings for the 2023-2024 audited financial statements?

#### **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 – 2024-2025 Board Communications

### December 2024

# FERRIS STATE UNIVERSITY

## CHARTER SCHOOLS OFFICE

### December 2024 Board Communication

#### ❖ Board of Directors Question Toolbox

Ferris State University CSO is happy to provide you with 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 contact the Field Representative or the Ferris State University Charter Schools Office.

#### We will focus on Pillar #1 Academic:

- How is the school progressing compared to the metrics and measures in its accountability plan and internal yearly strategic plan? Are there any additional resources needed based on student outcomes?
- Have all new ELLs and students with IEPs been identified and are they receiving the proper programming? Have student IEPs been amended to the charter school's settings and services?
- How is the board checking in with the school leader on midyear progress against their performance goals? Does the board have plans and resources in place to support the school leader's development against those goals?
- How is the board ensuring that curriculum and other academic resources are effectively helping leaders and teachers meet academic achievement goals? Does the academic committee and/or school leaders feel that any adjustments to curriculum choices or resources are needed, and if so, what are they and why?

#### ❖ Important Dates

December 3, 2024 – Board Professional Development Zoom Session Board President Interaction  
December 12, 2024 - Ferris State University Board of Trustees Meeting

#### ❖ Virtual Board Professional Development Opportunities

The next webinar in our 2024-2025 board professional development series, [Board Governance Etiquette](#), will be on December 3<sup>rd</sup> at 6pm. This will be an interactive Zoom session featuring board presidents. It will bring board presidents together to discuss and exchange thoughts and ideas on how to lead boards effectively. This session is intended to be interactive so bring your best advice to share with your fellow board leadership colleagues. While this session is centered around board presidents, all board members are encouraged to attend.

## Appendix B – 2024-2025 Board Communications

### December 2024

There will be another webinar on January 7<sup>th</sup> at 6pm. The topic will be [Bringing Order to Meetings](#). This session will include the importance of Roberts Rules of Order and how using this parliamentary procedure ensures consistency, efficiency and professionalism to your public board meetings.

Board members look for an email invitation from AirWin Educational Services with registration information for both sessions.

In case you missed previous virtual board professional development sessions below are links to the recordings. If you would like a copy of a presentation or handouts, please contact Sharon Hopper at [SharonHopper@ferris.edu](mailto:SharonHopper@ferris.edu).

[Navigating Your Role as a New Board Member: Part 1](#)

[Why Can't We All Just Get Along](#)

[Establishing a Positive Board Culture](#)

#### ❖ Governance Framework

Hopefully one or more of your board members attended one of the five regional in-person professional development sessions held in October and November. This training opportunity focused on [Governance Framework](#), which is a structured approach to decision-making, oversight and accountability, with the goal of ensuring effective management, transparency and consistency in governance practices and adherence to policies and regulations.

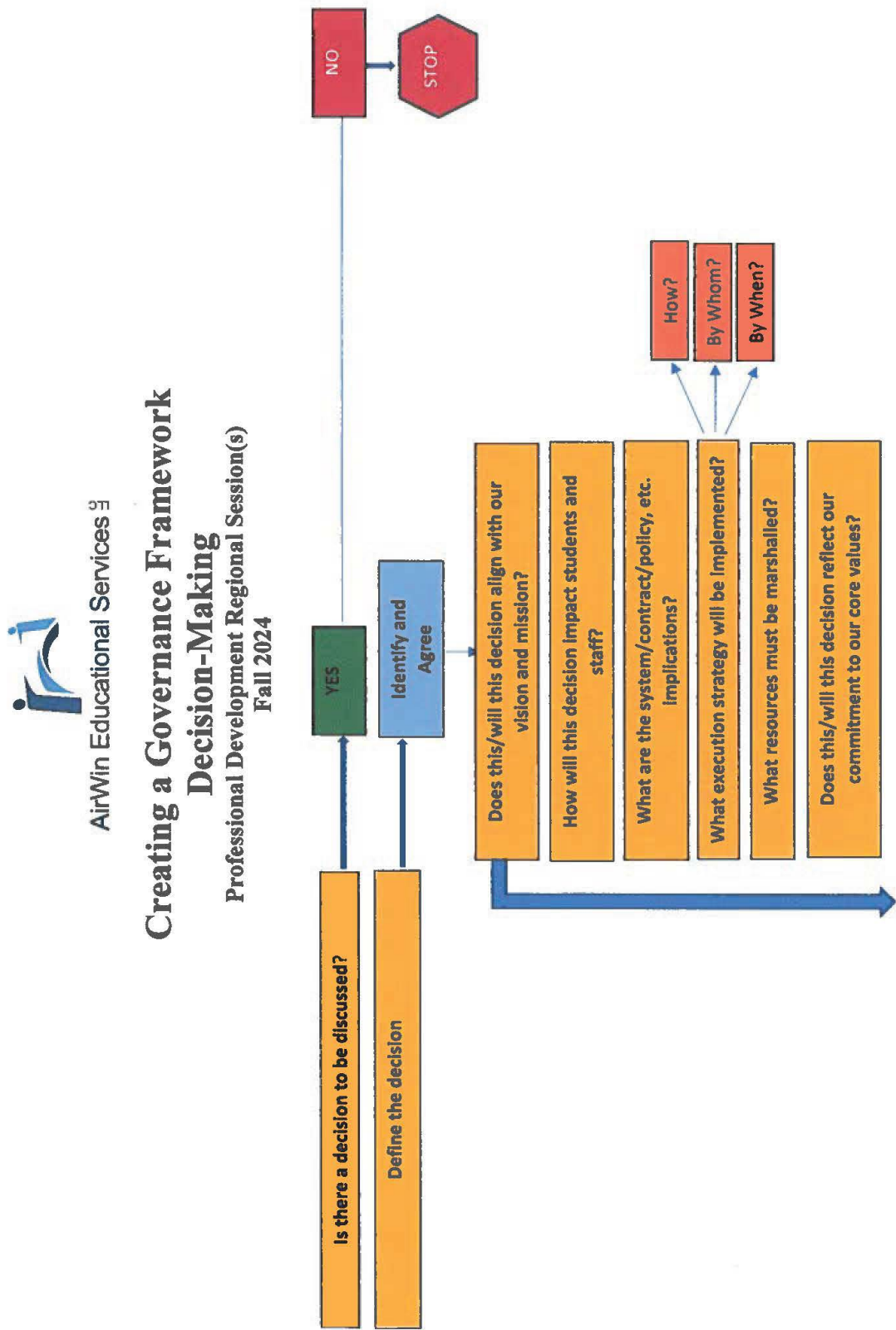
The facilitator, Angie Irwin, provided board members with information as to why a structured process is key to keeping a board focused on its primary role and responsibilities. In addition, Mrs. Irwin walked board members through the steps of planning and developing a governance framework for their respective boards.

Attached are the presentation materials. You'll find sample topics and sample key performance indicators, as well as a governance framework template your board can use to clearly define all elements needed for effective and transparent governance.

#### 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 – 2024-2025 Board Communications  
December 2024





## Appendix B – 2024-2025 Board Communications

### December 2024



AirWin Educational Services 3

### **Creating a Governance Framework**

**Professional Development Regional Session(s)**  
**Fall 2024**

***Governance Framework: A structured approach to decision-making, oversight, and accountability, with the goal of ensuring effective management, transparency, consistency in governance practices and adherence to policies and regulations.***

#### **Questions to Consider:**

- ✓ Who are the people with authority in our organization?
- ✓ What information do those people need to access, and when?
- ✓ What does the organizational structure look like?
- ✓ How does the structure influence how decisions are made?
- ✓ How does information need to flow?
- ✓ What is the relationship between entities – and does this present any challenges in terms of accountability authority or responsibility?



## Appendix B – 2024-2025 Board Communications

### December 2024



AirWin Educational Services

## Creating a Governance Framework

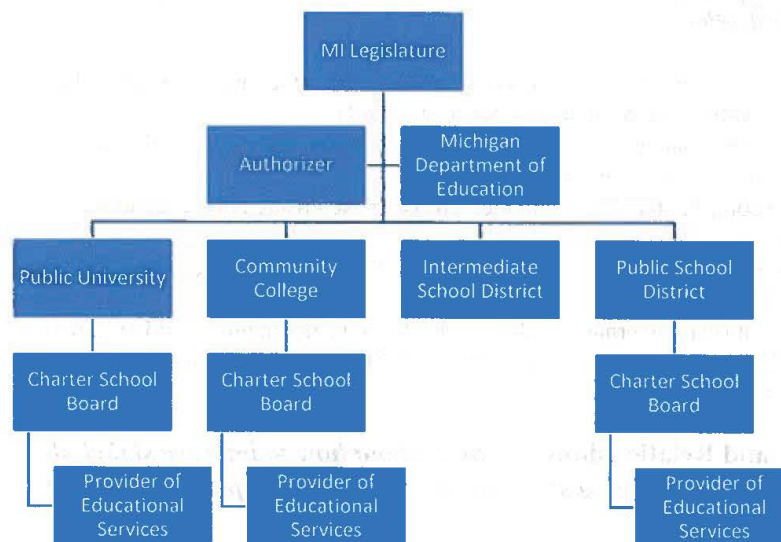
### Professional Development Regional Session(s) Fall 2024

***Governance Framework: A structured approach to decision-making, oversight, and accountability, with the goal of ensuring effective management, transparency, consistency in governance practices and adherence to policies and regulations.***

#### 1. Vision and Mission

- **Vision Statement:** Placeholder for your clear and inspiring long-term vision for education in your context (e.g., improving student outcomes, fostering lifelong learning).
- **Mission Statement:** Placeholder for your mission that describes your reason for being (e.g., providing accessible, high-quality education for all students).

#### 2. Governance Structure



# Appendix B – 2024-2025 Board Communications

## December 2024

### 3. Board Structure

- Composition (i.e. number of board members and their qualifications)
- Officer roles and responsibilities

### 4. Policy and Practice (WHAT we do . . . )

- Set policy and goals
- Approve and adopt budget and engage in financial oversight
- Evaluate ourselves and management/school leader
- Oversee curriculum and instruction
- Engage with community/stakeholders
- Oversee policy implementation
- Engage in long-term planning
- Build an effective board team

### 5. Operations and Procedures (HOW we do it. . . )

*Operations: Ongoing functions necessary for governance functioning.*

*Procedures: Specific, detailed instructions or steps designed to achieve a particular outcome – often formalized and documented.*

**How do we . . . (operations and procedures currently in place or operations and procedures that need to be developed)**

- Govern over academics: HOW do we ensure student learning through policy and practice while overseeing adherence to standards?
- Govern over finance: HOW do we ensure equitable and effective distribution of educational resources and funding?
- Remain compliant and accountable: HOW do we ensure adherence to standards and regulations?
- Govern over school culture and climate: HOW do we ensure culture and climate are conducive to learning?
- Ensure our own governance culture: HOW do we maintain a board culture that, INTENTIONALLY, guides behavior and influences relationships between board members and stakeholders?

### 6. Planning and Relationships . . . *think about how to improve stakeholder relationships while engaging stakeholders in significant planning exercises*

## Appendix B – 2024-2025 Board Communications

### December 2024

#### *Questions to Consider:*

##### **Relationships:**

- Identify/define “stakeholders” – who are they?
- How do we currently interact with them?
- How would we like to interact with them?
- How can we better engage our stakeholders in planning and significant decision-making?
- How do we engage them now in significant planning and decision-making?

