

**FERRIS
STATE
UNIVERSITY**
A

**CONTRACT TO CHARTER A PUBLIC SCHOOL ACADEMY
AND RELATED DOCUMENTS**

BETWEEN

**BENTON HARBOR CHARTER SCHOOL
ACADEMY**
(A PUBLIC SCHOOL ACADEMY)

AND

**FERRIS STATE UNIVERSITY
BOARD OF TRUSTEES**
(AUTHORIZING BODY)

AUTHORIZATION PERIOD:

JULY 1, 2024 – JUNE 30, 2027

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POLICIES

As per **Article XII, Section 12.15** of the *Terms and Conditions* of the Charter School Contract, the Ferris State University Board or Charter Schools Office (CSO) has the right to enact policies that become part of the Contract. All policies automatically apply thirty (30) days after Academy Board notification.

It is the responsibility of the Academy Board to make certain that the Contract Policy section is kept up-to-date whenever changes or additional policies are issued by the CSO. Contact the Charter Schools Office with any questions at (231) 591-5802.

FERRIS STATE UNIVERSITY

FERRIS FORWARD

CHARTER SCHOOLS OFFICE POLICY

Revised: June 1, 2023

EDUCATIONAL SERVICE PROVIDER

Pursuant to the Terms and Conditions of the Contract ("Contract") issued by the Ferris State University Board of Trustees ("University Board"), these Educational Service Provider Policies ("ESP Policies") have been prepared by the Charter Schools Office (CSO). They now become part of the Contract and apply immediately to all academies being authorized or re-authorized pursuant to Contracts issued by the University Board, and prospectively to any existing academy that enters into an agreement with an Educational Service Provider ("ESP") on or after the date set forth above. Failure by the Academy Board to comply with these Policies may result in the non-issuance of a Contract, or for existing Academies, the initiation of suspension, termination or revocation proceedings under the Contract.

A. Academy Board Due Diligence

1. Prior to executing an agreement with an ESP, the Academy Board shall perform sufficient due diligence to establish that the ESP has the appropriate financial resources, educational services, and managerial experience to provide the contracted services. Prior to contracting with an ESP, the Academy Board shall obtain sufficient information to conclude that the ESP agreement, on the terms to be approved, is in the best financial and educational interest of the Academy. At a minimum, and prior to the execution of an ESP agreement, the Academy Board shall provide the following information to the Charter Schools Office via Epicenter **in addition to the proposed contract:**
 - List of all ESP owner(s), directors and officers.
 - Type or form of entity (for-profit corporation, non-profit corporation, limited-liability company, etc.).
 - Name of the ESP's primary banking institution.
 - Legal counsel for the ESP. Name, address, and telephone number of firm and name of contact person.
 - Accounting firm for the ESP. Name, address, and telephone number of firm and name of contact person.

- A written statement regarding the ESP's experience in providing educational services and a description of the types of educational service to be provided to the Academy.
2. Academy Board members, Academy Board employees, and their respective spouses and immediate family members may not have any direct or indirect ownership, employment, contractual or management interest in any ESP that contracts with the Academy. The Charter Schools Office may formally waive this condition for persons who have an ownership interest in an ESP that contracts with the Academy if it concludes that the ownership interest is not a conflict of interest.
 3. If an Academy proposes to enter into a new, amended or renewal agreement with an ESP to provide persons to perform work at the Academy, or to extend the term of an existing agreement, the Academy shall, not later than thirty (30) days prior to the proposed date of execution thereof, submit the proposed agreement to the CSO Director for review.
 4. Unless the CSO Director extends the review period, within thirty (30) days of receiving a copy of a proposed agreement and detailed description in compliance with this policy and the Terms and Conditions of the Contract, the CSO Director shall notify the Academy if the proposed agreement is disapproved (the CSO Director may disapprove the proposed agreement in his or her sole discretion). If the proposed agreement is disapproved, such disapproval may, but shall not be required to, state one or more conditions which, if complied with by the Academy and/or the Educational Service Provider, would cause such disapproval to be deemed withdrawn. No agreement described in this policy may be entered into that is disapproved by the CSO Director. By not disapproving a proposed agreement, the CSO Director is in no way giving approval of the proposed agreement, or any of the terms or conditions thereof.
 5. The Academy Board shall retain independent legal counsel to review and advise it during the negotiation of the ESP agreement. Legal counsel for the Academy shall not also represent the ESP or principals thereof, or have provided recent or significant representation to the ESP or its principals in the past. The ESP agreement shall be an arms-length, negotiated agreement between an informed Academy Board and the ESP. Prior to the Academy Board's approval of the ESP agreement, the Academy Board shall obtain a legal opinion from its legal counsel, which includes the representations that legal counsel has reviewed the Proposed Educational Service Provider Agreement, the Charter Schools Office Educational Service Provider Policies and the Contract to Charter the Public School Academy, and which opines that:
 - A. The Academy Board has the power and authority to enter into the proposed agreement;
 - B. Execution of the proposed agreement does not violate any term or provision of the Policies, Charter Contract or applicable statute; and

- C. Entering into the agreement does not permit or require improper delegation by the Academy Board.
6. The Academy Board shall not approve an ESP agreement until all board members have been given a reasonable opportunity to review the proposed ESP agreement with the Academy's legal counsel.
 7. The Academy Board shall only approve an ESP agreement with a formal vote at a public board meeting. Prior to the Academy Board's vote on the ESP agreement, the Academy Board shall provide a reasonable opportunity for public comment on the proposed ESP agreement.

B. Academy Board Administrative and Fiduciary Responsibilities

1. In negotiating the ESP agreement, the Academy Board shall budget adequate resources to fulfill its Contract requirements which may include, but are not limited to: oversight of the Academy's ESP; negotiation of the Contract and any amendments; payment of staff costs, insurance required under the Academy's lease, ESP agreement and the Contract; annual financial audit; the Academy Board's legal counsel, consultants, recording secretary and any other such cost necessary for Academy Board operations.
2. The Academy Board shall be responsible for determining the budget reserve amount included as part of the Academy's annual budget. In addition, the Academy Board is responsible for implementing fiscal policies that will assist the Academy in attaining the stated budget reserve amount.
3. The ESP shall present to the Academy Board, on a frequency established by the Academy Board, a detailed reconciliation of budgeted to actual revenues and expenditures, with an explanation of variances. Also, the ESP shall present to the Academy Board, on a frequency determined by the Academy Board, a detailed schedule of expenditures at object level for review and approval by the Academy Board.
4. The Academy Board shall be informed of the level of compensation and fringe benefits provided to employees of the ESP assigned to the Academy.

C. ESP Agreement Provisions

1. An ESP agreement under which an Educational Service Provider provides persons to perform work at the Academy may not contain a non-competition, no-hire, or similar provision prohibiting or restricting the Academy from hiring instructional staff that perform work at the Academy.

2. An ESP agreement under which an Educational Service Provider provides persons to perform work at the Academy shall contain a provision requiring the Educational Service Provider to make information concerning the operation and management of the Academy, including without limitation but not limited to the information described in Schedule 8, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under the Contract. Except as permitted under the Contract and Applicable Law, no ESP agreement shall restrict the University's or the public's access to the Academy's records.
3. No provision of an ESP agreement shall interfere with the Academy Board's duty to exercise its constitutional, statutory, contractual and fiduciary responsibilities governing the operation of the Academy. No provision of an ESP agreement shall prohibit the Academy Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Open Meetings Act.
4. An ESP agreement shall not restrict an Academy Board from waiving its governmental immunity or require an Academy Board to assert, waive or not waive its governmental immunity.
5. No provision of an ESP agreement shall alter the Academy Board treasurer's legal obligation to direct that the deposit of all funds received by the Academy be placed in the Academy's depository account as required by law. The signatories on the depository account shall solely be Academy Board members and/or individuals properly designated annually by Board resolution. Interest income earned on Academy depository accounts shall accrue to the Academy.
6. An ESP agreement shall contain a provision that all finance and other records of the ESP related to the Academy will be made available to the Academy's independent auditor.
7. An ESP agreement shall not permit the ESP to select or retain the independent auditor for the Academy.
8. If an ESP purchases equipment, materials and supplies on behalf of or as the agent of the Academy, the ESP agreement shall provide that such equipment, materials and supplies shall be and remain the property of the Academy. The ESP will comply with Section 1274 of the Revised School Code as if the Academy when making these purchases directly from a third party supplier.
9. An ESP agreement shall contain a provision that if the ESP procures equipment, materials and supplies at the request of or on behalf of the Academy, the ESP shall not include any added fees or charges with the cost of equipment, materials and supplies purchased from third parties.
10. An ESP agreement shall contain a provision that clearly allocates the respective proprietary rights of the Academy Board and the ESP to curriculum or educational materials. At a minimum, ESP agreements shall provide that the Academy owns all proprietary rights to

curriculum or educational materials that (i) are both directly developed and paid for by the Academy; or (ii) were developed by the ESP at the direction of the Academy Board with Academy funds dedicated for the specific purpose of developing such curriculum or materials. ESP agreements may also include a provision that restricts the Academy's proprietary rights over curriculum or educational materials previously developed or copyrighted by the ESP, or curriculum or educational materials that are developed by the ESP using funds from the Academy that are not dedicated for the specific purpose of developing Academy curriculum or educational materials. All ESP agreements shall recognize that the ESP's educational materials and teaching techniques used by the Academy are subject to disclosure under the Code and the Freedom of Information Act.

11. An ESP agreement under which an Educational Service Provider provides persons to perform work at the Academy shall be clear about which persons or positions are employees of the ESP, and which persons or positions are employees of the Academy, if any. If the ESP leases employees to the Academy, the ESP agreement shall provide that the leasing company accepts full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for its employees leased to the Academy or working on Academy operations. If the Academy is staffed through an employee leasing agreement, legal confirmation shall be provided to the Academy Board that the employment structure qualifies as employee leasing.
12. An ESP agreement shall contain insurance and indemnification provisions outlining the coverages the ESP will obtain. The ESP's insurance is separate from and in addition to the insurance the Academy Board is required to obtain under the Contract.
13. Marketing and development costs paid by or charged to the Academy shall be limited to those costs specific to the Academy program, and shall not include any costs for the marketing and development of the ESP.
14. The maximum term of an ESP agreement shall not extend beyond the term of the Academy's Contract.
15. An ESP agreement shall provide that any action or inaction by the ESP which causes the Contract of the Academy to be revoked, terminated or suspended, or which results in the Academy receiving official notification from the CSO, University Board, Superintendent of Public Instruction, or other authorized body or official, of the commencement or an intent to initiate proceedings for the termination, revocation or suspension of the Contract, shall be designated a material breach, which shall be grounds for termination of the ESP agreement by the Academy. The ESP agreement shall also provide for termination if directed by the University Board as part of the process of reconstitution, as provided by the Revised School Code.
16. If the Academy intends to enter into an agreement with the ESP for the Academy's learning platform (e.g., virtual technology/curriculum, etc.), then such agreement must be separately documented, separately approved, and cannot be part of or incorporated into the ESP Agreement. Neither the ESP Agreement nor the agreement for the platform may contain a

cross-default provision that allows the ESP to terminate the agreement for the learning platform upon termination of the ESP Agreement.

17. ESP Agreements shall provide that the financial, educational and student records pertaining to the Academy are Academy property, and that such records are subject to the provisions of the Michigan Freedom of Information Act. All Academy records shall be physically or electronically available, upon request, at the Academy's physical facilities. **To the extent the ESP manages and/or holds the Academy's financial, educational, and/or student records (whether electronically or physically), the ESP Agreement shall provide that the Academy Board shall have immediate access to such records, upon request, including electronic access to any database holding such records.** Except as permitted under the Contract and Applicable Law, no ESP Agreement shall restrict the College's or the public's access to the Academy's records.

D. Lease and Loan Agreement Provisions

1. If the Academy intends to enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement or other financing relationships with the ESP, then such agreements shall be separately documented and not be a part of or incorporated into the ESP agreement. In all cases, the Director of the CSO shall be provided copies of all such documents and agreements for review prior to execution by the academy Board.

E. Timeliness and Board Best Practices

1. All Board members as well as FSU Field Representatives assigned to the academy should receive a complete board packet no later than three (3) days in advance of the meeting. Packets may be delivered in hard copy or electronically, based upon the preference of the Board.
2. Members of the Board should not be given new information and asked to vote on that material at the same meeting unless extreme circumstances warrant this action.
3. The Board President should have the final review and decision as to the meeting agenda.
4. Special Board meetings (meetings outside of the official Board calendar) may be called for specific agenda items that cannot wait until the next regularly scheduled meeting or items that of an emergency nature. In all cases, special meetings should not be a replacement for the full agenda of a regularly scheduled meeting.
5. The Board should conduct an annual review of the ESP to determine the academy's progress towards goals, and the status of meeting the conditions set forth in the charter contract.

FERRIS STATE UNIVERSITY

FERRIS FORWARD

CHARTER SCHOOLS OFFICE POLICY

Adopted: April 2008

Revised: May 2016

FACILITY FINANCE & PROPERTY ACQUISITION

Pursuant to the Terms and Conditions of the Contract ("Contract") issued by the Ferris State University Board of Trustees ("University Board"), these Facility Finance & Property Acquisition Policies ("FF&PA Policies") have been prepared by the Charter Schools Office (CSO). They now become part of the Contract and apply immediately to all academies being authorized or re-authorized pursuant to Contracts issued by the University Board, and prospectively to any existing academy that enters into an agreement for Facility Finance & Property Acquisition ("FF&PA") on or after the date set forth above. Failure by the Academy Board to comply with these Policies may result in the non-issuance of a Contract, or for existing Academies, the initiation of suspension, termination or revocation proceedings under the Contract.

A. University Board Approval of Condemnation

In the event that the Academy desires to acquire property pursuant to the Uniform Condemnation Procedures Act, or other applicable statutes, it shall obtain express written permission for such acquisition from the University Board. The Academy shall submit a written request to the CSO Director describing the proposed acquisition and the purpose for which the Academy desires to acquire the property and a request for a contract amendment. The CSO Director will generate a recommendation for consideration by the University Board with regard to the proposed acquisition. The request and the CSO Director's recommendation will be submitted by the CSO Director for the University Board's consideration in accordance with the University Board's generally applicable timelines and policies for the agendas of regularly scheduled University Board committee meetings and formal sessions of the University Board. No acquisition may be made until the approval of the University Board is obtained by resolution adopted at a formal session of the University Board.

B. CSO Director Review of Certain Financing Transactions

If the Academy proposes to (i) finance the acquisition, by lease, purchase, or other means, of facilities or equipment, in excess of \$150,000, pursuant to arrangements calling for payments over a period greater than one (1) year, and which include a pledge to one or more third parties of a portion of the funds to be received by the Academy from the State of Michigan pursuant to the

State School Aid Act of 1979, as amended, being MCL 388.1601 et seq., or (ii) direct that a portion of its State School Aid Payments be forwarded by the Fiscal Agent to a third party account for the payment of Academy debts and liabilities, the Academy shall submit the transaction for prior review by the CSO Director, as designee of the University Board, in the manner provided herein. The Academy shall, not later than thirty (30) days prior to the proposed closing date of the transaction, submit a written request for review to the CSO Director describing the proposed transaction and the facilities or equipment to be acquired with the proceeds thereof (if any) together with a copy of the proposed lease, deed or bill of sale for any facilities or equipment to be acquired in the transaction, and in the case of a transaction described in subparagraph (ii) of this Section, (a) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; (b) a copy of a State School Aid Payment Agreement and Direction document that is in a form acceptable to the University Charter Schools Office; and (c) copies of such other documentation regarding the transaction which is the subject of the proposed direct intercept as the University Charter Schools Office may request. Unless the CSO Director extends the review period, within thirty (30) days of receiving a written request in compliance with this Section, the CSO Director shall notify the Academy if the proposed transaction is disapproved (the CSO Director may disapprove the proposed transaction in his or her sole discretion). If the proposed transaction is disapproved, such disapproval may, but shall not be required to, state one or more conditions which, if complied with by the Academy and any lender, lessor, seller or other party, would cause such disapproval to be deemed withdrawn. No transaction described in this Section may be entered into that is disapproved by the CSO Director. By not disapproving a proposed transaction, the CSO Director is in no way giving approval of the proposed transaction, or any of the terms or conditions thereof.

C. Other Transactions Requiring CSO Director Review

If the Academy desires to enter into a purchase agreement, multi-year lease, or transaction requiring bid documents with respect to (i) the Academy's facilities described in Schedule 6, (ii) Academy facilities that are in addition to or intended to replace the Academy's facilities described in Section 6, or (iii) capital assets valued in excess of \$150,000, the Academy shall, not later than thirty (30) days prior to the proposed date of execution of the proposed agreement, lease or bid documents (as applicable), submit a written request for review to the CSO Director describing the proposed transaction and the facilities or capital assets to be purchased, leased or which are otherwise the subject of the transaction, together with a copy of the proposed lease, deed or bill of sale for such facilities or assets. Unless the CSO Director extends the review period, within thirty (30) days of receiving a written request in compliance with this Section, the CSO Director shall notify the Academy if the proposed transaction is disapproved (the CSO Director may disapprove the proposed transaction in his or her sole discretion). If the proposed transaction is disapproved, such disapproval may, but shall not be required to, state one or more conditions which, if complied with by the Academy and any lessor, seller or other party, would cause such disapproval to be deemed withdrawn. No transaction described in this Section may be entered into that is disapproved by the CSO Director. By not disapproving a proposed transaction, the CSO Director is in no way giving approval of the proposed transaction, or any of the terms or conditions thereof.

D. Disapproval of Certain Transactions

Due to the uncertain status of an Academy's Contract where the Academy has been placed in Intensified Monitoring status by the CSO pursuant to the CSO's Reinvigorating Excellence Initiative, a transaction that is required to be submitted for review by the CSO Director pursuant to these Facility Finance and Property Acquisition Policies by such an Academy will be disapproved by the CSO Director if the transaction would require payments to be made by the Academy after the Academy's existing Contract expiration date, except that the CSO Director may elect not to disapprove such a transaction where the CSO Director determines in his or her sole discretion that all of the following conditions are met:

1. The Academy is not in Intensified Monitoring;
2. The Academy has an unrestricted fund balance that is not less than fifteen percent (15%) of its projected annual expenditures;
3. Entering into the proposed financing transaction will not cause the Academy to expend more than an amount equal to twenty percent (20%) of the funds to be received by the Academy annually from the State of Michigan pursuant to the State School Aid Act of 1979, as amended, being MCL 388.1601 et seq., on discharging its annual obligations in connection with the lease or purchase of the Academy's land, building and other physical facilities;
4. The facilities or equipment to be acquired with the proceeds of the proposed financing transaction are replacements for existing facilities or equipment and are necessary for continued safe operation of the Academy and the achievement of its educational goals; and
5. Any other conditions deemed relevant by the CSO Director.

CHARTER SCHOOLS OFFICE POLICY

Adopted: March 2009

Revised: January 2019

DISSOLUTION

Pursuant to the Terms and Conditions of the Contract to Charter a Public School Academy (“Contract”) issued by the Ferris State University Board of Trustees (“University Board”), these Dissolution Policies (“Dissolution Policies”) have been prepared and adopted by the Charter Schools Office (CSO). These Dissolution Policies now become part of the Contract and apply immediately to all Public School Academies now authorized, and prospectively to all Public School Academies hereafter authorized or re-authorized, pursuant to Contracts issued by the University Board.

A. Academy Board Obligations Relating to Termination of Contract

1. **Contract Ending Notice.** When given by the Director of the Charter Schools Office (“CSO Director”) or the University Board, each of the following written notices to the Academy Board shall constitute a “Contract Ending Notice”: (a) that the University Board will not be renewing the Contract or extending it beyond its then existing term; (b) that the University Board is exercising its right to terminate the Contract; or (c) that the University Board has revoked the Contract. A notice of termination from the Academy shall also constitute a “Contract Ending Notice” for purposes of this policy.

2. **Notice to State of Michigan.** Within ten (10) days of receipt of a Contract Ending Notice, the Charter Schools Office (CSO) shall give written notice to the Michigan Department of Education and the Michigan Department of Treasury of the non-renewal, non-extension, termination, or revocation of the Contract, as the case may be. Unless otherwise expressly provided in writing by the CSO Director or the University Board, the CSO shall request the Michigan Department of Education’s guidance and procedures on the dissolution, liquidation and winding up of the Academy. The notice given by the CSO shall advise the Michigan Department of Education and the Michigan Department of Treasury of the Contract Ending Date. The “Contract Ending Date” is (a) the date the term of the Contract ends, if the Contract is not being renewed or extended, (b) the effective date of termination, if the Contract is being terminated, or (c) the effective date of revocation, if the Contract is being revoked. The CSO shall simultaneously send the Academy Board a copy of its notice.

3. **Plan of Dissolution and Liquidation.**

a. When a Contract Ending Notice is received, then, unless otherwise expressly provided in writing by the CSO Director or the University Board, at least forty-five (45)

days prior to the Contract Ending Date, the CSO Director shall submit to the Academy Board a plan of dissolution, liquidation and winding up for the Academy that is in full compliance with the Contract and all Applicable Law, regulations, rules, orders and governmental procedures.

b. The Academy shall immediately comply with the proposed plan of dissolution, liquidation and winding up provided by the CSO Director (the "Plan of Dissolution and Liquidation"). The Academy Board shall not alter the plan of dissolution, liquidation and winding up except by written permission of the CSO Director.

c. If not already in place in accordance with the Contract, the Academy shall cooperate in establishing an Academy Dissolution Administrative Account. If not so provided by existing Contract, upon receipt of a Contract Ending Notice, the University shall direct up to ten thousand dollars (\$10,000) from each subsequent School Aid Fund payment, not to exceed a combined total of thirty thousand dollars (\$30,000) to a separate Academy account ("Academy Dissolution Administration Account") to be used exclusively to pay the costs associated with the wind up and dissolution of the Academy, including but not limited to the expense of audits, inventory, appraisal, sale of unencumbered property, legal and other professional expenses, expenses of winding up corporate existence, the transfer of records, and the placement of students, and other administrative expenses related to dissolution. Within five (5) business days of the CSO's notice, the Academy Board Treasurer shall provide the CSO Director, in a form and manner determined by the CSO, with account detail information and authorization to direct such funds to the Academy Dissolution Administrative Account. The Academy Dissolution Administrative Account shall be under the sole care, custody and control of the Academy Board, and such funds shall not be used by the Academy to pay any other Academy debt or obligation until such time as the wind up and dissolution administrative expenses have been satisfied. If the Academy does not cooperate in establishing the Academy Dissolution Administrative Account as directed, then the CSO may proceed to segregate such funds to be held by the University and separately accounted for, to be paid on behalf of or released to the Academy for the purposes described in this Section.

4. Appointment of a Receiver. If requested to do so by the CSO Director or the University Board at any time following a Contract Ending Notice, the Academy Board shall cause the Academy to petition the appropriate Circuit Court of the State of Michigan for the appointment of a receiver to administer the dissolution, liquidation and winding up of the affairs of the Academy. To the extent necessary, the Plan of Dissolution and Liquidation shall thereafter be deemed modified to accommodate the appointment of a receiver. The CSO may, at its option, offer assistance for the Plan of Dissolution by providing services of Wind Up and Dissolution Manager at the CSO's expense.

FERRIS STATE UNIVERSITY

FERRIS FORWARD

CHARTER SCHOOLS OFFICE POLICY

Adopted: December 2010

Revised: May 2016

NONESSENTIAL ELECTIVE COURSE

Pursuant to the Terms and Conditions of the Contract ("Contract") issued by the Ferris State University Board of Trustees ("University Board"), this Nonessential Elective Course Policy has been prepared by the Charter Schools Office (CSO). It now becomes part of the Contract and applies immediately to all academies being authorized or re-authorized pursuant to Contracts issued by the University Board, and prospectively to any existing academy that is interested in providing nonessential elective courses to pupils at a non-public school site on or after the date set forth above. 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.

- I. A public school academy ("Academy") that is interested in providing nonessential elective courses to pupils at a non-public school site shall submit the following documentation and information to the Ferris State University Charter Schools Office:
 - a. A draft copy of a Contract amendment with all attachments. See attached Contract Amendment form.
 - b. The name of the non-public school requesting the nonessential elective courses.
 - c. The name of the public school district in which the non-public school is located. (Note: In order for the Academy to provide nonessential elective courses to students at the non-public school, the Academy must be located in either (i) the same school district in which the non-public school requesting nonessential elective courses is located; or (ii) a school district that is contiguous to the school district in which the non-public school requesting nonessential elective courses is located.)
 - d. A copy of the non-public school's written request to the school district requesting that certain nonessential elective courses be provided.
 - e. A copy of the district's written response to the non-public school notifying them that the district will/will not provide certain nonessential elective courses.

- f. A copy of any agreement between the Academy and non-public school relative to the provision of nonessential elective courses to students at the non-public school site.
- g. A list of the nonessential elective courses being provided by the Academy to the non-public school, and the time of the day that instruction is provided at the non-public school.
- h. Confirmation that the non-public school is registered with the Michigan Department of Education and meets all the necessary reporting requirements for a non-public school under applicable law.¹
- i. Confirmation that the Academy has confirmed with its insurance carrier that the nonessential elective courses being provided by the Academy to pupils at the non-public school is an activity or program covered under the Academy's existing insurance policy.
- j. A written legal opinion from the Academy's legal counsel confirming that nonessential elective courses provided by the Academy to students at a non-public school (a) is not in violation of the single site requirements under section 504(1) of the Revised School Code ("Code"), MCL 380.504(1) and (b) is in compliance with section 166b of the State School Aid Act of 1979, as amended, MCL 388.1166b. If the Academy contracts with an educational service provider and nonessential elective course instruction is to be provided by educational service provider employees, then the written legal opinion shall also confirm that the Academy's provision of such services through employees of an educational service provider is permitted under applicable law.
- k. A copy of any Academy waiver request submitted to the Superintendent of Public Instruction (and any response received from the Superintendent) in connection with the Academy providing nonessential elective courses to students at a non-public school.
- l. A copy of the Academy Board resolution(s) approving the Contract amendment and authorizing the Academy to provide nonessential elective courses to students at the nonpublic school site.

The Contract amendment shall not take effect until it is approved by the University Board, and once so approved the Contract amendment will be in effect only for the current school year in which the nonessential elective courses are requested and offered, unless an annual written extension to a subsequent school year is issued by the CSO Director after the Academy has once again submitted the information required by Sections B through L of this Policy.

¹ Non-public schools are subject to certain reporting requirements. See MCL388.551 et. seq.

AMENDMENTS

DATE

SECTION

TITLE

RESOLUTIONS

FERRIS STATE UNIVERSITY

BOARD OF TRUSTEES

FERRIS STATE UNIVERSITY CERTIFICATE OF SECRETARY TO THE BOARD OF TRUSTEES

I, Karen K. Huisman, Secretary to the Board of Trustees of Ferris State University, a constitutional body corporate of the State of Michigan, hereby certify that the attached is a true, complete and correct copy of the Resolution duly adopted by the Board of Trustees at a formal meeting of the Board of Trustees held on **February 16, 2024**, that said formal meeting was open to the public as prescribed by Mich. Const. 1963, art. 8, sec. 4, that said formal meeting was otherwise called and conducted in accordance with applicable provisions of Michigan law and the Bylaws of the Board of Trustees of Ferris State University then in effect, and that the minutes of said formal meeting were kept and are available for public inspection.

I FURTHER CERTIFY that the following Trustees were in attendance and constituted a quorum of the Board of Trustees: **Michael B. Fisher, George K. Heartwell, Kurt A. Hofman, Michael D. Ryan, Ronald E. Snead, Vivian TerMaat, and LaShanda R. Thomas.**

I FURTHER CERTIFY that the **motion passed unanimously** with regard to adoption of the attached Resolution.

IN WITNESS WHEREOF, I have hereunto set my hand this 19th day of February, 2024.



A handwritten signature in blue ink, reading 'Karen K. Huisman', is written over a horizontal line.

Karen K. Huisman, RP
Secretary to the Board of Trustees

1201 S. State Street, CSS 301
Big Rapids, MI 49307-2747

Phone: (231) 591-2505
Web: www.ferris.edu

February 16, 2024

4a.4(i). Charter Contract Reauthorization – Benton Harbor Charter School Academy

Moved by **Trustee Snead**, supported by **Trustee Fisher**, and **unanimously carried** that the Ferris State University Board of Trustees hereby approves the following Resolution, as submitted on this date:

RESOLUTION

WHEREAS, the Ferris State University Board of Trustees (the “University Board”) granted conditional approval to a Resolution (the “Initial Resolution”) dated May 8, 1998, for Benton Harbor Charter School Academy (the “Academy”), which conditionally authorized the execution of a contract with the Academy to charter an academy (“Original Charter Contract”) and conditionally authorized the Chairperson of the University Board to execute the Original Charter Contract between the Academy and the University Board; and,

WHEREAS, on May 7, 2004 the University Board authorized the Academy for five years through June 30, 2009; and,

WHEREAS, on March 20, 2009 the University Board authorized the Academy for five years through June 30, 2014; and,

WHEREAS, on February 21, 2014 the University Board authorized the Academy for five years through June 30, 2019; and,

WHEREAS, on December 14, 2018 the University Board authorized the Academy for five years through June 30, 2024; and,

WHEREAS, the Academy draws over 99% of their students from the Benton Harbor Area Schools; and,

WHEREAS, the Academy ethnicity shows the student population is 96% Black, 2% Hispanic and 2% Other; and,

WHEREAS, the Academy currently has 455 students in grades K-8 with 93% of them receiving free and reduced lunch rate and reports a 9% special education rate; and,

WHEREAS, the Academy has been identified by the Michigan Department of Education (“MDE”) as a Comprehensive Support and Intervention School due to low growth and proficiency rates; and,

WHEREAS, the MDE and the Ferris State University Charter Schools Office are providing the Academy with extensive support regarding their Academic Monitoring Plan (“AMP”); and,

WHEREAS, the AMP will expire on June 30, 2027; and,

WHEREAS, the University Board desires to reauthorize the Academy pursuant to the terms of a new contract to charter an academy ("New Charter Contract") in substantially the form provided to the University Board in connection with its consideration of this reauthorization resolution (the "Reauthorization Resolution") for three years through June 30, 2027; and,

WHEREAS, the University Board intends that the New Charter Contract shall supersede and replace the Original Charter Contract in all respects.