##### **Planning:**

- With more planning time, our board would capitalize on \_\_\_\_\_
  - Ideas:
    - Strategic Goals
    - Trends’ Analysis
    - Benchmarking
    - Engaging with stakeholders more intentionally to gather input and build support for future initiatives
    - Implementing ongoing channels for stakeholders to provide feedback and suggestions
    - Ensuring curriculum instruction is preparing our students well and that we are innovating to maintain the interest of our students
    - Evaluating current facilities and anticipate future needs
    - Considering sustainable practices and infrastructure that will reduce long-term costs and environmental impact
    - Developing longer-term financial plans
    - Ensuring alignment between strategic goals and resources
    - Ensuring support of professional development for Board, staff, school leaders, etc.
    - Anticipating potential risks and challenges, such as funding cuts, demographic shifts or public health crises
    - Developing contingency plans for managing and mitigating potential risks
    - Ensuring technology supports our students and better anticipate future needs
    - Staying better informed about legal and policy considerations and better prepare for policy adaptations
    - Developing/implementing a more effective monitoring and evaluation system (of all things)

## **Appendix B – 2024-2025 Board Communications**

### **December 2024**

## Appendix B – 2024-2025 Board Communications

### December 2024



AirWin Educational Services

## Creating a Governance Framework

Professional Development Regional Session(s)

Fall 2024

### Board Governance (SAMPLE) Topics

*Over the course of the past several years, AES has had the privilege of hosting several webinars and in-person professional development session/workshops. As you consider creating your governance framework, below is a sample list (not exhaustive) of a few topics we have discussed, historically. Please use these topics as a guide or reminder of the “how” and “planning and relationships” of your framework.*

- Board recruitment
- Board compliance – reporting and transparency
- Decision-making
- Board succession planning
- Managing your finances
- Managing your budget
- Student learning
- Orderly and efficient meetings
- Roles of officers
- Board policy
- Meeting minutes
- Safety and welfare of students
- Parent/community complaints
- Self-assessment
- Management assessment
- Governing over the unexpected
- Suspension and expulsion of students
- Information overload
- The role of the board
- Governance vs. management
- Effective use of committees
- Board culture
- Old and new business
- Communication
- Preparing, reviewing and managing the agenda
- Managing your management relationship
- Assessing board and academy health
- Relationship with school leader, management, each other, etc.
- Governing beyond the school year
- Strategic/future planning
- Three-legged stool

## Appendix B – 2024-2025 Board Communications

### December 2024



AirWin Educational Services

## Creating a Governance Framework

### Professional Development Regional Session(s)

#### Fall 2024

### KEY PERFORMANCE INDICATORS (SAMPLES)

**Academic Health (Teaching and Learning):** *Ensure positive, quality, effective, results-oriented teaching and learning is occurring at the school. To help determine how well students and teachers are doing in the category of teaching and learning, a school may want to track the following data and key performance indicators:*

- Student Growth and Proficiency
- Cohort Data (measurement based on the students that have been with the Academy three or more years, for example)
- Subgroup Data
- College Prep Data/Information
- Mission-Specific Data
- Subject Data
- At-Risk Program Data
- Climate and Culture
- Student Mobility/Attrition
- Teacher Mobility/Attrition
- Leadership Mobility/Attrition
- Facility Safety and Security

**Financial Health (Funding and Financial Position):** *Ensure a viable and sustainable environment by discussing/measuring the key performance indicators below:*

- Fund Balance
- Grants/Title Monies
- Programs/Strategies
- Instructional/Support Percentages
- Balance Sheet
- Income/Expense Report
- Cash Flow Statement
- Budget versus Actuals

**Operational Health:** *Ensure leadership and/or management is adding value to the school by bringing relevant and valuable resources (inputs) to the school community and is effectively delivering on those*



## Appendix B – 2024-2025 Board Communications

### December 2024

*resources (outputs), as promised and outlined in the management/leadership agreement. Services that may be discussed/considered, are as follows:*

- Technology Services
- Food Services
- General Maintenance Services
- Teacher Effectiveness
- School Leadership Effectiveness
- Marketing/Enrollment
- Exterior Services
- Teacher Mobility/Teacher Attrition

*Cultural Health: Ensure an overall effective climate and culture that aligns with the mission of the school and is conducive to teaching and learning. The categories, below, represent what may be considered key performance indicators for climate and culture:*

- Chronic Absenteeism
- Student/Staff Parent Engagement
- Suspension/Expulsions
- Social-Emotional Skills
- Special Education
- Respect for Diversity
- School Participation
- Physical Safety
- Physical Environment
- Academic Environment
- Wellness

## **Appendix B – 2024-2025 Board Communications**

### **December 2024**



AirWin Educational Services

# **A Governance Framework For (NAME OF SCHOOL) Board of Directors**

***Governance Framework: A structured approach to decision-making, oversight, and accountability, with the goal of ensuring effective management, transparency, consistency in governance practices and adherence to policies and regulations.***

## **1. Vision and Mission**

- **Vision Statement:**

- **Mission Statement:**

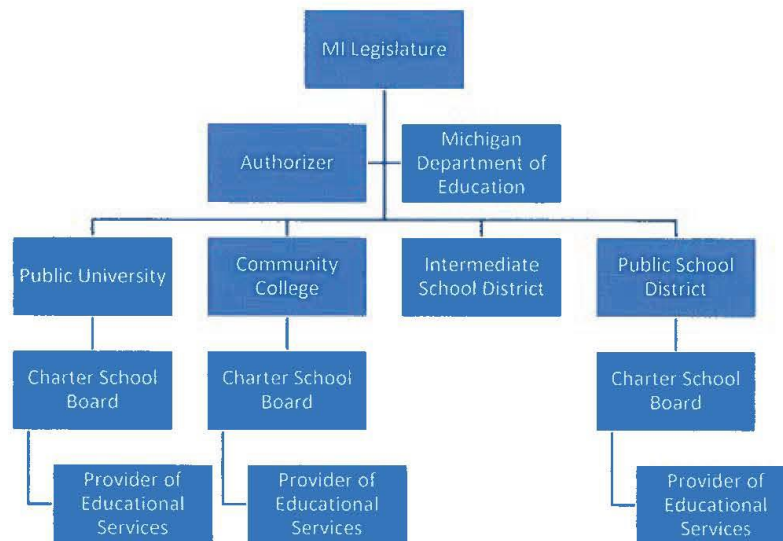
## **Appendix B – 2024-2025 Board Communications**

### **December 2024**

## Appendix B – 2024-2025 Board Communications

### December 2024

#### 2. Governance Structure



## Appendix B – 2024-2025 Board Communications

### December 2024



## **Appendix B – 2024-2025 Board Communications**

### **December 2024**

#### **3. Board Structure**



## **Appendix B – 2024-2025 Board Communications**

### **December 2024**

## **Appendix B – 2024-2025 Board Communications**

### **December 2024**

#### **4. Policy and Practice (WHAT we do . . . )**



## **Appendix B – 2024-2025 Board Communications**

### **December 2024**

#### **5. Operations and Procedures (HOW . . . we do it)**

*Operations: Ongoing functions necessary for governance functioning.*

*Procedures: Specific, detailed instructions or steps designed to achieve a particular outcome – often formalized and documented.*

## **Appendix B – 2024-2025 Board Communications**

### **December 2024**

## **Appendix B – 2024-2025 Board Communications**

### **December 2024**

**6. Planning and Relationships . . . *think about how to improve stakeholder relationships while engaging stakeholders in significant planning exercises***



**Appendix B – 2024-2025 Board Communications**  
**December 2024**

## Appendix B – 2024-2025 Board Communications

### December 2024

*This Governance Framework, adopted by the (NAME OF SCHOOL) Board of Directors on \_\_\_\_\_, establishes the essential guidelines and structures needed for effective and transparent governance. By clearly defining all of the elements incorporated into this framework, it aims to ensure accountability, foster stakeholder engagement, and support the achievement of strategic goals. The commitment to regular review and continuous improvement will help the Board adapt to evolving needs and challenges, ultimately enhancing the educational experience and outcomes for students. As we move forward, adherence to this framework will be pivotal in maintaining integrity, promoting excellence, and fulfilling our mission to provide high-quality education.*

## **Appendix B – 2024-2025 Board Communications**

### **December 2024**

## Appendix B – 2024-2025 Board Communications

### January 2025

# FERRIS STATE UNIVERSITY

## CHARTER SCHOOLS OFFICE

### January 2025 Board Communication

#### ❖ January is National School Board Recognition Month

Each January we celebrate [National School Board Recognition Month](#), a time to shine a spotlight on the unsung heroes of our education system—our school board members. This observance, established to highlight the vital role school boards play in shaping the success of students, recognizes the dedication, leadership, and vision that school board members bring to our schools. Serving as the bridge between communities and schools, these public officials work tirelessly to uphold educational excellence, advocate for resources, and create policies that support students and educators alike. Their efforts ensure schools remain places of opportunity, growth, and inspiration for every child.

As we observe this important month, we extend our deepest gratitude to our school board members for their commitment to public education. Your dedication to guiding our schools, often during challenging times, is invaluable. From long hours spent in meetings to making tough decisions that impact students, teachers, and families, your leadership fosters the growth of our communities and ensures a brighter future for all. Thank you for your unwavering service, your vision for academic excellence, and your steadfast belief in the potential of every student. Your efforts make a profound difference, and we are truly grateful.

#### ❖ Ferris State University Board of Trustees 2025 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
February 14, 2025	December 23, 2024*	January 6, 2025**	January 10, 2025
May 9, 2025	March 17, 2025*	March 31, 2025**	April 4, 2025
October 3, 2025	August 11, 2025*	August 25, 2025**	August 29, 2025
December 11, 2025	October 20, 2025*	November 3, 2025**	November 7, 2025

\* 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.

## Appendix B – 2024-2025 Board Communications

### January 2025

#### ❖ Virtual Board Professional Development Opportunities

The next webinar in our 2024-2025 board professional development series, [Board Governance Etiquette](#), will be on January 7<sup>th</sup> at 6pm. The topic will be [Bringing Order to Meetings](#). This session will include the importance of Roberts Rules of Order and how using this parliamentary procedure ensures consistency, efficiency and professionalism to your public board meetings.

On February 4, 2025 at 6pm will be an interactive Zoom session focused on the [Role of the Board Treasurer](#). It will bring board treasurers together to discuss their role and responsibilities to ensure the public funds the school receives are allocated, spent and reported properly. Since financial oversight is a critical function of the Board of Directors, all board members are encouraged to attend this session.

Board members look for an email invitation from AirWin Educational Services with registration information for both sessions.

In case you missed previous virtual board professional development sessions below are links to the recordings. If you would like a copy of a presentation or handouts, please contact Sharon Hopper at [SharonHopper@ferris.edu](mailto:SharonHopper@ferris.edu).

[Navigating Your Role as a New Board Member: Part 1](#)

[Why Can't We All Just Get Along](#)

[Establishing a Positive Board Culture](#)

#### ❖ Important Epicenter Deadlines

January 1, 2025 – Certification of Constitution Day  
January 1, 2025 – Certification of Constitutionally Protected Prayer  
January 15, 2025 – Emergency Drills Report – WEB POSTING  
January 31, 2025 – Budget 2<sup>nd</sup> Quarterly Financial Statement  
March 17, 2025 – Board Candidate Application (for consideration at the 5/9/2025 FSU BOT meeting)

#### ❖ Important Dates

January 7, 2025 – Board Professional Development Webinar  
[Bringing Order to Meetings](#)  
February 4, 2025 – Board Professional Development Virtual Interactive Session  
[The Role of the Board Treasurer](#)  
February 14, 2025 – FSU Board of Trustees meeting

#### ❖ You've Got Mail

Please make sure to regularly check your inbox of the email address you provided to our office. Periodically we have important communication specifically targeted to individual board members or all board members, which may require a timely response. Also, your school leader, management company and/or Board President may send information to you via email. If you change your email address, please provide it to the school leader, management company, Board President and FSU Field Representative so we all have the most current contact information for you.

## Appendix B – 2024-2025 Board Communications

### January 2025

#### ❖ 2024-2025 CSO Competitive Grant Program

The CSO received grant applications from 19 of the 20 FSU-authorized academies for the CSO Competitive Grant Program. While the program had a limit of \$400,000 to award, the CSO received a combined request amount of \$428, 212. 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 2024 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, 2025 the academy is required to submit in Epicenter verification and certification that the award amount was spent on its intended purpose, as well as present this information to the Board of Directors at a public meeting prior to submission in Epicenter.

Academy	Award Amount	Intended Purpose
Battle Creek Montessori Academy	\$9,000	Information Technology Equipment
Benton Harbor Charter School Academy	\$9,000	Safety and Security
Blended Learning Academies Credit Recovery High School	\$7,286	Support Robotics Program
Bridge Academy	\$24,000	Safety and Security
Clara B. Ford Academy	\$25,000	Support Staff in Their Educational Pursuits
Creative Technologies Academy	\$25,000	Library for Elementary School, Collapsible Choir Risers and Classroom Desks, Chairs and Whiteboards
Hope Academy of West Michigan	\$25,000	Safety and Security
Hope of Detroit Academy	\$25,000	Sensory Seating and Supports
Huron Academy	\$25,000	Staff Professional Development
Joy Preparatory Academy	\$20,000	Supplemental Curriculum Licenses and School Improvement Stipends
Lighthouse Academy	\$18,490	Cost of Subscriptions for Non-ML Learners
Marshall Academy	\$22,398	Safety and Security
Michigan Collegiate	\$25,000	Educational Field Trips
Muskegon Montessori Academy for Environmental Change	\$25,000	Sturgeon in the Classroom Project and Interactive Smartboards
New Bedford Academy	\$25,000	Safety and Security and Extra-curricular Clubs and Sports
Northridge Academy	\$25,000	Bleachers
Pittsfield Acres Academy	\$20,000	Enhancements for Sensory Room and Diversity Library
Red Oak Academy	\$20,000	Student Lockers and Playground Project
Voyageur Academy	\$24,000	CTE Tools and Equipment

#### ❖ 2023-2024 CSO Annual Report and Authorizer Accountability Report

The 2023-2024 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.

[2023-2024 Charter Schools Office Annual Report](#)

Also, the CSO has submitted the Authorizer Accountability Report to the FSU Vice President for Governmental and External Affairs, who will submit it to the State of Michigan as required by law. Below is a link to the report.

[2024 Ferris State University Report on Authorizing](#)



# Appendix B – 2024-2025 Board Communications

## January 2025

### ❖ CSO Website

The Charter Schools Office has made significant changes to its official website this year. Those changes will be explained below. The CSO website can be accessed using this link:  
<https://www.ferris.edu/charterschools/>

#### Authorized Schools Section

Each academy has a homepage in the Authorized Schools section. Each homepage has the following information:

- |   |   |
|---|---|
| 1. Date established                             | 8. A copy of the most recent Contract Performance Report (CPR)                                      |
| 2. Reauthorization and contract expiration date | 9. A copy of the most recent ESP Agreement  |
| 3. Name of Educational Service Provider (ESP)   | 10. Link to a Reports/Performance Data page, which is a catalog of reports created for each academy |
| 4. Grades served                                | 11. Link to the ESP's website   |
| 5. Mission statement                            | 12. Link to the academy's website   |
| 6. Contact information                          |   |
| 7. A copy of the current contract               |   |

#### Resources Section

The resources section has been divided into four subsections.

##### 1. Academy Application Materials

###### a. This section includes:

- i. Announcement that the CSO is accepting new applications
- ii. Instructions for submitting a new application
- iii. A copy of the application packet

##### 2. Academy Board of Directors Resources

###### a. This section includes:

- i. A collection of previous [Board Communications](#)
- ii. A quick reference of [Roberts Rules of Order](#)
- iii. A copy of the [Board of Directors Application](#)
- iv. A copy of the [Conflict of Interest Form](#)
- v. A copy of the [Open Meetings Act](#)
- vi. A copy of the [Open Meetings Act Handbook](#)

##### 3. Newsletters Section

- a. This section includes a collection of newsletters published by the CSO

##### 4. Reports Section

- a. This section includes an organized collection of annual reports published by the CSO

## **Appendix B – 2024-2025 Board Communications**

### **January 2025**

#### **❖ Board of Directors Question Toolbox**

The Ferris State University Charter Schools Office is happy to provide you with 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, 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 Schools Office.

#### **We will focus on Pillar #3 Operations:**

- Are the board's policies and procedures working effectively? Are any changes needed to improve the board's functioning, and if so, what might those changes be?
- How is the board maintaining a presence and active involvement in the school community?
- Does the school have a plan, within the next two months, to finalize the school calendar for the following year?
- As the school enters staff recruitment season, how is the board ensuring that any staff who manage hiring decisions are fully aware of certification requirements for teachers?

#### **❖ 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 – 2024-2025 Board Communications

### February 2025

# FERRIS STATE UNIVERSITY

## CHARTER SCHOOLS OFFICE

### February 2025 Board Communication

#### ❖ Closed Session

The Michigan Open Meetings Act allows a closed session during an open meeting, but only for specific purposes (see limited list below). If one is needed, there would need to be an agenda item titled *Closed Session*.

In the open meeting a board member makes a motion to go into a closed session specifically citing one or more permissible purposes for a closed session. The motion is seconded and then a roll call vote. A 2/3 vote is required to call a closed session. Record in the regular meeting minutes start and stop time of closed session as well as cite the permissible purpose of the meeting. Once the closed session is done a board member makes a motion to go back into the open meeting, then seconded and voted on.

Any vote on matters discussed in the closed session must occur in the open meeting. For example, in closed session the details around a student's discipline are discussed and voted on. Then when the Board returns to the open meeting a board member makes a motion to discipline student number #123456789, seconded and voted on, but no details are shared.

Staff and others may join the Board in a closed session because the Board may rely upon others for assistance or information. For example, the Board may invite a school leader to a closed session when that person may have details about a student's behavior, prior interactions, etc.

The OMA requires a separate set of meeting minutes to be taken in the closed session. These minutes are only furnished to the board members, not the public which includes Epicenter and school staff. A board member's dissemination of closed session minutes to the public is a violation of the OMA and risks include criminal prosecution and civil penalties. Closed session minutes may be destroyed one year and one day after approval of the minutes of the regular meeting at which the closed session occurred.

#### Limited Purposes For Closed Session During An Open Meeting

- To consider the dismissal, suspension or disciplining of, or to hear complaints or charges brought against, or to consider a periodic personnel evaluation of, a public officer, employee, staff member or individual agent ***if the named person requests a closed hearing.***
- For strategy and negotiation sessions connect with the negotiation of a collective bargaining agreement ***if either negotiating party requests a closed hearing.***
- To consider the dismissal, suspension, or disciplining of a student ***if the student or student's parent or guardian requests a closed hearing.***
- To consider the purchase or lease of real property up to the time an option to purchase or lease that real property is obtained.
- To consult with an attorney regarding trial or settlement strategy in connection with specific pending litigation, ***but only if*** an open meeting would have a detrimental financial effect on the litigating or settlement position of the public body.
- To review and consider the contents of an application for employment or appointment to a public office ***if the candidate request that the application remain confidential.***
- To consider material exempt from discussion or disclosure by state or federal statute.
- To consider security planning to address existing threats or prevent threats to the safety of the students and staff.

# Appendix B – 2024-2025 Board Communications

## February 2025

### ❖ Important Epicenter Deadline

February 15, 2025 – Annual Education Report

### ❖ Important Dates

February 4, 2025 – Board Professional Development Webinar

[The Role of the Board Treasurer](#)

February 12, 2025 – Michigan Student Count Day

February 14, 2025 – Ferris State University Board of Trustees meeting

March 4, 2025 – Board Professional Development Webinar

[Acquainting Yourself with Board Policy](#)

### ❖ Open Enrollment

This is a good time of the year for boards to review, and update, if necessary, their academy's open enrollment and lottery process.

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 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 above 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.



## Appendix B – 2024-2025 Board Communications

### February 2025

#### ❖ Virtual Board Professional Development Opportunities

The next virtual session in our 2024-2025 board professional development series, [Board Governance Etiquette](#), will be on February 4<sup>th</sup> at 6pm. The topic will be [The Role of the Board Treasurer](#). This will be an interactive Zoom session bringing together board treasurers to share best practices when it comes to the board's fiscal responsibilities. School boards must ensure the public funds the school receives are allocated, spent and reported properly. Since financial oversight is a critical function of the board, all board members are encouraged to attend this session.

Mark your calendar for March 4<sup>th</sup> at 6pm for [Acquainting Yourself with Board Policies](#). This webinar will highlight the role board policies play in effective governance. Adopting and following board policies are an essential role of a public school board.

Board members look for an email invitation from AirWin Educational Services with registration information for both sessions.

In case you missed previous virtual board professional development sessions below are links to the recordings. If you would like a copy of a presentation or handouts, please contact Sharon Hopper at [SharonHopper@ferris.edu](mailto:SharonHopper@ferris.edu).

[Navigating Your Role as a New Board Member: Part 1](#)

[Why Can't We All Just Get Along](#)

[Establishing a Positive Board Culture](#)

[Bringing Order to Meetings](#)

Recently the CSO Director Chris Loiselle was the keynote speaker at a management company sponsored board retreat where he discussed board governance. Below is a link to a recording of his presentation.

[A Practical Guide to Becoming a GREAT School Board Member](#)

#### ❖ Board of Directors Question Toolbox

The Ferris State University Charter Schools Office is happy to provide you with 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, 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 Schools Office.

**We will focus on Pillar #1 Academic and Pillar #2 Fiscal:**

- Based on midyear benchmark assessments, how is the school performing against its accountability plan and internal strategic plan goals for the year?
- What does the school's data indicate about its strengths and areas for improvement? How do these strengths and weaknesses reflect the ways in which the board has allocated resources, and how may the board want to adjust resources going forward?

## **Appendix B – 2024-2025 Board Communications**

### **February 2025**

- (For high schools) how is your school performing at preparing all students to meet graduation requirements?
- What was the spring student count? Was there a substantial change from the fall student count?
- What contracts are set to expire on/before June 30th? Has the board designated someone on the board to review, and someone in school leadership to negotiate expiring contracts?
- When is the finance committee expecting to receive a draft budget for the next fiscal year?

#### **❖ 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.



# FERRIS STATE UNIVERSITY

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## CHARTER SCHOOLS OFFICE

### March 2025 Board Communication

#### ❖ Enhancing School Board Performance: Quick and Impactful Assessment Opportunities

Effective school board governance is essential for student success, school improvement, and long-term stability. Yet, how often do board members take the time to reflect on their effectiveness and the performance of their Educational Service Provider (ESP)? To support this critical aspect of leadership, we are introducing two streamlined, high-impact surveys designed specifically for public K-12 school boards:

- [The Board Effectiveness Self-Evaluation](#)
- [The Survey to Evaluate the Effectiveness of the Educational Service Provider](#)

These surveys are designed to be quick, meaningful and beneficial for every board. Each survey consists of only 10 multiple-choice questions and takes less than five minutes to complete. Despite the minimal time commitment, the insights gained will be invaluable in driving better governance and informed decision-making.