NOW THEREFORE BE IT RESOLVED:

1. The application for the reauthorization of Benton Harbor Charter School Academy (the "Academy") submitted to the Ferris State University Charter Schools Office (FSU CSO) for a term ending on June 30, 2027, is approved contingent upon the Academy Board approving the New Charter Contract (including without limitation the Terms and Conditions and all of the Schedules incorporated therein) and its execution, delivery and filing of the same in the name of and on behalf of the Academy.

The University Board establishes the method of selection, length of term, number of members, qualification of members, the procedure for removal of members, and other matters pertaining to the Academy's Board of Directors, as follows:

a. Method of Selection. The University Board shall prescribe the methods of appointment for members of the Academy Board. Ferris State University's Director of Charter Schools ("CSO Director") is authorized to administer the University Board's academy board selection and appointment process (including a Public School Academy Board Member Questionnaire or School of Excellence Board Member Questionnaire or Strict Discipline Academy Board Member Questionnaire, as applicable, and required background checks), as provided below:

1. The University Board shall appoint initial and subsequent members of the Academy Board of Directors by formal resolution, except as prescribed by subparagraph (4) of this subparagraph (a). The CSO Director shall recommend nominees to the University Board based upon a review of the applicable Academy Board Member Questionnaire, required background checks and each nominee's resume. Each nominee shall be available for interview by the University Board or the CSO Director. The University Board may reject any or all Academy Board nominees.
2. The Academy Board shall be provided an opportunity to nominate its subsequent members, by resolution and majority vote, except as provided herein. The Academy Board shall recommend at least one nominee for each vacancy. The Academy Board's nominees shall submit the applicable Academy Board Member Questionnaire for review by the Ferris State University Charter Schools Office ("CSO"). If the University Board elects not to appoint any of the Academy Board's nominees for a vacant position on the Academy Board or elects to make its own nomination(s), it may nominate and appoint an Academy Board member of its own

choosing for that vacant position, or it may request additional nominees from the Academy Board.

3. An individual appointed to fill a vacancy created other than by expiration of the term shall be appointed for the unexpired term of that vacant position.
4. Under exigent conditions, and with the approval of the University Board's Chair, the CSO Director may appoint a qualified individual to the Academy Board. All appointments made under this provision must be presented to the University Board for final determination at its next regularly scheduled formal session. The University Board reserves the right to review, rescind, modify, ratify, or approve any appointments made under the exigent conditions provision.

b. Length of Term. Each member of the Academy Board shall serve at the pleasure of the University Board. The initial terms of the members of the Academy Board shall be staggered in a manner determined by the CSO Director, but no individual member's term shall exceed a period of four (4) years. The subsequent term of each member of the Academy Board shall be for a period of four (4) years. The terms for each position shall begin on July 1st and end on June 30th of the pertinent year.

c. Number of Directors. The number of board positions shall be seven (7), which may be reduced to five (5) or increased back to seven (7) if requested by the Academy and approved by the CSO Director. If the Academy Board fails to attain or maintain its full membership by making appropriate and timely nominations, the University Board or the CSO Director may deem that failure an exigent condition.

In order to legally transact business, the Academy Board shall have a quorum present at a duly called meeting of the Academy Board. A "quorum" shall be defined as follows:

of Academy Board positions

Five (5)

Seven (7)

required for Quorum

Three (3)

Four (4)

A board member may participate in a meeting virtually only if unable to attend a meeting in person due to military duty, or in other circumstances where virtual attendance is permitted by law, and that member's virtual presence shall count towards the required quorum and allow the virtual attendee to participate and vote on business before the board. Notwithstanding any academy board bylaw to the contrary, any decision or action of the board must be approved by three directors if the board has five authorized positions, and four directors if the board has seven authorized positions. Procedural motions such as a motion to adjourn, table or postpone a matter, to schedule a meeting, or a motion to request a reduction in the number of authorized board positions or nominate persons to fill vacancies, may be approved by a majority of a quorum.

d. Qualifications of Members. To be qualified to serve on the Academy Board, a person shall, among other things: (1) be a citizen of the United States; (2) be a resident of

the State of Michigan; (3) submit all materials requested by the CSO including, but not limited to, the applicable Academy Board Member Questionnaire which must include authorization to process a criminal background check of the nominee; and (d) submit annually a conflicts of interest disclosure as prescribed by the CSO.

The Academy Board shall include as a member (1) at least one parent or guardian of a child attending the Academy; and (2) one professional educator, preferably a person with school administrative experience. The Academy Board shall include representation from the local community in which the Academy serves.

The members of the Academy Board shall not include (1) any member appointed or controlled by another profit or non-profit corporation; (2) Academy employees or independent contractors performing services for the Academy; (3) any current or former director, officer, or employee of an educational management company that contracts with the Academy; and (4) Ferris State University officials or employees.

e. Oath. Before beginning his/her service, each member of the Academy Board shall take and sign the constitutional oath of office before a justice, judge, or clerk of a court, or before a notary public. The Academy shall cause a copy of such oath of office to be filed with the CSO. No appointment shall be effective prior to the taking, signing and filing of the oath of public office.

f. Removal of Members. The University Board may remove an Academy Board member with or without cause at any time by notifying the affected Academy Board member. The notice shall specify the date when the Academy Board member's service ends. Any Academy Board member may also be removed by a two-thirds (2/3) vote of the Academy Board for cause.

With the approval of the University Board Chair, the CSO Director may suspend an Academy Board member's service, if in his/her judgment the member's continued presence would constitute a risk to persons or property, or would seriously impair the operations of the Academy. Any suspension made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. The University Board reserves the right to review, rescind, modify, ratify, or approve any suspension made under this provision.

g. Tenure. Each member of the Academy Board shall hold office until such member's replacement, death, resignation, removal or until the expiration of the term, whichever occurs first.

h. Resignation. Any member of the Academy Board may resign at any time by providing written notice to the Academy or the CSO. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. Any Academy board member who fails to attend three (3) consecutive Academy board meetings without prior notification to the Academy Board President, may, at the option of the Academy Board, the University Board, or the CSO Director, be deemed to have resigned, effective at a time

designated in a written notice sent to the resigning Academy board member. A successor shall be appointed as provided by the method of selection adopted by the University Board.

i. Board Vacancies. An Academy Board vacancy shall occur because of death, resignation, removal, failure to maintain United States citizenship or residency in the State of Michigan, disqualification, enlargement of the Academy Board, or as specified in the Code.

j. Compensation. An Academy Board member shall serve as a volunteer director and without compensation for his/her services. By resolution of the Academy Board, the Academy Board members may be reimbursed for their reasonable expenses incidental to their duties as an Academy Board member.

k. Current Members of the Board of Directors. The University Board re-confirms the appointments of the following persons to their existing terms set forth below as members of the Academy's Board of Directors:

Terri Mays 1801 Elm Terrace Benton Harbor, MI 49022 Term Expiration: June 30, 2027	Vacant Term Expiration: June 30, 2026
Betty Mason 188 Windsor Road Benton Harbor, MI 49022 Term Expiration: June 30, 2027	Vacant Term Expiration: June 30, 2026
Jean Nesbitt 134 Cross Street Benton Harbor, MI 49022 Term Expiration: June 30, 2024	Vacant Term Expiration: June 30, 2025
Glenda Bell 2117 Holly Road Benton Harbor, MI 49022 Term Expiration: June 30, 2025	

2. The University Board hereby approves the New Charter Contract in substantially the form provided to the University Board in connection with its consideration of this Reauthorization Resolution, and upon being presented with the counterpart of the same that has been fully executed by a duly authorized representative of the Academy Board in its name and on its behalf, the President of the University, or his designee, is hereby authorized to execute the same in the name of and on behalf of the University Board, and

the New Charter Contract shall thereupon take immediate effect and supersede and replace the Original Charter Contract in all respects.

**TERMS AND CONDITIONS
OF CONTRACT**

DATED: July 1, 2024

BETWEEN

**BENTON HARBOR CHARTER SCHOOL ACADEMY
(A PUBLIC SCHOOL ACADEMY)**

AND

**FERRIS STATE UNIVERSITY BOARD OF TRUSTEES
(AUTHORIZING BODY)**

CONFIRMING THE STATUS OF

BENTON HARBOR CHARTER SCHOOL ACADEMY

AS A

PUBLIC SCHOOL ACADEMY

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WHEREAS, the People of Michigan through their Constitution have provided that schools and the means of education shall forever be encouraged and have authorized the Legislature to maintain and support a system of free public elementary and secondary schools; and

WHEREAS, all public schools are subject to the leadership and general supervision of the State Board of Education; and

WHEREAS, the Legislature has authorized a form of public school designated a "public school academy" to be created to serve the educational needs of pupils and has provided that pupils attending these schools shall be eligible for support from the State School Aid Fund; and

WHEREAS, the Legislature has delegated to the governing boards of state public universities, community college boards, intermediate school district boards and local school district boards, or such agencies acting jointly, the responsibility for authorizing the establishment of public school academies; and

WHEREAS, the University Board has considered the Application for the re-authorization of **BENTON HARBOR CHARTER SCHOOL ACADEMY** (the "Academy"), considered the academic progress of students attending the Academy and its fiscal operation and has approved the re-authorization of the Academy's operation under this Contract, which shall supersede the original contract (as amended) under which the Academy was established;

NOW, THEREFORE, pursuant to the Code the University Board re-authorizes the Academy pursuant to the terms and conditions of this Contract under which certain rights, franchises, privileges, and obligations of a public school academy are conferred upon the Academy and the status of the Academy as a public school academy in this state is confirmed. The parties agree that the granting of this Contract is subject to the following terms and conditions:

ARTICLE I

DEFINITIONS

Section 1.1 Certain Definitions. For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever initially capitalized, shall have the meaning set forth in this section:

(a) "Academy" means the Michigan non-profit corporation named **BENTON HARBOR CHARTER SCHOOL ACADEMY** which is re-authorized as a public school academy pursuant to this Contract.

(b) "Academy Board" means the Board of Directors of **BENTON HARBOR CHARTER SCHOOL ACADEMY**.

(c) "Applicable Law" means all state and federal law applicable to public school academies, including all rules, regulations, and orders promulgated thereunder.

(d) “Application” means the most recent public school academy application or amended application and supporting documentation submitted to the University for the establishment or for the re-authorization of the Academy.

(e) “Authorizing Resolution” means the Resolutions adopted by the University Board on May 8, 1998.

(f) “Charter Schools Director” or “CSO Director” means the person designated at the University to administer the operations of the Charter Schools Office.

(g) “Charter Schools Office” or “CSO” means the office designated by the University Board as the initial point of contact for public school academy applicants and public school academies authorized by the University Board. The Charter Schools Office is also the University Board’s designee for the purpose of administering the University Board’s responsibilities under the Contract. The CSO has authority to interpret the Resolution and the Policies on behalf of the University Board.

(h) “Code” means the Revised School Code, Act No. 451 of the Public Acts of 1976, as amended, being Sections 380.1 to 380.1853 of the Michigan Compiled Laws (MCL).

(i) “Conservator” means an individual appointed by the University President in accordance with Section 10.10 of these Terms and Conditions.

(j) “Contract” means, in addition to the definition set forth in the Code, these Terms and Conditions, the Authorizing Resolution, the Resolution, the Schedules, and the Application.

(k) “Director” means a person who is a member of the Academy Board of Directors.

(l) “Educational Service Provider” or “ESP” means an educational management organization as defined under Section 503c of the Code, MCL 380.503c, that has entered into a contract or agreement with the Academy Board for operation or management of the Academy, which contract has been submitted to the CSO Director for review as provided in Section 3.9 and has not been disapproved by the CSO Director, and is consistent with the CSO Educational Service Provider Policies, as they may be amended, and Applicable Law.

(m) “Educational Service Provider Policies” or “ESP Policies” means those policies adopted by the Charter Schools Director that apply to a Management Agreement. The Charter Schools Director may, at any time and at his or her sole discretion, amend the ESP Policies. Upon amendment, changes to the ESP Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

(n) “Fund Balance Deficit” means the Academy has more liabilities than assets at the end of any given school fiscal year, and includes any fiscal year where the Academy would have had a budget deficit but for a financial borrowing by the Academy or a monetary contribution by an Educational Service Provider or other person or entity to the Academy. If the Academy receives a gift or grant of money or financial support from an Educational Service Provider or other person or entity that does not require repayment by the Academy, and is not conditioned upon the actions

or inactions of the Academy Board, then such gift or grant shall not constitute a financial borrowing or contribution for purposes of determining a Fund Balance Deficit.

(o) “Lease Policies” means those policies adopted by the Charter Schools Director that apply to real property lease agreements entered into by the Academy. The Charter Schools Director may, at any time and at his or her sole discretion, amend the Lease Policies. Upon amendment, changes to the Lease Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

(p) “Management Agreement” or “ESP Agreement” means a management agreement as defined under Section 503c of the Code, MCL 380.503c that has been entered into between an ESP and the Academy Board for the operation and/or management of the Academy, which has been submitted to the CSO Director for review as provided in Section 3.9 and has not been disapproved by the CSO Director, and is consistent with the CSO Educational Service Provider Policies, as they may be amended, and Applicable Law.

(q) “Master Calendar” or “MCRR” means the Master Calendar of Reporting Requirements developed and administered by the Charter Schools Office setting forth a reporting time line for certain financial, administrative, facility, Academy Board and educational information relating to the Academy. The Charter Schools Director may, at any time and at his or her sole discretion, amend the Master Calendar. Upon amendment, changes to the Master Calendar shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

(r) “President” means the President of Ferris State University or his or her designee.

(s) “Probationary Status” means the status the Academy is placed in when conditions indicate a going concern risk for the Academy.

(t) “Resolution” means the authorization or re-authorization Resolution adopted by the Ferris State University Board of Trustees on February 16, 2024, establishing the method of selection, length of term, number of Directors, qualification of Directors, the procedure for removal of Directors and the names of the initial Directors under this Contract.

(u) “Schedules” means the following Contract Documents of the Academy: Schedule 1: Articles of Incorporation, Schedule 2: Bylaws, Schedule 3: Fiscal Agent Agreement, Schedule 4: Oversight Agreement, Schedule 5: Description of Staff Responsibilities, Schedule 6: Physical Plant Description, Schedule 7: Required Information for Public School Academy, and Schedule 8: Information Available to the Public.

(v) “State Board” means the State Board of Education, established pursuant to Article 8, Section 3 of the 1963 Michigan Constitution and MCL 388.1001 *et seq.*

(w) “State School Reform/Redesign Office” means the office created within the Michigan Department of Technology Management and Budget by Executive Reorganization Order 2015-02, codified at MCL 18.445, and transferred from the Michigan Department of Technology Management and Budget to the Michigan Department of Education by Executive Reorganization Order 2017-02, codified at MCL 388.1282.

(x) “Superintendent” means the Michigan Superintendent of Public Instruction.

(y) “Terms and Conditions” means this document entitled “Terms And Conditions Of Contract, Dated July 1, 2024, Between **BENTON HARBOR CHARTER SCHOOL ACADEMY** (A Public School Academy) And Ferris State University Board of Trustees Confirming The Status Of **BENTON HARBOR CHARTER SCHOOL ACADEMY** As A Public School Academy.”

(z) “University” or “FSU” means Ferris State University established pursuant to Article 8, Sections 4 and 6 of the 1963 Michigan Constitution and MCL 390.801 *et seq.*

(aa) “University Board” means the Ferris State University Board of Trustees.

(bb) “University Board Chairperson” means the Chairperson of the Ferris State University Board of Trustees or his or her designee.

(cc) “University Charter Schools Hearing Panel” or “Hearing Panel” means such persons as designated by the President.

Section 1.2 Captions. The captions and headings used in this Contract are for convenience only and shall not be used in construing the provisions of this Contract.

Section 1.3 Gender and Number. The use of any gender in this Contract shall be deemed to be or include the other genders, including neuter, and the use of the singular shall be deemed to include the plural (and vice versa) wherever applicable.

Section 1.4 Statutory Definitions. Statutory terms defined in Part 6A of the Code shall have the same meaning in this Contract.

Section 1.5 Schedules. All schedules to this Contract are incorporated into, and made part of, this Contract.

Section 1.6 Application. The Application and supporting documentation are incorporated into, and made part of, this Contract.

Section 1.7 Conflicting Contract Provisions. In the event that there is a conflict between language contained in the provisions of this Contract, the Contract shall be interpreted as follows:

- (i) the Resolution shall control over any other conflicting language in the Contract;
- (ii) the Authorizing Resolution shall control over any other conflicting language in the Contract with the exception of language in the Resolution;
- (iii) the Terms and Conditions shall control over any other conflicting language in the Contract with the exception of language in the Resolution and the Authorizing Resolution;
- (iv) the Articles of Incorporation shall control over any other conflicting language in the Contract with the exception of language in the Resolution, Authorizing Resolution and these Terms and Conditions.

ARTICLE II

RELATIONSHIP BETWEEN THE ACADEMY AND THE UNIVERSITY BOARD

Section 2.1 Constitutional Status of Ferris State University. Ferris State University is a constitutionally established body corporate operating as a state public university. In approving this Contract, the University Board voluntarily exercises additional powers given to the University Board under the Code. Nothing in this Contract shall be deemed to be any waiver of the University Board's constitutional autonomy and powers and the Academy shall not be deemed to be a part of Ferris State University. If applicable, the University Board has provided to the Michigan Department of Education (MDE) the accreditation notice required under Section 502 of the Code, MCL 380.502.

Section 2.2 Independent Status of the Academy. The Academy is a body corporate and governmental entity authorized by the Code. It is organized and shall operate as a public school academy and a nonprofit corporation. It is not a division or part of Ferris State University, and the Academy is not empowered to act on behalf of Ferris State University or the University Board with respect to any matter whatsoever. The relationship between the Academy and the University Board is based solely on the applicable provisions of the Code and the terms of this Contract or other formal written agreements between the University Board and the Academy.

Section 2.3 Financial Obligations of the Academy are Separate from the State of Michigan, University Board and the University. Any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy and a third party shall not in any way constitute an obligation, either general, special, or moral, of the State of Michigan, the University Board, or the University. Neither the full faith and credit nor the taxing power of the State of Michigan or any agency of the State, nor the full faith and credit of the University Board or the University shall ever be assigned or pledged for the payment of any Academy contract, agreement, note, mortgage, loan or other instrument of indebtedness.

Section 2.4 Academy Has No Power To Obligate or Bind State of Michigan, University Board or the University. The Academy has no authority whatsoever to enter into any contract or other agreement that would financially or otherwise obligate the State of Michigan, University

Board or the University, nor does the Academy have any authority whatsoever to make any representations to lenders or third parties, that the State of Michigan, University Board or the University in any way guarantee, are financially obligated, or are in any way responsible for any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy.

ARTICLE III

ROLE OF FERRIS STATE UNIVERSITY BOARD OF TRUSTEES AS AUTHORIZING BODY

Section 3.1 Method of Selection, Length of Term, Number of Directors, Qualification of Directors, Procedure for Removal of Directors, and Other Matters. The University Board has adopted a Resolution providing for the method of selection, length of term, number of members, qualification of members, the procedure for removal of members, other matters pertaining to Directors and the names of the current Directors. The University Board passed an Authorizing Resolution approving the issuance of the Contract on February 16, 2024. The Resolution is hereby incorporated into this Contract and made a part hereof. The University Board may, from time to time, amend the Resolution changing the method of selection, length of term, number of Directors, qualification of Directors, the procedure for removal of Directors and other matters pertaining to Directors. Any subsequent resolution of the University Board changing the Resolution shall be deemed incorporated into this Contract as an amendment, with like effect as though it had been approved by the Academy Board and by the University Board under Section 9.4 of Article IX hereof.

Section 3.2 University Board as Fiscal Agent for the Academy. The University Board is the fiscal agent for the Academy. As fiscal agent, the University Board assumes no responsibility for the financial condition of the Academy. The University Board is not liable for any debt or liability incurred by or on behalf of the Academy Board, or for any expenditure approved by or on behalf of the Academy Board. Except as provided in the Oversight Agreement and Article X of these Terms and Conditions, the University Board shall promptly, within ten (10) days of receipt, forward to the Academy all state school aid funds or other public or private funds received by the University Board for the benefit of the Academy. The responsibilities of the University Board, the State of Michigan, and the Academy are set forth in the Fiscal Agent Agreement incorporated herein as Schedule 3.

Section 3.3 Oversight Responsibilities of the University Board. The University Board has the responsibility to oversee the Academy's compliance with the Contract and all Applicable Law. The responsibilities of the Academy and the University Board are set forth in the Oversight Agreement incorporated herein as Schedule 4.

Section 3.4 Reimbursement of University Board Costs. The Academy shall pay the University Board an administrative fee to reimburse the University Board for the cost of its executing its oversight responsibilities. The terms and conditions of the administrative fee are set forth in Schedule 4.

Section 3.5 University Board Approval of Condemnation. In the event that the Academy desires to acquire property pursuant to the Uniform Condemnation Procedures Act, or other applicable statutes, it shall obtain express written permission for such acquisition from the University Board. The Academy shall submit a written request to the CSO Director describing the proposed acquisition and the purpose for which the Academy desires to acquire the property. The CSO Director will generate a recommendation for consideration by the University Board with regard to the proposed acquisition. The request and the CSO Director's recommendation will be submitted by the CSO Director for the University Board's consideration in accordance with the University Board's generally applicable timelines and policies for the agendas of regularly-scheduled University Board committee meetings and formal sessions of the University Board. No acquisition may be made until the approval of the University Board is obtained by resolution adopted at a formal session of the University Board.

Section 3.6 Authorization of Employment. The University Board authorizes the Academy to employ or contract directly with personnel according to the position information outlined in Schedule 5. However, the Academy Board shall prohibit any individual from being employed by the Academy, an Educational Service Provider or an employee leasing company involved in the operation of the Academy, in more than one (1) full-time position and simultaneously being compensated at a full-time rate for each of these positions. Additionally, the Academy Board shall require each individual who works at the Academy to disclose to the Academy Board any other public school or Educational Service Provider at which that individual works or to which that individual provides services. An employee hired by the Academy shall be an employee of the Academy for all purposes and not an employee of the University for any purpose. With respect to Academy employees, the Academy shall have the power and responsibility to (i) recruit, select, and engage employees; (ii) pay their wages; (iii) evaluate performance; (iv) discipline and dismiss employees; and (v) control the employees' conduct, including the method by which the employee carries out his or her work. The Academy Board shall be responsible for carrying workers' compensation insurance and unemployment insurance for its employees. The Academy shall ensure that the term or length of any employment contract or consultant agreement does not extend beyond the term of this Contract and shall terminate in the event this Contract is revoked or terminated. In no event may an Academy employee's employment contract term, inclusive of automatic renewals, extend beyond the term of this Contract. The Academy may contract with an Educational Service Provider to provide persons to perform work at the Academy so long as (a) the agreement complies with the requirements of Section 3.9 of these Terms and Conditions; (b) the Academy has first complied with the Charter Schools Office Educational Service Provider Policies, if any, as then in effect; and (c) the CSO Director has not disapproved the agreement. A copy of the agreement between the Academy and the Educational Service Provider (ESP) shall be made available by the authorizer. ESP job descriptions are included as a part of Schedule 5 of the charter contract.

Section 3.7 CSO Director Review of Certain Financing Transactions Involving Pledge of State Aid. If the Academy proposes to (i) finance the acquisition, by lease, purchase, or other means, of facilities or equipment, in excess of \$150,000, pursuant to arrangements calling for payments over a period greater than one (1) year, and which include a pledge, assignment, or direction to one or more third parties of a portion of the funds to be received by the Academy from the State of Michigan pursuant to the State School Aid Act of 1979, as amended, being MCL 388.1601 *et seq.*, or (ii) direct that a portion of its State School Aid Payments be forwarded by the

University acting as fiscal agent to a third party account for the payment of Academy debts and liabilities, the Academy shall submit the transaction for prior review by the CSO Director, as designee of the University Board, in the manner provided herein. The Academy shall, not later than thirty (30) days prior to the proposed closing date of the transaction, submit a written request to the CSO Director describing the proposed transaction and the facilities or equipment to be acquired with the proceeds thereof (if any), and in the case of a transaction described in subparagraph (ii) of this Section, (a) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; (b) a copy of a State School Aid Payment Agreement and Direction document that is in a form acceptable to the CSO Director; and (c) copies of such other documentation regarding the transaction which is the subject of the proposed direct intercept as the University Charter Schools Office may request. Unless the CSO Director extends the review period, within thirty (30) days of receiving a written request in compliance with this Section, the CSO Director shall notify the Academy if the proposed transaction is disapproved (the CSO Director may disapprove the proposed transaction in his or her sole discretion). If no response is made during that period, this transaction shall be considered not to have been disapproved. If the proposed transaction is disapproved, such disapproval may, but shall not be required to, state one or more conditions which, if complied with by the Academy and any lender, lessor, seller or other party, would cause such disapproval to be deemed withdrawn. No transaction described in this Section may be entered into that is disapproved by the CSO Director. By not disapproving a proposed transaction, the CSO Director is in no way giving approval of the proposed transaction, or any of the terms or conditions thereof.

Section 3.8 University Board Contract Authorization Process.

(a) Pursuant to the Code, the University Board is not required to issue a contract to the Academy. This Contract is for a fixed term and will terminate at that end of the Contract Term without any further action of either the Academy or the University Board.

(b) An Academy seeking a renewal of its Contract shall make a formal request to the Charter Schools Office prior to the end of the current Contract term through the Reauthorization Application. Reauthorization packets are sent to academies and Boards of Directors in the beginning of the final contractual academic year. The Charter Schools Office shall provide to the Academy a description of the timeline and process by which the Academy may be considered for issuance of a new contract. The timeline and process for consideration of whether to issue a new contract to the Academy shall be solely determined by the University Board. The standards for the issuance of a new contract shall include increases in academic achievement for all groups of pupils as measured by assessments and other objective criteria established by the University Board as the most important factor of whether to issue or not issue a new contract. The University Board, at its own discretion, may change its timeline and process for issuance of a new contract at any time, and any such changes shall take effect automatically without the need for any amendment to the Contract. Consistent with the Code, the University Board may elect, at its sole discretion, not to consider the issuance of a contract, consider extending the contract, or consider reauthorization of the Academy and issue a contract for a fixed term.

(c) A “reauthorization” shall generally consist of a contractual renewal period of three (3) or more years as granted by the University Board.

(d) The decision to recommend reauthorization or contract extension to the FSU Board of Trustees shall be determined solely by the CSO Director. Such decisions shall be made in consultation with appropriate CSO staff, visitation reports, and other relevant data for the contractual period or extension period. Academic achievement for all groups of pupils as measured by assessments and other objective criteria shall be the most important factor in the decision whether to reauthorize or extend a contract.

Section 3.9 CSO Director Review of ESP Agreement.

(a) The Academy may enter into an ESP Agreement with an Educational Service Provider to contract out its administrative, educational, management, and/or instructional functions and personnel. For purposes of this Contract, an employee leasing agreement shall be considered an ESP Agreement, and an employee leasing company shall be considered an ESP. The ESP policies of the CSO are incorporated into and deemed part of this Contract. The CSO may, from time to time during the term of this Contract, amend the ESP policies and the amended policies shall apply to the Academy in accordance with Section 12.16 of the Contract, without any amendment under Article IX of this Contract. If the Academy proposes to enter into a new or renewal ESP Agreement, or to extend the term of an existing ESP Agreement, the Academy shall, not later than thirty (30) days prior to the proposed date of execution thereof, submit the proposed ESP Agreement and a detailed description of the means by which the Educational Service Provider will be held accountable to the Academy Board for the day-to-day performance of the Educational Service Provider's obligations under the ESP Agreement for review by the CSO Director. Unless the CSO Director extends the review period, within thirty (30) days of receiving a copy of a proposed agreement and detailed description in compliance with this Section, the CSO Director shall notify the Academy if the proposed ESP Agreement is disapproved (the CSO Director may disapprove the proposed ESP Agreement if the ESP Agreement is contrary to this Contract or Applicable Law). No ESP Agreement is approved unless the Academy receives from the CSO Director notice of a non-disapproval.. If the proposed ESP Agreement is disapproved, such disapproval may, but shall not be required to, state one or more conditions which, if complied with by the Academy and/or the Educational Service Provider, would cause such disapproval to be deemed withdrawn. No ESP Agreement may be entered into that is disapproved by the CSO Director. By not disapproving a proposed ESP Agreement, the CSO Director is in no way giving approval of the proposed ESP Agreement, or any of the terms or conditions thereof. Any subsequent amendment to an ESP Agreement shall be submitted for review by the CSO Director in the same form and manner as a new ESP Agreement.

(b) An ESP Agreement:

- (i) may not contain a non-competition, no-hire, or similar provision prohibiting or restricting the Academy from hiring instructional staff that perform work at the Academy;
- (ii) shall contain a representation and warranty by the Educational Service Provider to the Academy that no non-competition, no-hire, or similar provisions are included in the Educational Service Provider's employment contracts or other agreements with instructional staff that perform work at

the Academy, nor will any such provisions be included in any such contracts or agreements for the duration of the ESP Agreement;

- (iii) shall contain a provision requiring the Educational Service Provider to make information concerning the operation and management of the Academy, including without limitation but not limited to the information described in Schedule 8, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under the Contract;
- (iv) shall not be for a term extending beyond the term of the Contract;
- (v) shall not contain terms inconsistent with the CSO's Educational Service Provider Policies, if any, in effect at the time that the ESP Agreement is entered into, renewed or extended; and
- (vi) shall contain the following provisions:

“Indemnification of Ferris State University. The parties acknowledge and agree that the Ferris State University Board of Trustees, Ferris State University and its members, officers, employees, agents or representatives (collectively referred to as “the University”) are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the [insert name of Educational Service Provider] hereby promise to indemnify, defend, and hold harmless the University from and against all claims, demands, actions, suits, causes of action, losses, judgments, damages, fines penalties, forfeitures, or any other liabilities or losses of any kind, including costs, attorney fees, and related expenses imposed upon or incurred by the University, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole gross negligence of the University, which arise out of or are in any manner connected with Ferris State University Board of Trustees’ approval of the Academy’s application, Ferris State University Board of Trustees’ consideration of or issuance of a Contract, the [insert name of Educational Service Provider’s] preparation for and operation of the Academy, or which are incurred as a result of the reliance by the University upon information supplied by the [insert name of Educational Service Provider], or which arise out of the failure of the [insert name of Educational Service Provider] to perform its obligations under the Contract, the Agreement or Applicable Law, as applicable. The parties expressly acknowledge and agree that the University, Ferris State University Board of Trustees and its members, and their respective officers, employees, agents or representatives, or any of them, may commence legal action against [insert name of Educational Service Provider] to enforce its rights as set forth in this Agreement.”