#### Why Participate?

1. **Insightful Self-Reflection:** These surveys provide board members with an opportunity to assess their collective strengths and areas for improvement, ensuring continuous growth and development.
2. **ESP Performance Assessment:** A clear, structured way to evaluate the effectiveness of the Educational Service Provider, ensuring that their support aligns with the board's expectations and the school's needs.
3. **Effortless and Convenient:** The surveys are accessible online via a simple link. They require minimal time yet yield meaningful data.
4. **Actionable Results:** We will compile the responses, analyze the data, and present the findings in an engaging slideshow format.
5. **Guided Discussion:** At a future board meeting, we will facilitate a discussion of the survey results, providing valuable context and recommendations for next steps.

#### The Power of Data-Driven Governance

By participating in these surveys, your board is taking an essential step toward fostering strong leadership and accountability. The results will not only highlight successes but also pinpoint areas where strategic adjustments can lead to greater effectiveness.

Board service is a commitment to excellence in education. Taking just five minutes to complete these surveys is a simple yet powerful way to ensure your board remains on the path to continuous improvement.

#### Make Your Voice Count

Your perspective matters! When you receive the survey link, take a few moments to complete it and contribute to a stronger, more effective board. Let's work together to build better schools through thoughtful, data-driven leadership.

For any questions or additional information, feel free to reach out to your FSU Field Representative. We look forward to collaborating with you on this journey toward excellence!

# Appendix B – 2024-2025 Board Communications

## March 2025

### ❖ Important Epicenter Deadline

March 17, 2025 – Board of Directors Application (for May 9, 2025 FSU BOT meeting)  
April 2, 2025 – Student Count

### ❖ Important Dates

February 14, 2025 – Ferris State University Board of Trustees meeting  
March 4, 2025 – Board Professional Development Webinar  
[Acquainting Yourself with Board Policy](#)  
April 1, 2025 – Board Professional Development Webinar  
[Cultivating Relationships as Part of Good Governance](#)

### ❖ Virtual Board Professional Development Opportunities

The next virtual session in our 2024-2025 board professional development series, [Board Governance Etiquette](#), will be on March 4<sup>th</sup> at 6pm. The topic will be [Acquainting Yourself with Board Policies](#). This webinar will highlight the role board policies play in effective governance. Adopting and following board policies are an essential role of a public school board.

Mark your calendar for April 1<sup>st</sup> at 6pm for [Cultivating Relationships as Part of Good Governance](#). In your board role and in cooperation with the legal structure under which you operate as a board, there are many relationships to understand, acknowledge and cultivate. This includes the relationship between the board and authorizer, the board and management company, the board and the Michigan Department of Education, etc. This session will outline these roles and discuss how respectful, trusting and transparent relationships with all critical stakeholders will aid in the success of your governance operations and the school over which you govern.

Board members look for an email invitation from AirWin Educational Services with registration information for both sessions.

In case you missed previous virtual board professional development sessions below are links to the recordings. If you would like a copy of a presentation or handouts, please contact Sharon Hopper at [SharonHopper@ferris.edu](mailto:SharonHopper@ferris.edu).

[Navigating Your Role as a New Board Member: Part 1](#)

[Why Can't We All Just Get Along](#)

[Establishing a Positive Board Culture](#)

[Bringing Order to Meetings](#)

[A Practical Guide to Becoming a GREAT School Board Member](#)

### ❖ Board of Directors Question Toolbox

The Ferris State University Charter Schools Office is happy to provide you with 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, Operations, and Compliance.

## **Appendix B – 2024-2025 Board Communications**

### **March 2025**

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 Schools Office.

#### **We will focus on Pillar #4 Compliance/Governance:**

- Has the school finalized the school calendar for 2025-2026?
- Are the board's policies and procedures working effectively? Are any changes needed to improve the board's functioning, and if so, what might those changes be?
- How is the board maintaining a presence and active involvement in the school community?
- Does the board have a plan in place to step back and review its own performance and overall strategy? What development opportunities would the board benefit from?
- Has the board started its process to evaluate school leadership and/or its management company against the goals and priorities set at the beginning of the school year? Does the board have sufficient information to support these evaluation processes?

#### **❖ 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 – 2024-2025 Board Communications

April 2025

# FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

### April 2025 Board Communication

#### ❖ 2025-2026 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.

Michigan law requires a public school's budget to be presented, discussed, sought public comment and adopted at a public meeting. This is called a budget hearing and it can take place within a regular school board meeting. The public must be given notice of the hearing by publication in a local newspaper at least 6 days prior to the budget hearing. The notice must include the date, time and place of the hearing and shall state where the proposed budget is available for public inspection prior to the budget hearing.

Typically, school boards schedule their budget hearing in May or June. With that said, board members should receive the proposed 2025-2026 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.

Before July 7<sup>th</sup> of each school fiscal year, each school district is required to submit their annual budget to CEPI (Center for Educational Performance and Information). Also, the State School Aid Act requires the annual budget, and any amendments, to be posted within 15 days of board adoption on the Michigan's Budget Transparency Icon on the school's website. Budgets and its amendments must be detailed at the function level with beginning and ending fund balances.

#### ❖ Board of Directors Question Toolbox

The Ferris State University Charter Schools Office is happy to provide you with 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, 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 Schools Office.

##### **We will focus on Pillar #2 Fiscal:**

- Has the board received, reviewed and approved the 3<sup>rd</sup> quarter financial statements due April 30<sup>th</sup> in Epicenter?
- Has the board treasurer and/or board finance committee received a draft budget for the next fiscal year?



## Appendix B – 2024-2025 Board Communications

### April 2025

- Has the board treasurer and/or board finance committee provided feedback on next year's budget and does it align with the priorities that were previously established by the board and school leadership?
- What was the spring student count? Was there a substantial change from the fall student count?
- What contracts/agreements are set to expire on/before June 30<sup>th</sup>? Where are we in the process to secure new contracts/agreements? Does the contract/agreement require the review of the CSO Director?

#### ❖ Important Epicenter Deadlines

April 2, 2025 – Student Count

April 30, 2025 – Budget - 3<sup>rd</sup> Quarter Financial Statements

May 1, 2025 – Notion of Open Enrollment Certification of Completion

#### ❖ Important Dates

April 1, 2025 – Board Professional Development Webinar

[Cultivation Relationships as Part of Good Governance](#)

May 6, 2025 – Board Professional Development Webinar

[Navigating Your Role as a New Board Member – Part II](#)

May 9, 2025 – Ferris State University Board of Trustees meeting

#### ❖ Consent Agenda Within the Regular Board Agenda

If efficiency is important to your Board, then a consent agenda should be utilized. In Robert's Rules of Order, a consent agenda, also known as a consent calendar, is a list of routine items that are non-controversial and can be approved in one motion. This saves time by reducing the need for multiple motions and discussions.

Items appear on the consent agenda only if all board members agree. If any item that a member believes needs discussion then it should be removed from the consent agenda and placed on the regular agenda. Board Presidents should provide an opportunity for members to ask questions about consent items before proceeding with the motion, support and vote.

Items that may be included in the consent agenda are:

- Approval of today's board meeting agenda
- Approval of last month's proposed meeting minutes
- Correspondence
- Reports that are for informational purposes only

The key to successful use of consent agenda items is to provide those documents to the board members in the board packet well in advance of the meeting. This allows board members ample time to read and analyze the information in order to make informed decisions.

## Appendix B – 2024-2025 Board Communications

### May 2025

# FERRIS STATE UNIVERSITY

## CHARTER SCHOOLS OFFICE

### May 2025 Board Communication

#### ❖ It's Not too Late to Participate in the Board Surveys

The CSO designed two quick and meaningful board surveys, [The Board Effectiveness Self-Evaluation](#) and [The Survey to Evaluate the Effectiveness of the Educational Service Provider](#).

Each survey consists of only 10 multiple-choice questions and takes less than five minutes to complete. Despite the minimal time commitment, the insights gained will be invaluable in driving better governance and informed decision-making.

If your board hasn't taken advantage of this opportunity yet, but would like to, please let your Field Representative know and we will send you the surveys. Alyssa Myers will send you an email with the surveys. Look for the subject line "(Academy Name) Board of Directors Surveys". Please respond as soon as possible so your board can receive the most current information.

Alyssa will compile the results in a PowerPoint presentation and send it to your FSU Field Representative, who at a future board meeting will share the survey results and facilitate board discussion.

#### ❖ Virtual Board Professional Development Opportunities

The final session in our 2024-2025 board professional development series, [Board Governance Etiquette](#), will be on May 6<sup>th</sup> at 6pm. This interactive session will be [Navigating Your Role as a New Board Member: Part II](#). Novice board members are encouraged to participate and share their experiences in their first chapter of serving on a school board. Also, dialogue amongst attendees is encouraged to share knowledge and experiences about the role and responsibilities of the board, from the perspective of newer board members. Board members look for an email invitation from AirWin Educational Services with registration information for the session.

In case you missed previous virtual board professional development sessions, below are links to the recordings. If you would like a copy of a presentation or handouts, please contact Sharon Hopper at [SharonHopper@ferris.edu](mailto:SharonHopper@ferris.edu).

[Navigating Your Role as a New Board Member: Part 1](#)

[Why Can't We All Just Get Along](#)

[Establishing a Positive Board Culture](#)

[Bringing Order to Meetings](#)

[A Practical Guide to Becoming a GREAT School Board Member](#)

[Acquainting Yourself with Board Policy](#)

[Cultivating Relationships as Part of Good Governance](#)



# Appendix B – 2024-2025 Board Communications

## May 2025

### ❖ Board of Directors Question Toolbox

The Ferris State University Charter Schools Office is happy to provide you with 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, 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 Schools Office.

#### We will focus on Pillar #1 Academics:

- Has the school shown academic progress by demonstrating measurable academic growth toward achievement as identified in the Charter Contract? If not, what actions will the school take to address those deficiencies?
- Has the school shown academic progress by demonstrating academic achievement for all groups of students as identified in the Charter Contract? If not, what actions will the school take to address those deficiencies?
- What PD topics are scheduled for school leaders, teachers and support staff for this summer?
- For high schools, what tool is the school using to assess college and/or career readiness? What evidence does the school have that its program is or is not preparing graduates, and what does this evidence suggest?
- How many students are graduating or have completed their final year at your school? Is there a process in place to track these students after they leave your school? What does the data indicate and how will the school use this information going forward?
- Is your school offering summer instruction? If so, how is the board ensuring school leaders have appropriate materials, staff, etc. to make it a worthwhile investment?

### ❖ Important Epicenter Deadlines

May 1, 2025 – Notice of Open Enrollment Certification of Completion  
May 25, 2025 – NWEA Information  
June 1, 2025 – Academic School Calendar  
June 1, 2025 – Annual Board Calendar

### ❖ Important Dates

May 6, 2025 – Board Professional Development Webinar  
[Navigating Your Role as a New Board Member – Part II](#)  
May 9, 2025 – Ferris State University Board of Trustees meeting

### ❖ Role of Board Officers

Most school boards are winding down for the year, but just around the corner is the beginning of the next school year. School boards conduct their annual organizational meeting in June, July or August. One of the many important decisions the board makes at the organizational meeting is determining which board members will also serve as board officers. These members have a higher level of responsibility.

As the board considers which members are capable and willing to serve in leadership roles for the next school year, please keep the following in mind.

## Appendix B – 2024-2025 Board Communications

### May 2025

#### 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
- ★ 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.

#### 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 Board, Board Secretary and/or Board 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.