“Agreement Coterminous with Academy’s Contract. If the Academy’s Contract issued by the Ferris State University Board of Trustees is suspended, revoked or terminated, or a new charter contract is not issued to the Academy after expiration of the Contract, this Agreement shall automatically be suspended or terminated, as the case may be, on

the same date as the Academy's Contract is suspended, revoked, terminated or expires without further action of the parties."

"Compliance with Academy's Contract. The Educational Service Provider agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Academy's Contract issued by Ferris State University Board of Trustees. The provisions of the Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement."

"Compliance with Section 503c. On an annual basis, the ESP agrees to provide the Academy Board with the same information that a school district is required to disclose under Section 18(2) of the State School Aid Act of 1979, MCL 380.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Academy Board shall make the information available on the Academy's website home page, in a form and manner prescribed by the Michigan Department of Education. The defined terms in Section 503c of the Code, MCL 380.503c, shall have the same meaning in this agreement."

Amendment Caused By Academy Site Closure or Reconstitution. In the event that the Academy is required (i) to close an Academy site pursuant to a notice issued by the Department under Section 507 of the Code, MCL 380.507; or (ii) to undergo a reconstitution pursuant to Section 507 of the Code, MCL 380.507 and the Contract Terms and Conditions, and such closure of an Academy site or reconstitution causes an amendment to or termination of this ESP Agreement, the parties agree that this ESP Agreement shall be amended or terminated to implement the Academy site closure or reconstitution, with no cost or penalty to the Academy, and [insert name of Educational Service Provider] shall have no recourse against the Academy or the University Board for implementing such site closure or reconstitution.

Section 3.10 Certain Other Transactions Requiring Review by the CSO Director. If the Academy desires to enter into a purchase agreement, multi-year lease, or transaction requiring bid documents with respect to (i) the Academy's facilities described in Schedule 6, or (ii) capital assets valued in excess of \$150,000, the Academy shall, not later than thirty (30) days prior to the proposed date of execution of the proposed agreement, lease or bid documents (as applicable), submit the same for review and comment by the University Charter Schools Office. Unless the CSO Director extends the review period, within thirty (30) days of receiving a copy of a proposed agreement, the CSO Director shall notify the Academy if the proposed agreement is disapproved (the CSO Director may disapprove the proposed agreement in his or her sole discretion). If no response is made during that period, the transaction shall be considered not to have been disapproved. If the proposed agreement is disapproved, such disapproval may, but shall not be required to, state one or more conditions which, if complied with by the Academy and/or other party to the agreement, would cause such disapproval to be deemed withdrawn. No agreement described in this Section may be entered into that is disapproved by the CSO Director.

Section 3.11 University Board's Invitation to Academy to Apply For Conversion to Schools of Excellence. If the University Board is interested in accepting applications to issue contracts to charter Schools of Excellence under Part 6E of the Code, and the University Board

determines that the Academy meets the University Board's and the Code's eligibility criteria for applying to convert the Academy to a School of Excellence, then the University Board may invite the Academy to submit an application to apply for a contract to convert the Academy to a school of excellence. In accordance with the Code, the University Board shall establish its own competitive application process and provide the necessary forms and procedures to eligible public school academies.

ARTICLE IV

REQUIREMENT THAT THE ACADEMY ACT SOLELY AS GOVERNMENTAL ENTITY

Section 4.1 Limitation on Actions in Performance of Governmental Functions. The Academy shall act exclusively as a governmental entity and shall not undertake any action inconsistent with its status as a governmental entity authorized to receive state school aid funds pursuant to Section 11 of Article IX of the State Constitution of 1963.

Section 4.2 Other Permitted Activities. Nothing in this Contract shall prohibit the Academy from engaging in other lawful activities that are not in derogation of the Academy's status as a public school or that would not jeopardize the eligibility of the Academy for state school aid funds. With the exception of agreements that require prior submittal to the CSO Director or the University Board (or its designee) for review and (a) have not been submitted for review to the CSO Director, (b) have not been submitted for review and disapproved by the CSO Director, or (c) are not contrary to this Contract or Applicable Law, the Academy may enter into agreements with other public schools, public school academies, schools of excellence, governmental units, businesses, community and nonprofit organizations where such agreements contribute to the effectiveness of the Academy or advance education in this state.

Section 4.3 Academy Board Members Serve In Their Individual Capacity. All Directors of the Academy Board shall serve in their individual capacity, and not as a representative or designee of any other person or entity. A person who does not serve in their individual capacity, or who serves as a representative or designee of another person or entity, shall be deemed ineligible to continue to serve as a Director of the Academy Board. A Director who violates this Section shall be removed from office, in accordance with the removal provisions found in the Contract.

Section 4.4 Incompatible Public Offices and Conflicts of Interest Statutes. The Academy shall comply with the Incompatible Public Offices statute, being MCL 15.181 *et seq.* of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities statute, being MCL 15.321 *et seq.* of the Michigan Compiled Laws. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited conflicts of interest for purposes of this Contract:

(a) An individual simultaneously serving as an Academy Board member and as an owner, officer, director, employee or consultant of or independent contractor to an Educational Service Provider or an employee leasing company, or a subcontractor to an Educational Service Provider or any employee leasing company that has an ESP agreement with the Academy;

(b) An individual simultaneously serving as an Academy Board member and an Academy employee;

(c) An individual simultaneously serving as an Academy Board member and an independent contractor to the Academy;

(d) An individual simultaneously serving as an Academy Board member and a member of the governing board of another public school;

(e) An individual simultaneously serving as an Academy Board member and a University official, employee, or paid consultant, as a representative of the University.

(f) An individual simultaneously serving as an Academy Board member and having an ownership or financial interest in any real or personal property leased or subleased to the Academy.

Section 4.5 Prohibition of Identified Family Relationships. The Academy Board shall prohibit specifically identified family relationships pursuant to Applicable Law and the Terms and Conditions of this Contract. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited familial relationships for the purposes of this Contract:

(a) No person shall be appointed or reappointed to serve as an Academy Board member if the person's mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner:

(i) is employed by the Academy;

(ii) works at or is assigned to the Academy;

(iii) has an ownership, officer, policymaking, managerial, administrative non-clerical, or other significant role with the Academy's ESP or employee leasing company;

(iv) has an ownership or financial interest in any school building lease or sublease agreement with the Academy.

(b) The Academy Board shall require each individual who works at the Academy to annually disclose any familial relationship with any other individual who works at, or provides services to, the Academy. For purposes of this sub-Section, familial relationship means a person's mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner.

Section 4.6 Dual Employment Positions Prohibited. Any person working at the Academy is prohibited by law from being employed at the Academy in more than one full-time position and simultaneously being compensated for each position.

Section 4.7 Oath of Public Office. Academy Board members are public officials. Before entering upon the duties of a public school board member, each Academy Board member shall take, sign and file the constitutional oath of office with the Charter Schools Office.

Section 4.8 Academy Counsel. The Academy Board shall select, retain and pay legal counsel to represent the Academy. The Academy shall not retain any attorney to represent the Academy if the attorney or the attorney's law firm also represents the Academy's Educational Service Provider or any person or entity leasing real property to the Academy, if any.

ARTICLE V

CORPORATE STRUCTURE OF THE ACADEMY

Section 5.1 Nonprofit Corporation. The Academy shall be organized and operate as a nonprofit corporation organized under the Michigan Nonprofit Corporation Act, Act No. 162 of the Public Acts of 1982, MCL 450.2101 *et seq.* Notwithstanding any provision of the Michigan Nonprofit Corporation Act, as amended, the Academy shall not take any action inconsistent with the provisions of the Code or other Applicable Law.

Section 5.2 Articles of Incorporation. The Articles of Incorporation of the Academy, as set forth in Schedule 1, shall be the Articles of Incorporation of the Academy. Any Restated Articles of Incorporation shall automatically be incorporated into this Contract. Any subsequent amendments to the Academy's Articles of Incorporation shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 5.3 Bylaws. The Bylaws of the Academy, as set forth in Schedule 2, shall be the Bylaws of the Academy. Upon Academy Board approval, the Amended Bylaws shall automatically be incorporated into this Contract. Any subsequent amendments to the Academy's Bylaws shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

ARTICLE VI

OPERATING REQUIREMENTS

Section 6.1 Governance Structure. The Academy shall be organized and administered under the direction of the Academy Board and pursuant to the Governance Structure as set forth in Schedule 2. The Academy shall have four officers: president, vice president, secretary and treasurer. The officer positions shall be filled by persons who are also members of the Academy Board. A description of their duties is included in Schedule 2.

Section 6.2 Educational Goals, Programs and Curriculum. The Academy shall pursue the educational goals, deliver the educational programs and implement and follow the curriculum identified in Schedule 7. The educational goals shall include demonstrated improved pupil academic achievement for all groups of pupils.

Section 6.3 Method of Pupil Assessment. The Academy shall evaluate pupils' work based on the assessment strategies identified in Schedule 7. The Academy also shall assess pupil

performance using all applicable testing that the Code or the Contract require. The Academy shall annually administer a nationally-normed test to each grade or grouping level, except that the CSO Director may exempt grades K-1 from this requirement at his or her discretion. The Academy shall provide the CSO with copies of reports, assessments and test results concerning the following:

- (a) Educational outcomes achieved by pupils attending the Academy and other reports reasonably requested by the CSO; and
- (b) An annual education report in accordance with the Code.

Section 6.4 Application and Enrollment of Students; School Calendar and School Day Schedule. The Academy shall evaluate pupils' work based on the assessment strategies identified in Schedule 7d. The Academy also shall assess pupil performance using all applicable testing that the Code or the Contract require. The Academy shall provide the Charter Schools Office with copies of reports, assessments and test results concerning the following:

- (a) educational outcomes achieved by pupils attending the Academy and other reports reasonably requested by the Charter Schools Office;
- (b) an assessment of the student performances at the end of each academic school year or at such other times as the University Board may reasonably request;
- (c) an annual education report in accordance with the Code;
- (d) an annually administered nationally recognized norm-referenced achievement test for the Academy's grade configuration, or a program of testing approved by the Charter Schools Office; and
- (e) all tests required under Applicable Law

Section 6.5 Age/Grade Range of Pupils Enrolled. The Academy is authorized to serve students in the age/grade range specified in Schedule 7.

Section 6.6 Collective Bargaining Agreements. Collective bargaining agreements, if any, with employees of the Academy shall be the responsibility of the Academy.

Section 6.7 Accounting Standards. The Academy shall at all times comply with generally accepted public sector accounting principles, and accounting system requirements that comply with the Code, this Contract, the State School Aid Act of 1979, as amended, and applicable State Board of Education and Department of Education rules.

Section 6.8 Annual Financial Audit. The Academy shall conduct an annual financial statement audit prepared and reviewed by an independent (with respect to both the Academy and its ESP, if any) certified public accountant with public school auditing experience. The Academy Board shall select, retain and pay the Academy's independent auditor. The Academy Board shall not approve the retention of any independent auditor if that independent auditor or the auditor's firm is also performing accounting and/or auditing services for the Academy's Educational Service

Provider, if applicable. By November 1 of each year, the Academy shall submit one (1) copy of the annual financial statement audit and auditor's management letters (and any responses thereto) to the University Charter Schools Office.

Section 6.9 Address and Description of Physical Plant; Process for Expanding Academy's Site Operations. The address and description of the physical plant for the Academy is set forth in Schedule 6. With the approval of the University Board, the Academy Board may operate the same configuration of age or grade levels at more than one (1) site if each configuration of age or grade levels and each site identified in Schedule 6 are under the direction and control of the Academy Board.

The University Board's process for evaluating and approving the same configuration of age or grade levels at more than one (1) site is as follows:

By formal resolution, the Academy Board may request the authority to operate the same configuration of age or grade levels at more than one site. The Academy Board shall submit to the CSO a contract amendment, in a form and manner determined by the CSO. The contract amendment shall include all information requested by the CSO, including detailed information about the site, the Academy's proposed operations at the site and the information provided in Contract Schedules 5, 6 and 7. Upon receipt of a complete contract amendment, the CSO Director shall review the contract amendment and make a recommendation to the University Board on whether the Academy's request for site expansion should be approved. A positive recommendation by the CSO Director of the contract amendment shall include a determination by the CSO Director that the Academy is operating in compliance with the Contract and is making measurable progress toward meeting the Academy's educational goals. The University Board may consider the Academy Board's site expansion request contract amendment following submission by the CSO Director of a positive recommendation. If the University Board approves the Academy Board's site expansion request contract amendment, the Contract shall be amended in accordance with Article IX of these Terms and Conditions. The University Board reserves the right to modify, reject or approve any site expansion request contract amendment in its sole and absolute discretion.

Section 6.10 Contributions and Fund Raising. The Academy may solicit and receive contributions and donations as permitted by law. No solicitation shall indicate that a contribution to the Academy is for the benefit of Ferris State University.

Section 6.11 Disqualified Organizational or Contractual Affiliations. The Academy shall comply with all state and federal law applicable to public schools concerning church-state issues. To the extent disqualified under the state or federal constitutions, the Academy shall not be organized by a church or other religious organization and shall not have any organizational or contractual affiliation with or constitute a church or other religious organization. Nothing in this Section shall be deemed to diminish or enlarge the civil and political rights, privileges and capacities of any person on account of his or her religious belief.

Section 6.12 Reporting Student Performance Levels. The Academy shall provide the CSO with full access to the State of Michigan secured student performance data site. Unless otherwise directed by the CSO, the Academy shall furnish the CSO Director with:

(a) An assessment of student performances at the end of academic periods or at such other times as the CSO deems appropriate; and

(b) An objective evaluation of student performances and the Academy's operations and procedures, not less frequently than at three (3) year intervals or at such other times as the CSO Director may otherwise request. The evaluation shall be done by a visitation team selected by the CSO. The visitation team shall include members of the CSO staff, and may include outside evaluators selected by the CSO in its sole discretion. All expenses of the visitation team shall be borne by the CSO. The methodology to be used for the evaluation shall be shared with the Academy Board of Directors prior to the evaluation visit. The visitation team shall compile a comprehensive report for presentation to the Academy Board and posted on the CSO website. Such evaluation report may constitute grounds for the University Board to continue, suspend, terminate or revoke the Contract, or not issue a new Contract at the end of the term of the Contract, or reconstitution of the Academy according to Applicable Law.

Section 6.13 Method for Monitoring Academy's Compliance with Applicable Law and Performance of its Contractual Educational Goals. The Academy shall perform the compliance certification duties required by the University Board and outlined in the Oversight Agreement set forth as Schedule 4. In addition to the University Board's oversight responsibilities and other reporting requirements set forth in this Contract, the Academy's compliance certification duties shall serve as the method for monitoring the Academy's compliance with Applicable Law and its performance in meeting its educational goals.

Section 6.14 Matriculation Agreements. Matriculation agreements shall be subject to the requirements and approval procedures in Schedule 7e. Until the matriculation agreement is reviewed and not disapproved, the Academy is prohibited from granting an enrollment priority to any student pursuant to the matriculation agreement.

Section 6.15 Posting of Accreditation Status. The Academy shall post notices to the Academy's homepage of its website disclosing the accreditation status of each school as required by the Code.

Section 6.16 New Public School Academies Located Within the Boundaries of a Community District. If the Academy is a new public school academy and either of the circumstances listed below in (a) or (b) apply to the Academy's proposed site(s), the Academy represents to the University Board, intending that the University Board rely on such representation as a precondition to issuing this Contract, that the Academy has a substantially different governance, leadership and curriculum than the public school previously operating at the site(s):

(a) The Academy's proposed site is the same location as a public school that (i) is currently on the list under Section 1280c(1), MCL 380.1280c(1), or Section 1280g(3), MCL 380.1280g(3), as applicable; or (ii) has been on the list under MCL 380.1280c(1) or MCL 380.1280g(3), as applicable, during the immediately preceding three (3) years.

(b) The Academy's proposed site is the same location of another public school academy, urban high school academy, school of excellence or strict discipline academy whose

contract was revoked or terminated by an authorizing body under the applicable part or section of the Code.

ARTICLE VII

TUITION PROHIBITED

Section 7.1 Tuition Prohibited; Fees and Expenses. The Academy shall not charge tuition. The Academy may impose fees and require payment of expenses for activities of the Academy where such fees and payments are not prohibited by Applicable Law.

ARTICLE VIII

COMPLIANCE WITH APPLICABLE LAWS

Section 8.1 Compliance with Applicable Law. The Academy shall comply with all applicable state and federal laws, including, but not limited to, to the extent applicable, the Code, the State School Aid Act of 1979, the Open Meetings Act, the Freedom of Information Act (“FOIA”), the Public Employment Relations Act, the Uniform Budgeting and Accounting Act, the Revised Municipal Finance Act of 2001, the Elliott-Larsen Civil Rights Act, the Persons with Disabilities Civil Rights Act, and Subtitle A of Title II of the Americans with Disabilities Act of 1990, Public Law 101-336, 42 USC and 12101 *et seq.* or any successor law. The Academy agrees to participate in state assessments, data collection systems, state level student growth models, state accountability and accreditation systems, and other public comparative data collection required for public schools. Additionally, the Academy shall comply with other state and federal laws which are applicable to public school academies. Nothing in this Contract shall be deemed to apply any other state or federal law to the Academy.

ARTICLE IX

AMENDMENT

Section 9.1 Amendments. The University Board and the Academy acknowledge that the operation and administration of a public school academy and the improvement of educational outcomes over time will require appropriate amendment of this Contract. In order to assure a proper balance between the need for independent development of the Academy and the statutory responsibilities of the University Board as an authorizing body, the parties have established a flexible process for amending this Contract.

Section 9.2 Process for Amendment Initiated by the Academy. The Academy, by a majority vote of its Board of Directors, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The proposal will be made to the University Board through the CSO Director. The University Board shall review, consider and vote upon all changes and amendments to this Contract that are proposed by the Academy.

Section 9.3 Process for Amendment Initiated by the University Board. The University Board, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The Academy Board may delegate to an officer of the

Academy the review and negotiation of changes or amendments to this Contract. The Contract shall be amended as requested by the University Board upon a majority vote of the Academy Board.

Section 9.4 Final Approval of Amendments. Amendments to this Contract take effect only after they have been approved by the Academy Board and by the University Board.

Section 9.5 Change in Existing Law. If, after the effective date of this Contract, there is a change in Applicable Law which alters or amends the rights, responsibilities, or obligations of either the Academy or the University Board, this Contract shall be deemed altered or amended to reflect the change in existing law as of the effective date of such change without action by either party; however, the University Board, acting through the CSO, may provide written notice of the change to the Academy. To the extent possible, the responsibilities and obligations of the Academy Board and the University Board shall conform to and be carried out in accordance with the change in Applicable Law.

Section 9.6 Partnership Agreement. If the Michigan Department of Education (MDE) and State Reform Office impose a partnership agreement on the Academy, the Academy shall work collaboratively with MDE, the State Reform Office and other partners to implement the partnership agreement. In the event that a provision in the partnership agreement is inconsistent with a provision in this Contract, this Contract shall control. The Partnership Agreement shall be incorporated into this Contract by amendment pursuant to Article IX of these Terms and Conditions and shall be included as a Schedule. The CSO shall propose to the University Board any amendments to this Contract that are needed to ensure the Partnership Agreement is consistent with this Contract.

Section 9.7 Emergency Action on Behalf of University Board. Notwithstanding any other provision of this Contract to the contrary, the contents of this Section shall govern in the event of an emergency situation that arises between meetings of the University Board. An emergency situation shall be deemed to occur if the University President, in his or her sole discretion, determines that the facts and circumstances warrant that emergency action take place before the next meeting of the University Board. Upon the determination that an emergency situation exists, the University President may temporarily take action on behalf of the University Board with regard to the Academy or the Contract, so long as such action is in the best interest of the University Board and the University President consults with the University Board Chairperson prior to taking the intended actions. When acting during an emergency situation, the University President shall have the authority to act on behalf of the University Board, and such emergency action shall only be effective in the interim before the earlier of (a) rejection of the emergency action by the Chairperson of the University Board; or (b) the next meeting of the University Board. The University President shall immediately report such action to the University Board Chairperson for confirmation at the next meeting so that the emergency action continues or, upon confirmation by the University Board, becomes permanent.

ARTICLE X

TERMINATION, SUSPENSION AND REVOCATION

Section 10.1 Grounds and Procedures for Academy Termination of Contract. The Academy Board, by majority vote of its Directors, may, at any time and for any reason, request termination of this Contract. The Academy Board's request for termination shall be made to the Charter Schools Director not less than six (6) calendar months in advance of the Academy's proposed effective date of termination. Upon receipt of an Academy request for termination, the Charter Schools Director shall present the Academy Board's request for termination to the University Board. A copy of the Academy Board's resolution approving of the Contract termination, including a summary of the reasons for terminating the Contract, shall be included with the Academy Board's request for termination. Upon receipt of the Academy Board's request for termination, the University Board shall consider and vote on the proposed termination request. The University Board may, in its sole discretion, waive the six (6) month advance notice requirement for terminating this Contract.

Section 10.2 Automatic Amendment of Contract; Automatic Termination of Contract If All Academy Sites Closed; Economic Hardship Termination. Except as otherwise provided in this Section 10.2, if the University Board is notified by the Michigan Department of Education (MDE) that an Academy site is subject to closure under Section 507 of the Code, MCL 380.507 ("State's Automatic Closure Notice"), then this Contract shall automatically be amended to eliminate the Academy's authority to operate certain age and grade levels at the site or sites identified in the State's Automatic Closure Notice. If the State's Automatic Closure Notice includes all of the Academy's existing sites, then this Contract shall automatically be terminated at the end of the current school year in which either the State's Automatic Closure Notice is received without any further action of the University Board or the Academy. Following receipt of the State's Automatic Closure Notice, the Charter Schools Director shall forward a copy of the notice to the Academy Board and may request a meeting with Academy Board representatives to discuss the Academy's plans and procedures for the elimination of certain age or grade levels at the identified site or sites, or if all of the Academy's existing sites are included in that notice, then wind-up and dissolution of the Academy corporation at the end of the current school year. All Academy inquiries and requests for reconsideration of the State's Automatic Closure Notice including the granting of any hardship exemption by the MDE rescinding the State's Automatic Closure Notice ("Pupil Hardship Exemption"), shall be directed to the MDE, in a form and manner determined by the MDE.

If the MDE rescinds the State's Automatic Closure Notice for an Academy site or sites by granting a Pupil Hardship Exemption, the Academy is not required to close the identified site(s), but shall present to the Charter Schools Office a proposed Contract amendment incorporating the MDE's school improvement plan, if applicable, for the identified site(s).

If the Michigan Department of Education elects not to issue a Pupil Hardship Exemption and the Charter Schools Director determines, in his or her discretion, that the closure of one or more sites as directed by the MDE creates a significant economic hardship for the Academy as a going concern or the possibility of a mid-year school closure, then the Charter Schools Director may recommend to the University Board that the Contract be terminated at the end of the current

school year (hereinafter “Economic Hardship Termination”). If the University Board approves the Economic Hardship Termination recommendation, then this Contract shall terminate at the end of the current school year without any further action of the parties.

The University Board’s revocation procedures set forth in Section 10.6(c) do not apply to an automatic termination initiated by the State’s Automatic Closure Notice or an Economic Hardship Termination under this Section.

Section 10.3 Grounds and Procedures for University Termination of Contract. The University Board, in its discretion, reserves the right to terminate the Contract (i) for any reason or for no reason provided that such termination shall not take place less than six (6) months from the date of the University Board’s action; or (ii) if there is a change in Applicable Law that the University Board, in its sole discretion, or (iii) if exigent circumstances exist that the University Board, in its sole discretion, determines necessitate termination of this Contract to protect the health, safety, or welfare of the Academy students, property, or funds that cannot be cured in a reasonable period as determined solely by the University Board determines impairs its rights and obligations under the Contract or requires the University Board to make changes in the Contract that are not in the best interest of the University Board or the University, then such termination shall take effect at the end of the current Academy fiscal year. Following University Board approval, the Charter Schools Director shall provide notice of the termination to the Academy. If during the period between the University Board action to terminate and the effective date of termination, the Academy has violated the Contract or Applicable Law, the Contract may be revoked or suspended sooner pursuant to this Article X. If this Contract is terminated pursuant to this Section 10.2, the revocation procedures in Section 10.4 shall not apply.

Section 10.4 Statutory Grounds for Revocation. In addition to the other grounds for revocation in Section 10.5 and the grounds for an automatic revocation of the Contract as set forth in Section 10.2, this Contract may also be revoked by the University Board upon a determination by the University Board, pursuant to the procedures set forth in Section 10.6, that one or more of the following has occurred:

- (a) Failure of the Academy to demonstrate improved pupil academic achievement for all groups of pupils or meet the educational goals set forth in the Contract;
- (b) Failure of the Academy to comply with all Applicable Law;
- (c) Failure of the Academy to meet generally accepted public sector accounting principles and demonstrate sound fiscal stewardship; or
- (d) The existence of one or more other grounds for revocation as specified in this Contract.

Section 10.5 Other Grounds for University Board Revocation. In addition to the statutory grounds for revocation set forth in Section 10.4 and the grounds for an automatic revocation set forth in Section 10.2, the University Board may revoke this Contract, pursuant to the procedures set forth in Section 10.6, upon a determination that one or more of the following has occurred:

(a) The Academy is insolvent, has been adjudged bankrupt, or has operated for two (2) or more school fiscal years with a fund balance deficit;

(b) The Academy has insufficient enrollment to successfully operate a public school academy, or the Academy has lost more than fifty percent (50%) of its student enrollment from the previous school year;

(c) The Academy defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract;

(d) The Academy files amendments to its Articles of Incorporation with the Michigan Department of Licensing and Regulatory Affairs, Bureau of Commercial Services without first obtaining the University Board's approval;

(e) The University Board or its designee discovers grossly negligent, fraudulent or criminal conduct by the Academy's applicant(s), directors, officers, employees or agents in relation to their performance under this Contract; or

(f) The Academy's applicant(s), directors, officers, employees or agents have provided false or misleading information or documentation to the Charter Schools Office or the University Board in connection with the University Board's approval of the Application, the issuance of this Contract, or the Academy's reporting requirements under this Contract or Applicable Law.

(g) The Academy fails to achieve or demonstrate measurable progress toward achieving the educational goal and related measures identified in this Contract.

(h) The Academy fails to properly implement, consistently deliver, and support the educational programs or curriculum identified in this Contract.

Section 10.6 University Board Procedures for Revoking Contract. Except for the automatic revocation process set forth in Section 10.2, or the termination of Contract by the University Board pursuant to Section 10.3, the University Board's process for revoking the Contract is as follows:

(a) Notice of Intent to Revoke. The CSO Director, upon reasonable belief that grounds for revocation of the Contract exist, shall notify the Academy Board of such grounds by issuing the Academy Board a Notice of Intent to Revoke for non-compliance with the Contract or Applicable Law. The Notice of Intent to Revoke shall be in writing and shall set forth in sufficient detail the alleged grounds for revocation.

(b) Academy Board's Response. Within thirty (30) days of receipt of the Notice of Intent to Revoke, the Academy Board shall respond in writing to the alleged grounds for revocation. The Academy Board's response shall be addressed to the CSO Director, and shall either admit or deny the allegations of non-compliance. If the Academy's response includes admissions of non-compliance with the Contract or Applicable Law, the Academy Board's response shall also contain a description of the Academy Board's plan and time line for correcting the non-compliance with the Contract or Applicable Law. If the Academy's response includes a denial of non-compliance with the Contract or Applicable Law, the Academy's response shall

include sufficient documentation or other evidence to support a denial of non-compliance with the Contract or Applicable Law. A response not in compliance with this Section shall be deemed to be non-responsive. As part of its response, the Academy Board may request that a meeting be scheduled with the CSO Director prior to a review of the Academy Board's response.

(c) Plan of Correction. Within fifteen (15) days of receipt of the Academy Board's response or after a meeting with Academy Board representatives, the CSO Director shall review the Academy Board's response and determine whether a reasonable plan for correcting the deficiencies can be formulated. If the CSO Director determines that a reasonable plan for correcting the deficiencies set forth in the Notice of Intent to Revoke can be formulated, the CSO Director shall develop a plan for correcting the non-compliance ("Plan of Correction"). In developing a Plan of Correction, the CSO Director is permitted to adopt, modify or reject some or all of the Academy Board's response for correcting the deficiencies outlined in the Notice of Intent to Revoke. The Notice of Intent to Revoke shall be closed if the CSO Director determines any of the following: (i) the Academy Board's denial of non-compliance is persuasive; (ii) the non-compliance set forth in the Notice of Intent to Revoke has been corrected by the Academy Board; or (iii) the Academy Board has successfully completed the Plan of Correction.

(d) Plan of Correction May Include Conditions to Satisfy University Board's Contract Reconstitution Authority. As part of the Plan of Correction, the CSO Director may reconstitute the Academy in an effort to improve student educational performance and to avoid interruption of the educational process. An attempt to improve student educational performance may include, but is not limited to, one of the following actions: (i) removal of one (1) or more members of the Academy Board; (ii) termination of at-will board appointments of one or more Academy Board members; (iii) withdrawal of the Academy's authorization to contract with an ESP; (iv) a requirement that the Academy Board terminate the existing ESP Agreement; or (v) the appointment of a new Academy Board or a trustee to take over operations of the Academy. The CSO shall notify the Superintendent of Public Instruction of any Plan of Correction that includes a reconstitution of the Academy to ensure that the Academy is not included on the list of school buildings subject to automatic closure.