#### ❖ **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 – 2024-2025 Board Communications  
May 2025



# 2025 Summer Leadership Conference

## Balancing Leadership, **Balancing You**

Double Tree Hotel\*  
Bay City, Michigan

Tuesday, July 22, 2025 (4 p.m. - 8 p.m.) - Networking Event  
Wednesday, July 23, 2025 (7:30 a.m. - 4 p.m.) - Speaker Sessions

The Ferris State University & Lake Superior State University Charter Schools Offices are offering a **FREE** two-day conference for networking, learning, discussion, and fun!

\*Hotel registration will be on a first come, first served basis

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### KEYNOTE SPEAKER

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Neil Idhe, Professional Speaker & Founder of LIFEIQ

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### PERFORMANCES BY

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Bay City Drama Group



Voyageur Academy Dance Group

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### INCENTIVES TO ATTEND

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- The FSU CSO will offer to pay for six SCECHs for attending academy leaders\*\*
- The FSU CSO will reimburse each academy that attends the full conference for one hotel room and mileage\*\*
- Grant opportunity for all FSU authorized academies that attend.\*\*\*

\*\*FSU-Authorized academies only

\*\*\*See grant guidelines and eligibility requirements sheet

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### PRESENTED BY

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FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE



LAKE SUPERIOR  
STATE UNIVERSITY  
CHARTER SCHOOLS

**Don't Wait to Register!**

If you have questions, please contact Margaret Baker ([margaretbaker@ferris.edu](mailto:margaretbaker@ferris.edu))

# FERRIS STATE UNIVERSITY

## CHARTER SCHOOLS OFFICE

### **2025 Summer Leadership Conference Eligibility Requirements and Grant Guidelines**

The Charter Schools Office is offering a one-time \$1000 grant for academies that meet the following eligibility requirements:

- 1. Academies with more than 200 enrolled students:**
  - a. Registers **more than two** school leaders for the 2025 Summer Leadership Conference
  - b. Registered leaders:
    - i. Attend the entire conference
    - ii. Complete the feedback survey at the end of the day on July 23, 2025
- 2. Academies with less than 200 enrolled students:**
  - a. Registers **at least one** school leader for the 2025 Summer Leadership Conference
  - b. Registered leaders:
    - i. Attend the entire conference
    - ii. Complete the feedback survey at the end of the day on July 23, 2025

#### **Grant Guidelines**

- An academy can only receive one \$1000 grant, regardless of the number of campuses it may have.
  - In the event leaders from more than one campus attend the conference, the leaders may decide how to split the monies up amongst their campuses.
- The \$1000 grant must be spent on PBIS prizes/incentives or books for classroom libraries
- Academies will be notified of their grant status no later than August 29, 2025
- Grant funds will be disbursed with the September 2025 State Aid Payments
- Grant funds must be spent during the 2025-26 academic school year
- Once funds are spent, your academy is expected to complete the assigned Epicenter task describing how the funds were used.

If you have any questions, please contact Margaret Baker ([margaretbaker@ferris.edu](mailto:margaretbaker@ferris.edu)).



## Appendix B – 2024-2025 Board Communications

### May 2025

# FERRIS STATE UNIVERSITY

## CHARTER SCHOOLS OFFICE

### June 2025 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 2025 deadlines the below table shows the deadline for a Board Resolution to be submitted in Epicenter.

FSU Board of Trustees Meeting Dates	Request for Charter Contract Amendment Deadline
October 3, 2025	August 25, 2025
December 11, 2025	November 3, 2025

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 [ChrisLoiselle@ferris.edu](mailto:ChrisLoiselle@ferris.edu) or (616) 788-7825.

# Appendix B – 2024-2025 Board Communications

## May 2025

### ❖ End of the Year Board of Directors Question Toolbox

The Ferris State University Charter Schools Office is happy to provide you with a few questions to help further board conversations this month. The question focus could come from one or more of our four CSO 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 Schools Office.

#### **Pillar #1 Academics:**

- What are your school's student attendance and suspension rates for the year? How does this rate compare to last year (three years, five years)? What plans are in place for next year to improve student attendance and reduce suspension rates?
- What are the key findings from the surveys sent to students, teachers and parents? What might be some things that emerged from the surveys that should be considered for the upcoming school year?

#### **Pillar #2 Fiscal:**

- Is the school's fund balance greater than 20% or is the most recent year change in fund balance ratio positive and aggregated 3-year change in fund balance ratio positive?
- Is next year's projected enrollment greater than or equal to this year's enrollment?

#### **Pillar #3 Operations:**

- Going into the next school year, will the school retain 90% or more of its teachers, support and administrative staff?
- Does the Board act independent from the school leaders and management company in its discussion and decision making?

#### **Pillar #4 Compliance:**

- Was Epicenter on-time compliance 98% or above and Epicenter accuracy compliance 90% or above?
- Did the school receive any notifications from MDE or other agencies for non-compliance with state or federal requirements?

### ❖ Important Epicenter Deadlines

June 1, 2025 – Budget - Legal Notice of Public Hearing  
June 1, 2025 – Annual Board Calendar  
June 1, 2025 – Academic School Calendar  
June 30, 2025 – Health Department Permit  
June 30, 2025 – CSO Competitive Grant Award Expenditure Verification Form  
June 30, 2025 – Emergency Drills Log Sheet  
June 30, 2025 – Budget – Year End  
June 30, 2025 – Budget – Annual

- **Must show object level detail**
- **Must include projected enrollment**
- **Must include Board Resolution**



# Appendix B – 2024-2025 Board Communications

## May 2025

### ❖ Virtual Board Professional Development Opportunities

Our 2024-2025 board professional development series, [Board Governance Etiquette](#), has concluded. We hope you found the sessions informative and engaging. In case you missed any of the sessions, below are links to the recordings. If you would like a copy of a presentation or handouts, please contact Sharon Hopper at [SharonHopper@ferris.edu](mailto:SharonHopper@ferris.edu).

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[Acquainting Yourself with Board Policy](#)

[Cultivating Relationships as Part of Good Governance](#)

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### ❖ 2024-2025 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, 2025. 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.

### ❖ Thank you!

As we conclude this school year, the CSO wants to express our sincere appreciation for the tireless work and dedication of all educators and school staff. We are in awe of you! Your commitment is exhibited every day, in countless ways, to ensure all students have the opportunity to reach their full potential. Thank you!!

Board members, the CSO wants to thank each and every one of you for being the caretakers of public education in your community. Your work behind the scenes profoundly shapes the educational experiences and future of the students and their families. Thank you!!

It's been a busy year, but we hope you've found it an incredibly rewarding one. We're excited to see what the future holds for students and we are confident that through our partnership with school staff and boards, we will all continue to have a positive impact on the lives of our students.

Enjoy your Summer!!

## **Appendix B – 2024-2025 Board Communications**

### **May 2025**

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## Appendix B – 2024-2025 Board Communications

### June 2025

# FERRIS STATE UNIVERSITY

## CHARTER SCHOOLS OFFICE

### June 2025 Board Communication

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## June 2025

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# Appendix B – 2024-2025 Board Communications

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## **Appendix B – 2024-2025 Board Communications**

### **June 2025**

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## **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.

# Appendix C – Academy Board Member Conflict of Interest Questionnaire

FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

**Academy Board Member  
Conflict of Interest  
Questionnaire  
2023-2024**

**Name:** Click or tap here to enter text.

**Board Position:** Click or tap here to enter text.

**Academy:** Click or tap here to enter text.

<input type="checkbox"/> Yes	<input type="checkbox"/> No	Do you or will you or any immediate family member <sup>1</sup> have any contractual agreements with the Academy?
<input type="checkbox"/> Yes	<input type="checkbox"/> 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?
<input type="checkbox"/> Yes	<input type="checkbox"/> 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?
<input type="checkbox"/> Yes	<input type="checkbox"/> 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?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Do you or will you or any immediate family member lease, sell or intend to sell any real property to the Academy?
<input type="checkbox"/> Yes	<input type="checkbox"/> 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)?
<input type="checkbox"/> Yes	<input type="checkbox"/> 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?
<input type="checkbox"/> Yes	<input type="checkbox"/> 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?
<input type="checkbox"/> Yes	<input type="checkbox"/> 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?

## Appendix C – Academy Board Member Conflict of Interest Questionnaire

<input type="checkbox"/> Yes	<input type="checkbox"/> 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?
<input type="checkbox"/> Yes	<input type="checkbox"/> 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?
<input type="checkbox"/> Yes	<input type="checkbox"/> 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?
<input type="checkbox"/> Yes	<input type="checkbox"/> 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.**

<input type="checkbox"/> Yes	<input type="checkbox"/> No	Are you a United States citizen?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Are you a Michigan resident?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Do you have law enforcement authority <sup>2</sup> ?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Are you a public employee <sup>3</sup> ?

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

Signature [Click or tap here to enter text.](#)

Date [Click or tap to enter a 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](mailto:SharonHopper@ferris.edu)

or your FSU Field Representative

<sup>1</sup> 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).

<sup>2</sup> 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).

<sup>3</sup> 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.

## Appendix D – Board Resolution Template

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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  
Board Member's Name

#### Resolution:

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 origin 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 non-discriminatory 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.

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

FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

## ***Application and Conflict of Interest Questionnaire for Academy Board of Directors***

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

Choose Academy \_\_\_\_\_

---

### **PERSONAL:**

Full Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

City, State, Zip \_\_\_\_\_

County \_\_\_\_\_

Home Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Email Address: \_\_\_\_\_

Spouse's Name (if applicable): \_\_\_\_\_

Are you 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 public school  
academy? Yes ☐ No ☐

*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")

\_\_\_\_\_  
\_\_\_\_\_

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

**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:

---

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

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---

Previous government appointments, if any:

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**For the following questions, all “yes” answers require detailed responses. (Use a separate sheet if necessary)**

1. **Government Experience:** **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. **Public Office:** **List on a separate sheet** all appointed and elected public offices sought and held with dates of service. If none, mark this box ☐
3. **Honors and Awards:** **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 ☐
4. **Opposition:** 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 ☐
5. **Miscellaneous:** **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 ☐

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**CONFLICTS OF INTEREST:** For the following questions, all “yes” answers require detailed responses. Use a separate sheet if necessary

☐ Yes

☐ No

Do you or will you or any immediate family member<sup>1</sup> have any contractual agreements with the Academy?

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<sup>1</sup> 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

<input type="checkbox"/> Yes	<input type="checkbox"/> 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?
<input type="checkbox"/> Yes	<input type="checkbox"/> 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?
<input type="checkbox"/> Yes	<input type="checkbox"/> 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?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Do you or will you or any immediate family member lease, sell or intend to sell any real property to the Academy?
<input type="checkbox"/> Yes	<input type="checkbox"/> 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)?
<input type="checkbox"/> Yes	<input type="checkbox"/> 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?
<input type="checkbox"/> Yes	<input type="checkbox"/> 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?
<input type="checkbox"/> Yes	<input type="checkbox"/> 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?
<input type="checkbox"/> Yes	<input type="checkbox"/> 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?
<input type="checkbox"/> Yes	<input type="checkbox"/> 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?
<input type="checkbox"/> Yes	<input type="checkbox"/> 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?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Are you a public official or school board member (other than serving on the Academy Board)?

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

- ☐ Yes      ☐ No      Do you have law enforcement authority<sup>2</sup>?
- ☐ Yes      ☐ No      Are you a public employee<sup>3</sup>?

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**ETHICAL MATTERS:** For the following questions, all “yes” answers require detailed responses. Use a separate sheet if necessary.

1. Citations. 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 ☐
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. Current Charges. Are you now under charges for any violation of law?  
If none, mark this box ☐
4. U.S. Military Convictions. Have you ever been convicted by a military court?  
If none, mark this box ☐
5. Imprisonment. Have you ever been imprisoned, been on probation, or been on parole?  
If none, mark this box ☐
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 ☐
7. Agency Proceedings and Civil Litigation. 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.)  
If none, mark this box ☐
8. Other. Please provide any additional information, favorable or unfavorable, which you feel should be considered in connection with your appointment.  
If none, mark this box ☐

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<sup>2</sup> 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).