(e) Request for Revocation Hearing. The CSO Director may initiate a revocation hearing before the University Charter Schools Hearing Panel if the CSO Director determines that any of the following has occurred:

- (i) the Academy Board has failed to respond to the Notice of Intent to Revoke as set forth in Section 10.6(b);
- (ii) the Academy Board's response to the Notice of Intent to Revoke is non-responsive;
- (iii) the Academy Board's response admits violations of the Contract or Applicable Law which the CSO Director deems cannot be remedied or cannot be remedied in an appropriate period of time, or for which the CSO Director determines that a Plan of Correction cannot be formulated;

- (iv) the Academy Board's response contains denials that are not supported by sufficient documentation or other evidence showing compliance with the Contract or Applicable Law;
- (v) the Academy Board has not complied with part or all of a Plan of Correction established in Section 10.6(c);
- (vi) the Academy Board has engaged in actions that jeopardize the financial or educational integrity of the Academy; or
- (vii) the Academy Board has been issued multiple or repeated Notices of Intent to Revoke.

The CSO Director shall send a copy of the request for revocation hearing to the Academy Board at the same time the request is sent to the Hearing Panel. The request for revocation shall identify the reasons for revoking the Contract.

(f) Hearing before University Charter Schools Hearing Panel. Within thirty (30) days of receipt of a request for revocation hearing, the Hearing Panel shall convene a revocation hearing. The Hearing Panel shall provide a copy of the notice of hearing to the University Charter Schools Office and the Academy Board at least ten (10) days before the hearing. The purpose of the Hearing Panel is to gather facts surrounding the CSO Director's request for Contract revocation, and to make a recommendation to the University Board on whether the Contract should be revoked. The revocation hearing shall be held at a location, date and time as determined by the CSO Director and shall not last more than three (3) hours. The hearing shall be transcribed by a court reporter and the cost of the court reporter shall be divided equally between the University and the Academy. The CSO Director or his or her designee, and the Academy Board or its designee, shall each have equal time to make their presentation to the Hearing Panel. Although each party is permitted to submit affidavits and exhibits in support of their positions, the Hearing Panel will not hear testimony from any witnesses for either side. The Hearing Panel may, however, question the CSO Director and the Academy Board. Within thirty (30) days of the revocation hearing, the Hearing Panel shall make a recommendation to the University Board concerning the revocation of the Contract. For good cause, the Hearing Panel may extend any time deadline set forth in this sub-section. A copy of the Hearing Panel's recommendation shall be provided to the University Charter Schools Office and the Academy Board at the same time that the recommendation is sent to the University Board.

(g) University Board Decision. If the Hearing Panel's recommendation is submitted to the University Board at least fourteen (14) days before the University Board's next regular formal session, the University Board shall consider the Hearing Panel's recommendation at its next regular formal session and vote on whether to revoke the Contract. The University Board reserves the right to modify, reject or approve all or any part of the Hearing Panel's recommendation. The University Board shall have available to it copies of the Hearing Panel's recommendation and the transcript from the hearing. The University Board may waive the fourteen (14) day submission requirement or hold a special formal session to consider the Hearing Panel's recommendation. A copy of the University Board's decision shall be provided to the

University Charter Schools Office, the Academy Board and the Michigan Department of Education.

(h) Effective Date of Revocation. If the University Board votes to revoke the Contract, the revocation shall be effective on the date of the University Board's act of revocation, or at a later date as determined by the University Board.

(i) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the University Board to revoke the Contract, may be withheld by the University Board or returned to the Michigan Department of Treasury upon request. The University Board may also direct that a portion of the Academy's state school aid funds be directed to fund the Academy's Dissolution account established under Section 10.10 of these Terms and Conditions.

Section 10.7 Contract Suspension. The University Board's process for suspending the Contract is as follows:

(a) Charter Schools Office Director Action. If the CSO Director determines, in his or her sole discretion, that probable cause exists to believe that the Academy Board (i) has placed staff or students at risk; (ii) is not properly exercising its fiduciary obligations to protect and preserve the Academy's public funds and property; (iii) has lost its right to occupancy of the physical facilities described in Schedule 6, and cannot find another suitable physical facility for the Academy prior to the expiration or termination of its right to occupy its existing physical facilities; (iv) has failed to secure or has lost the necessary fire, health, and safety approvals as required by this Contract; (v) has willfully or intentionally violated this Contract or Applicable Law; or (vi) has violated Section 10.5(e) or (f), the CSO Director may immediately suspend the Contract. A copy of the suspension notice, setting forth the grounds for suspension, shall be sent to the Academy Board and to the Hearing Panel. If this subsection is implemented, the notice and hearing procedures set forth in Section 10.6 shall be expedited as much as possible.

(b) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a decision by the Charter Schools Director to suspend the Contract, may be retained by the University Board for the Academy until the Contract is reinstated, or may be returned to the Michigan Department of Treasury upon the State's request.

(c) Immediate Revocation Proceeding. If the Academy Board, after receiving a notice of Contract suspension from the CSO Director, continues to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may immediately convene a revocation hearing in accordance with the procedures set forth in Section 10.6(e) of this Contract. The Hearing Panel has the authority to accelerate the time line for revoking the Contract, provided that notice of the revocation hearing shall be provided to the Charter Schools Office and the Academy Board at least five (5) days before the hearing. If the Hearing Panel determines that the Academy Board has continued to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may recommend revocation of the Contract. The University Board shall proceed to consider the Hearing Panel's recommendation in accordance with Section 10.6(f) through (h).

Section 10.8 Venue; Jurisdiction. The parties agree that all actions or proceedings arising in connection with this Contract will be tried and litigated only in the Circuit Court of Mecosta County, Michigan, the Michigan Court of Claims or the Federal District Court for the Western District of Michigan. The parties hereby irrevocably accept for themselves and in respect of their property, generally and unconditionally, the jurisdiction of such courts. The parties irrevocably consent to the service of process out of any such courts in any such action or proceedings by the mailing of copies thereof by registered or certified mail, postage prepaid, to each such party, at its address set forth for notices in this Contract, such service to become effective ten (10) days after such mailing. The parties irrevocably waive any right they may have to assert the doctrine of forum non conveniens or to object to venue to the extent any proceeding is brought in accordance with this Section. This Section 10.8 shall not in any way be interpreted as an exception to the Academy's covenant not to sue contained in Section 11.21 of these Terms and Conditions.

Section 10.9 Conservator; Appointment by University President. Notwithstanding any other provision of the Contract, in the event that the University President, in his or her sole discretion, determines that the health, safety and welfare of Academy students, property or funds are at risk, the University President, after consulting with the University Board Chairperson, may appoint a person to serve as the Conservator of the Academy. Upon appointment, the Conservator shall have all the powers of a Board of Directors of a Public School Academy and act in the place and stead of the Academy Board. The University President shall appoint the conservator for a definite term which may be extended in writing. During the appointment, the Academy Board members and their terms in office are suspended and all powers of the Academy Board are suspended. All appointments made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. During their appointment, the Conservator shall have the following powers:

- (a) take into his or her possession all Academy property and records, including financial, board, employment and student records;
- (b) institute and defend actions by or on behalf of the Academy;
- (c) continue the business of the Academy including entering into contracts, borrowing money, and pledging, mortgaging, or otherwise encumbering the property of the Academy as security for the repayment of loans. However, the power shall be subject to any provisions and restrictions in any existing credit documents;
- (d) hire, fire evaluate, and discipline employees of the Academy;
- (e) settle or compromise with any debtor or creditor of the Academy, including any governmental or taxing authority;
- (f) review all outstanding agreements to which the Academy is a party and to take those actions which the Academy Board may have exercised to pay, extend, rescind, renegotiate or settle such agreements as needed; and
- (g) perform all acts necessary and appropriate to fulfill the Academy's purposes as set forth under this Contract or Applicable Law.

Section 10.10 State Board of Education Revocation Procedures. As required by the Code, any legal remedy adopted by the State Board of Education shall automatically apply to this Contract. If any legal remedy adopted by the State Board of Education alters or supersedes existing provisions of this Contract, the remedy of the State Board of Education shall apply.

Section 10.11 Emergency Action on Behalf of University Board. Notwithstanding any other provision of this Contract to the contrary, the contents of this Section shall govern in the event of an emergency situation that arises between meetings of the University Board. An emergency situation shall be deemed to occur if the University President or their designee, in his or her sole discretion, determines that the facts and circumstances warrant that emergency action take place before the next meeting of the University Board. Upon the determination that an emergency situation exists, the University President or his or her designee may temporarily take action on behalf of the University Board with regard to the Academy Board or any aspect of the Contract, so long as such action is in the best interests of the University Board. When acting during an emergency situation, the University President or their designee shall have the authority to act in place of the University Board, and such emergency action shall only be effective in the interim before the earlier of (a) rejection of the emergency action by the Chairperson of the University Board, or (b) the next meeting of either the University Board or University Board Executive Committee. The University President shall immediately report such action to the University Board for confirmation at the next meeting of either the University Board or the University Board Executive Committee. The University Board or the University Board Executive Committee may confirm the emergency action taken by the University President or their designee so that the emergency action continues or, upon confirmation by the University Board, becomes permanent.

Section 10.12 Academy Dissolution Account. If the University Board terminates, revokes or fails to issue a new Contract to the Academy, the Charter Schools Director shall notify the Academy that, beginning thirty (30) days after notification of termination by either party or Academy Board, the University Board may direct up to \$10,000 from each subsequent State School Aid Fund payment, not to exceed a combined total of \$30,000, to a separate Academy account ("Academy Dissolution Account") to be used exclusively to pay the costs associated with the wind up and dissolution responsibilities of the Academy. Within five (5) business days of the Charter Schools Director's notice, the Academy Board Treasurer shall provide the Charter Schools Director, in a form and manner determined by the CSO, with account detail information and authorization to direct such funds to the Academy Dissolution Account. The Academy Dissolution Account shall be under the sole care, custody and control of the Academy Board, and such funds shall not be used by the Academy to pay any other Academy debt or obligation until such time as all the wind up and dissolution expenses have been satisfied. An intercept agreement entered into by the Academy and a third party lender or trustee shall include language that the third party lender or trustee acknowledges and consents to the funding of the Academy's dissolution account in accordance with this Contract. Any unspent funds remaining in the Academy's dissolution account after payment of all wind up and dissolution expenses shall be returned to the Academy.

ARTICLE XI

PROVISIONS RELATING TO PUBLIC SCHOOL ACADEMIES

Section 11.1 Employment Qualifications for Classroom Teachers. The Academy or EPS shall employ classroom teachers, administrators and chief business officers who meet the certification requirements set forth in Part 22 of the Code, and other Applicable Law. In any other situation as deemed necessary in which the Academy is permitted under the Code, use of non-certified teachers is permitted.

Section 11.2 Criminal Background and History Checks; Disclosure of Unprofessional Conduct. The Academy shall comply with the Code concerning criminal background and criminal history checks for its teachers, school administrator(s), and for any other position requiring State Board approval. In addition, the Academy shall comply with the Code concerning the disclosure of unprofessional conduct by persons applying for Academy employment. This Section shall apply to such persons irrespective of whether they are employed by the Academy or employed by an Educational Service Provider contracting with the Academy.

Section 11.3 The Academy Budget; Transmittal of Budgetary Assumptions; Budget Deficit; Enhanced Deficit Elimination Plan.

The Academy agrees to comply with all of the following:

(a) The Academy Board is responsible for establishing, approving, and amending an annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421 *et seq.*

(b) Within ten (10) days after adoption by the Academy Board (but not later than July 1) each year, the Academy Board shall submit to the Charter Schools Office a copy of its annual budget for the upcoming fiscal year. The budget must detail budgeted expenditures at the object level as described in the Michigan Department of Education's Michigan School Accounting Manual. In addition, the Academy Board is responsible for approving all revisions and amendments to the annual budget. Within ten (10) days after Academy Board approval, revisions or amendments to the Academy's budget shall be submitted to the Charter Schools Office.

(c) Unless exempted from transmitting under Section 1219 of the Code, MCL 380.1219, the Academy, on or before July 7 of each school fiscal year, shall transmit to the Center for Educational Performance and Information (CEPI) the budgetary assumptions used when adopting its annual budget pursuant to the Uniform Budgeting and Accounting Act, MCL 141.421 *et seq.*

(d) The Academy shall not adopt or operate under a deficit budget, or incur an operating deficit in a fund during any fiscal year. At any time during the term of this Contract, the Academy shall not have an existing deficit fund balance, incur a deficit fund balance, or adopt a current year budget that projects a deficit fund balance. If the Academy has an existing deficit fund balance in the most recently completed school fiscal year, or adopts a current year budget that projects a deficit fund balance, all of the following apply:

- (i) the Academy shall notify the Superintendent and the State Treasurer immediately upon the occurrence of the circumstance, and provide a copy of the notice to the Charter Schools Office.
- (ii) within thirty (30) days after making notification under subdivision (d)(i), the Academy shall submit to the Superintendent in the form and manner prescribed by the Michigan Department of Education an amended budget for the current school fiscal year and a deficit elimination plan approved by the Academy Board, with a copy to the State Treasurer. The Academy shall transmit a copy of the amended budget and the deficit elimination plan to the Charter Schools Office.
- (iii) after the Superintendent approves the Academy's deficit elimination plan, the Academy shall post the deficit elimination plan on the Academy's website.

(e) If the Academy is required by the State Treasurer to submit an enhanced deficit elimination plan under Section 1220 of the Code, MCL 380.1220, the Academy shall do all of the following:

- (i) the enhanced deficit elimination plan shall be approved by the Academy Board before submission.
- (ii) after the State Treasurer approves an enhanced deficit elimination plan for the Academy, the Academy shall post the enhanced deficit elimination plan on the Academy's website.
- (iii) submit to the Superintendent and State Treasurer an enhanced monthly monitoring report in a form and manner prescribed by the State Treasurer and post such monthly reports on the Academy website.

Section 11.4 Security Procedures. The Academy Board shall establish security procedures for the maintenance and protection of the Academy student body, its personnel and its property. The security plan shall be in written form and kept on the Academy premises.

Section 11.5 Student Conduct and Discipline. The Academy shall adopt, abide by and enforce its own set of written policies concerning student conduct and student discipline, such policies to be in compliance with Applicable Law.

Section 11.6 Professional Development of the Academy Faculty. The Academy shall ensure that professional development of its faculty is provided as required by the Code. The Academy shall also encourage the development of new teaching techniques or methods or significant revisions to known teaching techniques or methods. The Academy shall report new developments or innovations in teaching techniques or methods to the University Board or its designee for dissemination to the public.

Section 11.7 Special Education. Pursuant to Section 1701a of the Code, the Academy shall comply with Article III, Part 29 of the Code, MCL 380.1701 *et seq.*, and other Applicable

Law concerning the provision of special education programs and services at the Academy. Upon receipt, the Academy shall notify the Charter Schools Office of any due process or state complaint filed against the Academy.

Section 11.8 Americans With Disabilities Act. The Academy shall comply with subtitle A of Title II of the Americans with Disabilities Act of 1990, Public Law 101-336, 42 USC § 12101 *et seq.* or any successor law.

Section 11.9 Insurance. The Academy Board shall secure and maintain at all times insurance coverages that comply with the most current Michigan University Self-Insurance Corporation (M.U.S.I.C.) standards.

The insurance shall be obtained from a licensed mutual, stock, or other responsible company licensed to do business in the State of Michigan with an AM Best Rating of “A-VII” or better. The Academy may join with other public school academies to obtain insurance if the Academy Board finds that such an association provides economic advantages to the Academy. The Academy shall list the University on the insurance policies as an additional insured on insurance coverages. The Academy shall have a provision included in all policies requiring notice to the University at least thirty (30) days in advance, upon termination or non-renewal of the policy.