<sup>3</sup> 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

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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? \_\_\_\_\_

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### 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 ATTACH**

- **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 FSU CSO's 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.

## Appendix F – Board Candidate Acknowledgement Letter

# FERRIS STATE UNIVERSITY

### CHARTER SCHOOLS OFFICE

VIA EMAIL TRANSMISSION

March 21, 2025

Janice Vogel  
275 S. Wattles Road  
Battle Creek, MI 49014

Dear Miss Vogel:

This letter acknowledges your interest in serving on the Board of Directors of Battle Creek Montessori Academy. For the Ferris State University Board of Trustees to consider your possible appointment to the Board, there is a process for prospective board candidates.

The first step you have already fulfilled. Thank you for providing your completed FSU Board of Directors Application/Conflict of Interest Questionnaire, resume and proof of US citizenship.

The next step in the process is required by Michigan law, which requires a criminal record search be conducted on potential school board members. Therefore, 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 search results are confidential.

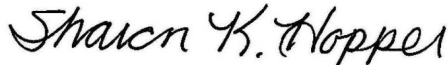
The next step in the prospective board candidate process is for you and me to have a telephone conversation. Once I receive the results of the criminal record search, I will contact you by email to set up a time for us to talk.

If all goes well with the previous steps the final step in the process is for our office to recommend your appointment and provide your application/conflict of interest questionnaire and resume to the Ferris State University Board of Trustees for their review and consideration. Our next opportunity for University Board review and approval is May 9, 2025.

Thank you for your interest in serving on the Board of Directors of Battle Creek Montessori Academy. If you have any questions, please don't hesitate to contact me.

Sincerely,

FERRIS STATE UNIVERSITY



Sharon K. Hopper  
Compliance and Governance Specialist  
Charter Schools Office

CC: Elizabeth Turner, President of the Board of Directors  
Ryan Culey, School Leader  
Kristen Crawford, Area Superintendent  
Shatara Morris, Director of Board Governance and Compliance  
Susan Wakefield, FSU Field Representative

1020 Maple Street  
Big Rapids, MI 49307  
Phone: (231) 591-5802  
Web: ferris.edu



## **Appendix G – Board Candidate Interview Template**

The FSU CSO's 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?
2. 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?

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:
  - Board Retreat or Special Strategic Planning Meeting
  - Attend a meeting of another public governing board
  - PD sponsored by the CSO
    - Spring Briefing
    - Webinars
    - Dinner & Development, Lunch & Learn
    - On-line training videos
  - 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)

## **Appendix G – Board Candidate Interview Template**

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?
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 Educational Goals Policy**



## Appendix H – Contractual Educational Goals Policy

# FERRIS STATE UNIVERSITY

FERRIS FORWARD

## Charter Schools Office Policy

Adopted: 2010  
Revised: April 2025

### 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.

# Appendix H – Contractual Educational Goals Policy

## C. TARGETS FOR DETERMINING GOAL ACHIEVEMENT

### Goal 1: Academic Growth (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.\*

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 School Index.	Exceeds: $\geq 70$ Meets: $\geq 50$ but $< 70$ Approaching: $\geq 30$ but $< 50$ Does Not Meet: $< 30$
Are students making expected annual growth compared to their peers?		
Target	Measure	Metric
50th Percentile	The fall to spring average of all NWEA MAP "School Conditional Growth Percentiles" in reading and math.**	Exceeds: $\geq 70$ th Percentile Meets: $\geq 50$ th but $< 70$ th Percentile Approaching: $\geq 30$ 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 the ELA and Math M-STEP/PSAT-8 over time. (Current Year-Average (Prior Year 1 + Prior Year 2)).	Exceeds: $\geq 6\%$ Meets: $\geq 3\%$ but $< 6\%$ Approaching: $\geq 1\%$ but $< 3\%$ Does Not Meet: $< 1\%$

\*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.

\*\* Or a similar benchmark from an FSU CSO-approved, nationally normed assessment.

## Appendix H – Contractual Educational 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 School Index.	Exceeds: $\geq 70$ Meets: $\geq 45$ but $< 70$ Approaching: $\geq 30$ but $< 45$ Does Not Meet: $< 30$
Are students achieving proficiency on a nationally normed assessment?		
Target	Measure	Metric
50%	The percent of students meeting grade level norms on the reading and math NWEA MAP. **	Exceeds: $\geq 70\%$ Meets: $\geq 50\%$ but $< 70\%$ Approaching: $\geq 30\%$ 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 & math on the M-STEP/PSAT-8 compared to the composite district (Academy Average-Composite Average).	Exceeds: $\geq 10\%$ Meets: $\geq 3\%$ but $< 10\%$ Approaching: $< 3\%$ but $> 0\%$ Does Not Meet: $\leq 0$

\*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.

\*\* Or a similar benchmark from an FSU CSO-approved, nationally normed assessment.

## Appendix H – Contractual Educational 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 9<sup>th</sup>-12<sup>th</sup> grade students.

## Appendix H – Contractual Educational Goals Policy

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

Academies are expected to score within the “Meets” category on at least one *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?		
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: $\geq 6\%$ Meets: $\geq 3\%$ but $< 6\%$ Approaching: $\geq 1\%$ but $< 3\%$ Does Not Meet: $< 1\%$
Are students performing well on state examinations in comparison to students in schools they might otherwise attend (composite)?		
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) will surpass the school's composite district percentage.	Exceeds: $\geq 10\%$ Meets: $\geq 3\%$ but $< 10\%$ Approaching: $< 3\%$ but $> 0\%$ Does Not Meet: $\leq 0$
Are students performing well on state examinations in relation to a benchmark standard?		
Target	Measure	Metric
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: $\geq 50\%$ Meets: $\geq 40\%$ but $< 50\%$ Approaching: $\geq 30\%$ but $< 40\%$ Does Not Meet: $< 30\%$  EBRW: Exceeds: $\geq 60\%$ Meets: $\geq 50\%$ but $< 60\%$ Approaching: $\geq 30\%$ 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 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



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

# FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

### ACADEMIC MONITORING PLAN: 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) Resources for Development

# FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

### ACADEMIC MONITORING PLAN: GUIDING QUESTIONS

1. Which FSU Contractual Goal(s) 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) Resources for Development

# FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

### ACADEMIC MONITORING PLAN: SUGGESTED MEETING STRUCTURE

Guiding Questions	Discussion Time
Which FSU Contractual Goal(s) and Target (s) did your academy fail to meet?	5 minutes <input type="checkbox"/>
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 <input type="checkbox"/>
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 <input type="checkbox"/>
Brainstorm a list of interim measures that could serve as evidence of the stated outcome.	15 minutes <input type="checkbox"/>
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 <input type="checkbox"/>
What specific types of measures will be used to reflect progress on the targets each year? (Progress Monitoring, Monthly, Annual Targets)	15 minutes <input type="checkbox"/>
What Strategies best align with your targets?	10 minutes <input type="checkbox"/>
What supports and/or resources would the academy like from the CSO?	10 minutes <input type="checkbox"/>
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 <input type="checkbox"/>
Review of AMP template and next steps, including board approval and Epicenter task.	5 minutes <input type="checkbox"/>

# Appendix I – Developing an Academic Monitoring Plan (AMP)

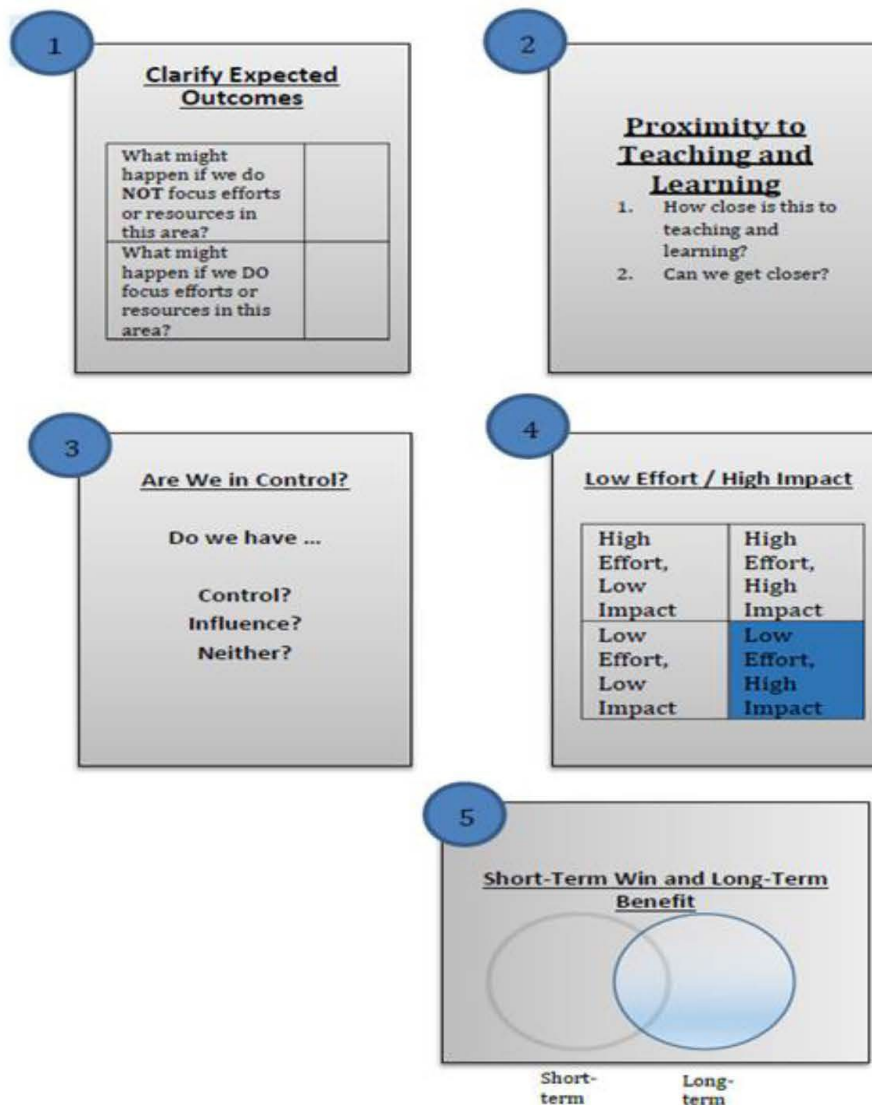
## Resources for Development

### FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

#### Academic Monitoring Plan: Additional Resources

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



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

# FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

### Types of Measures

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

## 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.
2. 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:

Problem: 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.

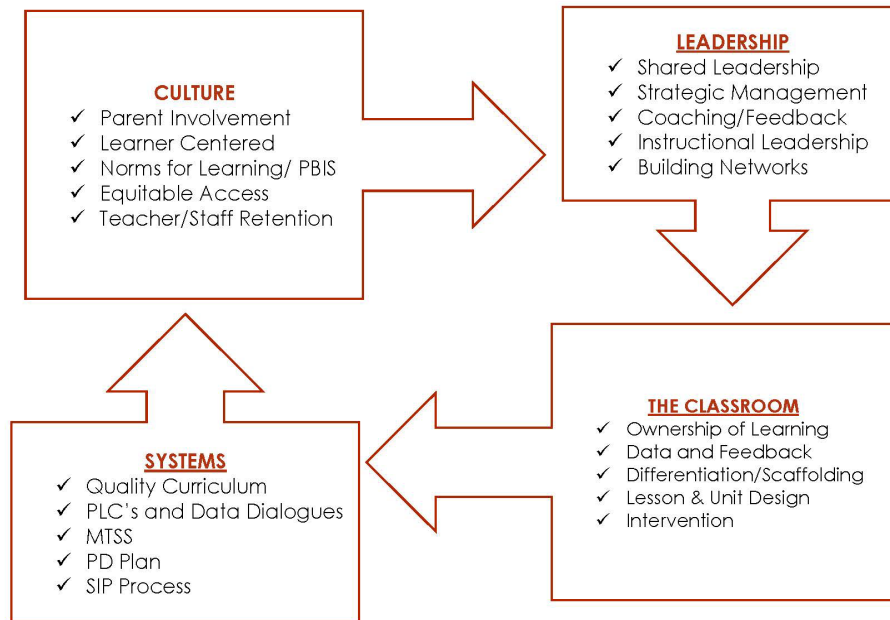


# Appendix I – Developing an Academic Monitoring Plan (AMP)

## Resources for Development

### Instructional Framework

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





# Appendix I – Developing an Academic Monitoring Plan (AMP)

## Resources for Development

### 5 WHYS TEMPLATE

<b>DEFINE THE PROBLEM</b>	Define problem here	
<b>WHY IS THIS A PROBLEM?</b>	<div> <b>PRIMARY CAUSE</b>            Why is it happening?            1 It is happening because         </div> <div>           Why is that?            2 It is happening because         </div> <div>           Why is that?            3 It is happening because         </div> <div>           Why is that?            4 It is happening because         </div> <div>           Why is that?            5 It is happening because         </div> <div> <b>NOTE: If the final "Why" has no controllable solution, return to the previous "Why."</b> </div> <div> <b>ROOT CAUSE</b> </div>	
<b>CORRECTIVE ACTION TO TAKE</b>	<b>CORRECTIVE ACTION</b> Describe action here	PARTY RESPONSIBLE DATE ACTION TO BEGIN DATE TO COMPLETE

## **Appendix I – Developing an Academic Monitoring Plan (AMP)**

### Resources for Development

# Appendix I – Developing an Academic Monitoring Plan (AMP)

## Fall Academic Monitoring Plan Template



### FALL ACADEMIC MONITORING PLAN

Name of Academy: Click or tap here to enter text.

Date: Click or tap to enter a date.

Contributing Team Members: Click or tap here to enter text.

Bottom-Line Target #1: Click or tap here to enter text.

Related MICIP Goal: Click or tap here to enter text.

School Year: Pick school year.	Baseline Data: Click or tap here to enter text.	
Spring Annual Target: Click or tap here to enter text.		
Action Steps to Meet Target		
Strategies	Timeline	How will you measure the success of these strategies?
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

# Appendix I – Developing an Academic Monitoring Plan (AMP)

## Fall Academic Monitoring Plan Template

FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

**Bottom-Line Target #2:** Click or tap here to enter text.

**Related MICIP Goal:** Click or tap here to enter text.

<b>School Year:</b> Pick school year.	<b>Baseline Data:</b> Click or tap here to enter text.	
<b>Spring Annual Target:</b> Click or tap here to enter text.		
<b>Action Steps to Meet Target</b>		
<b>Strategies</b>	<b>Timeline</b>	<b>How will you measure the success of these strategies?</b>
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**Date of Board of Director's Approval:** \_\_\_\_\_

**Board President Signature:** \_\_\_\_\_

## Appendix I – Developing an Academic Monitoring Plan (AMP)

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

# FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

## 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:** Click or tap here to enter text.

**Date:** Click or tap here to enter text.

**Contributing Team Members (and Positions):** Click or tap here to enter text.

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?

Click or tap here to enter text.

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*?

Click or tap here to enter text.

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

Click or tap here to enter text.

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?

Click or tap here to enter text.



## **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?

[Click or tap here to enter text.](#)

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?

[Click or tap here to enter text.](#)

# Appendix I – Developing an Academic Monitoring Plan (AMP)

## End of Year Academic Monitoring Plan Discussion and Notes

### FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

## 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
<b>Bottom Line Target #1:</b> 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
<b>Bottom Line Target #2:</b> 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:** Click or tap here to enter text.

**Date:**Click or tap here to enter text.

**Contributing Team Members (and Positions):**Click or tap here to enter text.

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

Click or tap here to enter text.

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.

Click or tap here to enter text.

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.

Click or tap here to enter text.

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

Click or tap here to enter text.

## **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?

Click or tap here to enter text.

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

Click or tap here to enter text.

# Appendix I – Developing an Academic Monitoring Plan (AMP)

## End of Year Academic Monitoring Plan Template



### ACADEMIC MONITORING PLAN- End of Year Progress

Must be submitted by June 30 of each year

Name of Academy (Building):Click or tap here to enter text.

Date of Report:Click or tap to enter a date.

End Date of Current Contract:Click or tap to enter a date.

Contributing Team Members: Click or tap here to enter text.

Bottom-Line Target #1: Click or tap here to enter text.

Related MICIP Goal: Click or tap here to enter text.

School Year: Pick a year	Baseline Data: Click or tap here to enter text.	
Spring Progress on Target (include data): Click or tap here to enter text.		
Update on Strategies		
Strategy	Was the strategy successful? How do you know?	How will you proceed with this strategy next school year?
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

# Appendix I – Developing an Academic Monitoring Plan (AMP)

## End of Year Academic Monitoring Plan Template

**Bottom-Line Target #2:** Click or tap here to enter text.

**Related MICIP Goal:**Click or tap here to enter text.

<b>School Year:</b> Pick a year	<b>Baseline Data:</b> Click or tap here to enter text.	
<b>Spring Progress on Target (include data):</b> Click or tap here to enter text.		
Update on Strategies		
<b>Strategy</b>	<b>Was the strategy successful? How do you know?</b>	<b>How will you proceed with this strategy next school year?</b>
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**Date of Board of Director’s Notification:** \_\_\_\_\_

**Board President Signature:** \_\_\_\_\_



## **Appendix J – Benton Harbor Charter School Academy Partnership Agreement**

# 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 [Section 388.1622p of the Michigan Compiled Laws](#), 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". [Section 388.1621h of the Michigan Compiled Laws](#)

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:

# Appendix J – Benton Harbor Charter School Academy Partnership Agreement

## Benton Harbor Charter School Academy Partnership Agreement

### 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

4. 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 36-month 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 must include the reconstitution of the school. [MCL Section 388.1622p]
2. For a PSA assigned as a partnership district, accountability measures under this subdivision may 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.
2. 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.

# Appendix J – Benton Harbor Charter School Academy Partnership Agreement

## Benton Harbor Charter School Academy Partnership Agreement

### 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.



# Appendix J – Benton Harbor Charter School Academy Partnership Agreement

## Benton Harbor Charter School Academy Partnership Agreement

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.

# Appendix J – Benton Harbor Charter School Academy Partnership Agreement

## Benton Harbor Charter School Academy Partnership Agreement

### 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 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 Intermediate School  
District:**

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

**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

# Appendix J – Benton Harbor Charter School Academy Partnership Agreement

## Benton Harbor Charter School Academy Partnership Agreement

### 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 [MCL Section 380.507](#), [MCL Section 380.528](#), and [MCL Section 380.561](#) 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.
2. 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.

# Appendix J – Benton Harbor Charter School Academy Partnership Agreement

## Benton Harbor Charter School Academy Partnership Agreement

### 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 through 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.
  4. 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.
  6. 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.

# Appendix J – Benton Harbor Charter School Academy Partnership Agreement

## Benton Harbor Charter School Academy Partnership Agreement

### **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 36-month 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 36-month 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

**Benchmarks and Outcomes Table**

#	Goal Area	Building Name	Bldg Code	Type	SEP Goal #	Data Source & Evidence	36-month End Target Outcomes	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 Implementation	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.

# Appendix J – Benton Harbor Charter School Academy Partnership Agreement

## Benton Harbor Charter School Academy Partnership Agreement





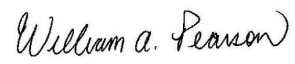
#	Goal Area	Building Name	Bldg Code	Type	SEP Goal #	Data Source & Evidence	36-month End Target Outcomes	18-month Interim Target Benchmarks
6	MTSS Implementation	Benton Harbor Charter School Academy	08706	Process	2	Reading TFI	By May 2025 all items under Tier 1 of the Reading TFI will show as partially or fully in place.	By May 2024 the Reading Tiered Fidelity Inventory (TFI) is completed to gather baseline data.
7	MTSS Implementation	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 child's school.	By May 2024, the Parent Panorama Survey will indicate that 60% or more of families are satisfied with their child's 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%.

## Appendix J – Benton Harbor Charter School Academy Partnership Agreement

### Benton Harbor Charter School Academy Partnership Agreement

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

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

# Appendix J – Benton Harbor Charter School Academy Partnership Agreement

## Benton Harbor Charter School Academy Partnership Agreement

### Appendix A Levels of Support and District Requirements

#### (From OPD's Comprehensive Guide)

Expectation	Fundamental	Essential	Intensive	Responsible Party
Liaison schedules on-site meetings <b>with district leadership</b> to review partnership agreement progress	Every other month (minimum)	Monthly (minimum)	Twice a month	OPD
Liaison schedules on-site meetings <b>with district leadership</b> and <b>ISD representatives</b> 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 J – Benton Harbor Charter School Academy Partnership Agreement

## Benton Harbor Charter School Academy Partnership Agreement

### 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 areas of need.	√	√	√	District
Districts must participate in MI Data Hub.	√	√	√	District
Districts are required to complete surveys as requested by OPD, including EPIC's annual survey.	√	√	√	District
Districts must develop 18-month interim target benchmarks and aligned 36-month end target outcomes.	√	√	√	District
Districts must include accountability measures in the partnership agreement; traditional districts must include "reconstitution"; PSAs may include "reconstitution."	√	√	√	District
Districts must include specific actions to be taken by all partners in the partnership agreement.	√	√	√	District
Districts are encouraged to have at least one community partner based on the needs assessment in the partnership agreement.	√	√	√	District
Districts/Liaisons are to ensure a representative from MDE, OPD, and the ISD attends partnership agreement meetings.	√	√	√	District OPD
Signatory partners collaboratively complete the needs assessment utilizing MICIP and assists the district in developing the partnership agreement.	√	√	√	Partners
Liaison facilitates Benchmark Review (BR) and AOE preparation.	√	√	√	OPD
Liaison facilitates 21(h) requests to ensure alignment with the partnership agreement.	√	√	√	OPD

# 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, ATS, TSI Support	November 10, 2022	MDE Memorandum	Office of Educational 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 J – Benton Harbor Charter School Academy Partnership Agreement

## Benton Harbor Charter School Academy Partnership Agreement

### **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.

## **Appendix K – Benton Harbor Charter School Academy Progress Meeting Agenda**

# Appendix K – Benton Harbor Charter School Academy Progress Meeting Agenda



## 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](#)

August 19, 2025 - 10:00 AM - 12:00 PM  
In-Person: Front Office Conference Room

### Purpose

- To hear building celebrations and updates.
- To review end of year (2024-25) Chronic Absenteeism rate
- To review and understand FSU walk through forms
- To hear report out of FSU data points
- To hear and collaborate on BHCSA Continuous Improvement Plan - understand updates in MICIP platform and sustainability plans
- To understand updates from Berrien RESA

### Team Members (Bolded names indicate members present.)

Name	Organization	Role	
<b>Sean Hopkins</b>	Benton Harbor Charter School Academy	Principal	
<b>Moniqua Neal</b>	Benton Harbor Charter School Academy	4-8 Instructional Coach	
<b>Ashley Bloomer</b>	Benton Harbor Charter School Academy	K-3 Instructional Coach/Literacy Coach	
<b>Thomas Gray</b>	Benton Harbor Charter School Academy	Parent Liaison	
<b>Laura Moellering</b>	Choice Schools Associates	Area Superintendent	
Amey Dryer	Choice Schools Associates	Director of Scholar Education and Development; MICIP Lead	
<b>Danielle Prince</b>	Choice Schools Associates	Director of Behavior Supports	
Mandy Patouhas	Choice Schools Associates	Director of School Quality	
Sue Wakefield	Ferris State University	Field Rep – Benton Harbor	
Chris Loiselle	Ferris State University	Director of Charter Schools Office	
<b>Beth Taylor</b>	Ferris State University	School Support Specialist	
<b>Lisa Pattison</b>	Berrien RESA	Continuous Improvement and State and Federal Programs Consultant	
<b>Lisa Francisco</b>	MDE-Office of Partnership Districts	Partnership Agreement Liaison	
<b>Yvonne Dixon</b>	MDE-Office of Partnership Districts	Asst. Director	

### Tasks and Activities

Time Allotted	Action Items	Resources
5 Minutes	Welcome and Introductions:	

# Appendix K – Benton Harbor Charter School Academy Progress Meeting Agenda



Time Allotted	Action Items	Resources
	<p><b>Walk-Through Debrief:</b> Lisa F reported on observations in two first grade classrooms. Learning targets were posted. Good balance of redirects to positives (16-11 in the ten minutes); positive narration was present; compliment cards were given. Other teachers needed more narration and positive redirection as opposed to “what not to do.” Good teacher movement when kids were antsy. Greeted late students. 100% engagement for circle time. Hallway observations had four students walking and a few adults. I was in an Art Room with 20 kids in it. Heard some positive narration, counted down for attention. Mixed results. Referenced “perseverance dollars,” most had “kept” them. Two adults and five kids in the hallway in MS, did not see a monitor in the hallway. NWEA testing in MS. Kids were quiet and doing their testing. One student had heads down—the principal and instructional coach both visited. Witnessing some modeling, would encourage more of it. Beth T also went into 1st grade, 13 present, 3 were being removed to get uniforms. Transition went well and the circle was orderly. 2 other adults in that room; redirection was done with positive reinforcement. Addressed expectations consistently. “I’m giving Kickboard dollars. Wow, you did a great job—I’m going to give you bounce back bucks.” Told another student who wanted to give them bounce back as well. Was in MS and saw small groups being released for locker visits. Positive direction on behavior, referenced Bobcat Bucks. Orderly and quiet. The teacher, rotating in the room, called out which rows were doing well. Routine on getting a tissue was followed. Handled a “cranky” student having a notebook out well. Got a little noisy in the hallway for a bit. In the hallways, I saw 4 students walking with adults and 7 staff members. 1 student on the way to the restroom (K) and was back in his class within 2 minutes. Saw 2 1st graders head to the restroom and treat one another kindly. Hopkins was visible.</p>	
	<p><b>Building Leader Update (Celebrations, Updates):</b> Mr. Hopkins talked about the Kindness initiative he is starting. Described the positive feedback he is getting from families and kids. Have instituted some routines where they make the “pledge to themselves,” led by a student. Described how students use complement cards to earn incentives that they designed during the all school community meeting on Fridays. Described the desire on the part of students to engage in music/rhythm and performing arts.</p>	
	<p><b>BHCSA End Target Outcome - Chronic Absenteeism Update:</b></p> <ul style="list-style-type: none"> <li>By May 2025, the percent who are chronically absent will reduce to 45%. <b>73.2% (306 students 10% or more absences, total enrollment 418)</b></li> </ul> <p><b>Notes - Discussion Point(s):</b> Still struggling with absenteeism. Determining chronic absenteeism from the beginning of the year versus ongoing throughout the year; i.e., do students get better on attendance after the school year gets rolling. In a good system of calling families when they are absent whether or not it is chronic. SH: Working on building parents and families belief in a public education and making sure that kids are in school. Culture building is the key—started the year with positive phone calls home. LF: Make sure attendance letters are in plain language and start with trying to help instead of threatening to send to truancy officer. Sample letter using Plain Lanague was shared with Thomas Gray</p>	
	<p><b>Ferris State University :</b> Beth advised on FSU’s plan for observations and data collection for 25-26 (also sent in email to SH and cc’d LM)</p> <p><b>Walk Through Forms</b></p> <p><b>Confirm FSU Monthly Report Expectations:</b></p> <ol style="list-style-type: none"> <li><b>Student Enrollment Tab</b> <ol style="list-style-type: none"> <li>Current Drops/Add</li> </ol> </li> </ol>	<p><a href="#">BHCSA Executive Summary.docx - Google Docs</a></p> <p><a href="#">2024-2025 Data Collection and</a></p>

# Appendix K – Benton Harbor Charter School Academy Progress Meeting Agenda



Time Allotted	Action Items	Resources
	<ol style="list-style-type: none"> <li>2. 2025-26 Re-enrollment Numbers</li> <li>3. 2025-26 Section Offerings</li> <li>2. <b>Staff Tab</b> <ol style="list-style-type: none"> <li>1. Absenteeism</li> <li>2. Staff Coverage by Leadership</li> <li>3. Staff Attrition</li> <li>4. Certified Classroom Teaching Roster Update</li> <li>5. 2025-26 Staffing Update</li> <li>6. Classroom Observations Completed</li> <li>7. Coaching Sessions w/Teachers Completed</li> </ol> </li> <li>3. <b>Discipline Tabs</b> <ol style="list-style-type: none"> <li>1. Elementary Removal</li> <li>2. Weekly Referrals</li> <li>3. ISS</li> <li>4. OSS</li> </ol> </li> </ol> <p><b>Notes - Discussion Point(s):</b> Staff attendance is a little bit of an issue. Partnering with HR to make sure we are following up. Pursuing the ways to write up people who are impacting the performance of the school with their absences and if they have used up all of their PTO.</p>	<p><a href="#">Monitoring Plan - Google Sheets</a></p> <p><a href="#">25-26 Data collection and Monitoring Plan</a></p>
	<p><b>BHCSA 25-26 Continuous Improvement Plan:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">WIG Update: (use this sheet)</a> "Sheet 10" Tab of <a href="#">2024-2025 Data Collection and Monitoring Plan - Google Sheets</a></li> <li>2. <b>Alignment to:</b> <ol style="list-style-type: none"> <li>a. MICIP</li> <li>b. Partnership Agreement</li> <li>c. FSU Improvement Plan</li> <li>d. July 21, 2025 School Climate and Culture Work</li> </ol> </li> </ol> <p><b>Notes - Discussion Point(s):</b> Ensure WIGs are embedded/part of BHCSA's MICIP in the MICIP platform. Lisa P. can support with this.</p>	<p><a href="#">BHCSA 24-25 Continuous Improvement Plan</a></p> <p><a href="#">January 2025 Priority Updates</a></p> <p><a href="#">March 2025 Priority Updates</a></p>
	<p><b>Crosswalk of MICIP in Preparation for Next Partnership Agreement - Use of September 2025 through March 2026 Meetings</b></p> <ul style="list-style-type: none"> <li>• December 16, 2025, Academic Outcome Evaluation/Partnership Agreement Summary</li> <li>• Stakeholder Voice</li> <li>• MICIP Update - Revision or Addition</li> <li>• <b>Sustainability Planning</b></li> </ul> <p><b>Notes - Discussion Point(s):</b> Amey and/or Lisa P can walk Mr. Hopkins through MICIP platform and begin process of building the crosswalk of WIGs, PA, FSU Improvement Plan</p>	

# Appendix K – Benton Harbor Charter School Academy Progress Meeting Agenda



Time Allotted	Action Items	Resources
	<b>Berrien RESA/RAG Update:</b> Waiting on a budget.  <b>Notes - Discussion Point(s):</b>	
5 Minutes	<b>Closing:</b> Next Meeting Date - October 21, 2025, 9am-11am  <b>Notes:</b> <b>MICIP Roadshow - Berrien RESA, Nov 4, 2025</b> <b>MISchool Accountability Session - September 25, 2025</b>	<a href="#">BHCSA-PA Planning Calendar.docx - Google Docs</a>
<b>BHCSA End Target Outcomes</b>		
	<b>Goal Area - Tier 1 Instruction:</b> <ol style="list-style-type: none"> <li>By May 2025 3-8th grade Full Academic Year (FAY) 12% of students will be proficient on English Language Arts State Assessment. <b>Preliminary 7.2% for 2025; tentatively not met (4.46 M-Step 20% PSAT; 7.05% proficient)</b></li> <li>By May 2025 3-8th grade Full Academic Year (FAY) students will be 10% proficient on Math State Assessment. <b>Preliminary 3.8%; tentatively not met (3.2% M-Step and PSAT – 0% PSAT)</b></li> <li>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) - <b>Spring 2025 Results: students at the 21st Median Growth Percentile Reading – Did not meet</b></li> <li>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) <b>Spring 2025 Results: students at the 35th Median Growth Percentile Math - Did not meet</b></li> </ol> <b>Goal Area - MTSS:</b> <ol style="list-style-type: none"> <li>By May 2025 all features for Tier 1 Schoolwide PBIS TFI will show as partially or fully implemented. <b>12 of 15 features at partial or full implementation - Did not meet outcome</b></li> <li>By May 2025 all items under Tier 1 of the Reading TFI will show as partially or fully in place <b>11 of 15 features at partial or full implementation - Did not meet outcome</b></li> <li>By May 2025 utilize Acadience data to measure the impact of interventions. <b>Did not meet outcome - struggled with Acadience implementation; began using NWEA Reading Fluency in Spring; BHCSA did not measure the impact on interventions; BHCSA is in process of releasing NWEA Reading Fluency to MIREad (IRIP); continue discussion at Sep 16, 2025 regarding which monitoring tool to use moving forward.</b></li> </ol> <b>Goal Area - Whole Child/Improved Attendance:</b> <ol style="list-style-type: none"> <li>By May 2025, parent engagement will increase to reflect 100 individual responses on the Parent Panorama Survey. <b>19 completed - Did not meet.</b></li> </ol>	<a href="#">Benchmark/Outcome Requirement Tally Sheet - Google Sheets</a>  <a href="#">Preliminary M-STEP</a>  <a href="#">NWEA Growth Percentile</a>  <a href="#">EOY NWEA Growth Percentile</a>  <a href="#">2025 NWEA Norms</a>  <a href="#">Winter 2025 TFI</a>  <a href="#">Spring 2025 TFI</a>  <a href="#">Spring 2025 R-TFI</a>  <a href="#">Spring 2025 Family Survey</a>



# Appendix K – Benton Harbor Charter School Academy Progress Meeting Agenda



Time Allotted	Action Items	Resources
	2. By May 2025, the Parent Panorama Survey will indicate that 70% or more of families are satisfied with their child's school. <b>Based on the 19 received surveys - outcome met at 71%</b> 3. By May 2025, the Student Panorama Survey will show an increase in at least 4 of the 6 categories from Spring 2024. <b>Did not meet; implementation of survey shifted to school result rather than classroom result.</b> 4. By May 2025, the percent who are chronically absent will reduce to 45%. <b>TBD - report on in September</b>	<a href="#">Spring 2025 3-5 Student Survey</a> <a href="#">Spring 2025 6-8 Student Survey</a>

## Actions

#	Action Needed	By Whom	By When
1			
2			
3			
4			
5			
6			
7			
8			
9			