The Charter Schools Office may periodically contract with an outside vendor to audit Academy Insurance Policies. The Academy shall provide to the University Board or its designee copies of all insurance policy binder sheets for the policies required by this Contract, and will provide the actual policies upon request. The Academy may expend funds for payment of the cost of participation in an accident or medical insurance program to insure protection for pupils while attending school or participating in a school program or activity. Other insurance policies and higher minimums may be required depending upon academic offerings and program requirements.

The University’s self-insurance program periodically reviews the types and amounts of insurance coverages that the Academy shall secure in order for the University to maintain coverage for the authorization and oversight of the Academy. In the event that the University’s self-insurance program requests additional changes in coverage identified in this Section 11.9, the Academy agrees to comply with any additional changes in the types and amounts of coverage requested by the University’s self-insurance program within thirty (30) days after notice of the coverage change.

Section 11.10 Transportation. The Academy Board may enter into contracts with other school districts or other persons, including municipal and county governments, for the transportation of the Academy students to and from school and for field trips. In addition, the Academy Board may use funds received from state school aid payments to pay for student transportation.

Section 11.11 Intramural and Interscholastic Sports. The Academy is authorized to join any organization, association, or league which has as its objective the promotion and regulation of sport and athletic, oratorical, musical, dramatic, creative arts, or other contests by or between pupils.

Section 11.12 Teacher Tenure. Except as required by law, the Academy shall not be required to establish or maintain a teacher tenure system.

Section 11.13 Library Services. The Academy Board may enter into contracts with other local school districts or intermediate school districts for use of library services.

Section 11.14 Use of Information Technologies. The Academy is encouraged to use modern information technologies, in its educational programs.

Section 11.15 Cooperation with Other Educational Organizations, Libraries and Museums. The Academy Board may enter into contracts or cooperate with other school districts or communities for the use of educational and vocational facilities, including libraries and museums.

Section 11.16 Accreditation. If and when available, the Academy shall apply for, and satisfy the applicable accreditation requirements of the State Board of Education.

Section 11.17 Role of Parents and Guardians. The Academy shall encourage the active participation of parents and guardians in the education of its student body. Parents and guardians may volunteer or be selected to serve on committees established by the Academy Board.

Section 11.18 School and Community Relations. The Academy Board may adopt policies and establish programs that (i) encourage the free flow of information between the Academy Board and the community, and (ii) provide for and encourage community input into all matters considered by the Academy Board.

Section 11.19 Deposit of Public Funds by the Academy. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of all public or private funds received by the Academy. Such deposit shall be made within three (3) business days after receipt of the funds by the Academy. Only Academy Board members or designated Academy employees may be a signatory on any Academy bank account.

Section 11.20 Equal Opportunity Policies. The Academy agrees to operate at all times as an equal opportunity employer and to establish and implement a written sexual harassment policy and such other policies as required by Applicable Law.

Section 11.21 Legal Liabilities and Covenant Against Suit. The Academy acknowledges and agrees that it has no authority to extend the full faith and credit of the University Board, the University, or any other authorizing body, or to enter into a contract that would bind the University Board or the University. The Academy also is limited in its authority to contract by the amount of funds obtained from the state school aid fund, as provided hereunder, or from other independent sources. The Academy hereby agrees and covenants not to sue the University Board, the University, or any of its trustees, officers, employees, agents or representatives for any matters that arise under this Contract or otherwise. The University Board and the University do not assume any obligation with respect to any director, employee, agent, parent, guardian, student, or independent contractor of the Academy, and no such person shall have the right or standing to bring suit against the University Board or the University or any of its trustees, employees, agents, or independent contractors as a result of the issuing, overseeing, revoking, suspending or

terminating of this Contract or as a result of not issuing a new Contract at the end of the term of the Contract, or placing the Academy on Probationary Status.

Section 11.22 Non-Endorsement. No action taken by the University Board with respect to the Academy shall be taken as an endorsement in any way by the University of the Academy or any aspect thereof.

Section 11.23 Lease or Deed for Proposed Single Site. Prior to entering into any lease agreement for real property, the Academy shall provide to the Charter Schools Office copies of its lease or deed for the premises in which the Academy shall operate in a form and manner consistent with the Lease Policies, which are incorporated into and be deemed part of this Contract. A copy of the final executed lease agreement shall be included in this Contract under Schedule 6. The Charter Schools Office may, from time to time during the term of this Contract, amend the Lease Policies and such amended lease policies shall automatically apply to the Academy without the need for a Contract amendment under Article IX of these Terms and Conditions. The Charter Schools Office may disapprove the proposed lease agreement submitted by the Academy if the lease agreement is contrary to this Contract, the Lease Policies, or Applicable Law. Any subsequent amendment to a lease agreement shall be submitted for review by the Charter Schools Office in the same form and manner as a new lease agreement.

Any lease agreement entered into by the Academy shall include a termination provision permitting the Academy to terminate the lease, without cost or penalty to the Academy, in the event that the Academy is required to close an Academy site covered by the lease (i) pursuant to a notice issued by the Department under Section 507 of the Code, MCL 380.507 or (ii) pursuant to a reconstitution by the University pursuant to Section 507 of the Code, MCL 380.507 and these Terms and Conditions.. The provision shall also provide that the lessor/landlord shall have no recourse against the Academy or the University Board for implementing the site closure or reconstitution. Nothing in this paragraph shall prevent the lessor/landlord from receiving lease payments owed prior to site closure or reconstitution, or relieve the Academy from paying any costs or expenses owed under the lease prior to site closure or reconstitution.

A copy of the Academy's amended lease or deed shall be incorporated into this Contract under Schedule 6. Any subsequent amendments to any Academy real estate leasing agreement shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 11.24 Occupancy and Safety Certificates. The Academy Board shall: (i) ensure that the Academy's physical facilities comply with all fire, health and safety standards applicable to schools; and (ii) possess the necessary occupancy and safety certificates for the Academy's physical facilities. The Academy Board shall not conduct classes until the Academy has complied, and maintains compliance with this Section 11.24. The Academy shall provide to the CSO Director the following:

(a) A copy of the final building occupancy inspection letter from the Michigan Department of Licensing and Regulatory Affairs (LARA) Office of Fire Safety;

(b) An acknowledgment from the Academy that the building has been continuously occupied as a school since the time of the final building occupancy inspection;

(c) Copy of the Academy's approval letter from the local department of public health indicating that the Academy's facilities meet or exceed all applicable sanitation requirements; and

(d) An acknowledgment from the Academy that the building is in compliance with all fire, health and safety standards applicable to schools and that the Academy possesses the necessary occupancy and safety certificates for the Academy's physical facilities.

A current copy of the Academy's safety permits shall be kept on file at the Charter Schools Office and at the Academy.

Section 11.25 Management Agreements. The Academy may enter into a Management Agreement with an ESP to contract out its administrative and/or educational functions and personnel. For purposes of this Contract, an employee leasing agreement shall be considered a Management Agreement, and an employee leasing company shall be considered an ESP. Any Management Agreement shall state that the ESP must acquire insurance in addition to the insurance the Academy must obtain under the Contract. The coverage must be similar to the insurance coverage required for the Academy and the Management Agreement must detail the amount of such required coverage. Prior to entering any Management Agreement with an ESP, the Academy shall submit a copy of the final draft Management Agreement to the Charter Schools Office in a form and manner consistent with the ESP policies of the Charter Schools Office which are incorporated into and be deemed part of this Contract. A copy of the final executed Management Agreement shall be included in this Contract under Schedule 5. The Charter Schools Office may, from time to time during the term of this Contract, amend the ESP policies and the amended policies shall automatically apply to the Academy without the need for a Contract amendment under Article IX of these Terms and Conditions. The Charter Schools Office may disapprove the proposed Management Agreement submitted by the Academy if the Management Agreement is contrary to this Contract or Applicable Law. Any subsequent amendment to a Management Agreement shall be submitted for review by the Charter Schools Office in the same form and manner as a new Management Agreement.

Section 11.26 Environmental Matters.

(a) Representations and Warranties Relating to Environmental Matters. The Academy represents to the University Board that:

- (i) the Academy's building and other physical facilities are not in violation of or subject to any existing, pending or threatened investigation by any governmental authority under any Environmental Law. The Academy's building and other physical facilities are and will continue to be free of friable asbestos and other sources of contamination and in full compliance with all Environmental Laws.
- (ii) the Academy has obtained any and all permits and licenses to construct or use any improvements, fixtures and equipment forming a part of the building and other physical facilities.

- (iii) the Academy has made inquiry into previous uses and ownership of building and other physical facilities, and, after such inquiry, has determined that no Hazardous Substance (as defined below) has been disposed or released on or in the building and other physical facilities.
- (iv) the Academy's intended and future use of the building and other physical facilities will not result in the disposal or release of any Hazardous Substance on or in the building or other physical facilities in violation of any Environmental Law.

(b) Definitions.

- (i) "Environmental Law" means any federal, state or local law, statute, ordinance, or regulation pertaining to health, industrial hygiene, or the environmental conditions on, under or about the building including without limitation the Comprehensive Environmental Response, Compensation, and Liability Act of 1980 (CERCLA) as amended, 41 U.S.C. Sections 9601 *et seq.* the Resource Conservation and Recovery Act of 1976 (RCRA), 42 U.S.C. Sections 6901 *et seq.*, and the Natural Resources and Environmental Protection Act (NREPA), MCL Sections 324.101 *et seq.*
- (ii) "Hazardous Substance" means any toxic or hazardous substance, material or waste which is or becomes regulated by any local governmental authority, the State of Michigan or the United States Government. The term "Hazardous Substance" includes without limitation:

A. those substances included within the definitions of "hazardous substances," "hazardous material," "toxic substances," or "solid waste" in CERCLA, RCRA, and the Hazardous Materials Transportation Act, 49 U.S.C. Sections 1801 *et seq.*, and in the regulations promulgated pursuant to said laws;

B. petroleum;

C. asbestos;

D. those substances designated as a hazardous "substance" pursuant to Section 311 of the Federal Water Pollution Control Act (33 U.S.C. §1317);

E. those substances defined as a "regulated substance" pursuant to Subchapter IX, Solid Waste Disposal Act (42 U.S.C. §6991 *et seq.*); and

F. those substances defined as a "hazardous substance" under §324.11103 of the Michigan Compiled Laws.

(c) No underground storage tanks will be placed upon or installed within the Academy's building or other physical facilities, nor shall the Academy allow the release or disposal of any Hazardous Substance on or in the building or other physical facilities in violation of any Environmental Law.

Section 11.27 Information Available to the Public; Information to be Provided by the Academy. The Academy shall make information concerning its operation and management, including without limitation the information described in Schedule 8, available to the public in the same manner and to the same extent as is required for public schools and school districts under Applicable Law.

Section 11.28 Limitation on Expenditures for Lease, Purchase, or Debt Service for Facilities.

(a) Subject to (b) below, the Academy may expend not more than an amount equal to twenty percent (20%) of total amount received annually under Sections 22a and 22b of the State School Aid Act of 1979, as amended, MCL 388.1601, *et seq.*, for the lease or purchase of the Academy's land, building, and other physical facilities described in Schedule 6 or any amendment thereto, including transfers to a capital projects fund or debt retirement fund for debt service.

(b) If Section 18(1) of the School Aid Act, which limits transfers to a capital projects fund or debt retirement fund to twenty percent (20%) of amounts received under Sections 22a and 22b is amended after the date of this contract, the University Board or CSO may, but are not required to, clarify the procedures and requirements for applying this limitation by implementation of a policy in accordance with this Contract.

Section 11.29 Incompatible Public Offices and Conflicts of Interest Statutes. The Academy shall comply with the Incompatible Public Offices statute, Act No. 566 of the Public Acts of 1978, being MCL 15.181 to 15.185 of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities statute, Act No. 317 of the Public Acts of 1968, being MCL 15.321 to 15.330 of the Michigan Compiled Laws. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest. Notwithstanding and in addition to any other provision of this Contract, the following shall be deemed prohibited conflicts of interest for purposes of this Contract:

(a) An individual simultaneously serving as an Academy Board member and an owner, officer, director, employee or consultant of or independent contractor to an Educational Service Provider, or an employee leasing company, or a subcontractor to an Educational Service Provider or an employee leasing company that has an ESP Agreement with the Academy;

(b) An individual simultaneously serving as an Academy Board member and an Academy employee;

(c) An individual simultaneously serving as an Academy Board member and an independent contractor to the Academy;

(d) An individual simultaneously serving as an Academy Board member and a member of the governing board of another public school;

(e) An individual simultaneously serving as an Academy Board member and a University official, employee, or paid consultant, as a representative of the University; and

(f) An individual simultaneously serving as an Academy Board member and having an ownership or financial interest in any real or personal property leased or subleased to the Academy.

Section 11.30 Prohibition of Identified Family Relationships. The Academy Board shall prohibit specifically identified family relationships pursuant to Applicable Law and the Terms and Conditions of this Contract. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited familial relationships for the purposes of this Contract:

(a) No person shall be appointed or reappointed to serve as an Academy Board member if the person's mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or domestic partner:

- (i) is employed by the Academy;
- (ii) works at or is assigned to the Academy;
- (iii) has an ownership, officer, policymaking, managerial, administrative non-clerical, or other significant role with the Academy's ESP or employee leasing company;
- (iv) Has an ownership or financial interest in any school building lease or sublease agreement with the Academy.

(b) The Academy Board shall require each individual who works at the Academy to annually disclose any familial relationship with any other individual who works at, or provides services to, the Academy. For purposes of this subsection, familial relationship means a person's mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or domestic partner.

Section 11.31 Dual Employment Positions Prohibited. Any person working at the Academy is prohibited by law from being employed at the Academy in more than one (1) full-time position and simultaneously being compensated for each position.

Section 11.32 Nonessential Elective Courses. If the Academy Board elects to provide nonessential elective courses to part-time pupils at a nonpublic school building, the Academy shall comply with Section 166b of the State School Aid Act of 1979, as amended, MCL 388.1766b. Prior to providing instruction, the Academy Board shall ensure that the Academy has sufficient documentation to qualify for part-time pupil funding under the State School Aid Act. The provision of nonessential elective courses by the Academy shall be incorporated into the appropriate Schedule of this Contract by amendment pursuant to these Terms and Conditions.

ARTICLE XII

GENERAL TERMS

Section 12.1 Notices. Any and all notices permitted or required to be given under this Contract shall be deemed duly given by registered or certified mail with return receipt requested

(or by Federal Express or United Parcel Service next day delivery). Each such notice shall be sent to the respective party at the address indicated below or to any other address or person as the respective party may designate by notice delivered pursuant hereto:

If to the Board of Trustees of Ferris State University:

Director of Charter Schools
Ferris State University
1020 Maple St
Big Rapids, MI 49307

with a copy to:

Miles Postema
Ferris State University
Office of the General Counsel
McKessy House
120 East Cedar St
Big Rapids, MI 49307

If to Academy Board:

Glenda Bell
2117 Holly Road
Benton Harbor, MI 49022

Section 12.2 Severability. If any provision in this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. If any provision of this Contract shall be or become in violation of any local, state or federal law, such provision shall be considered null and void and all other provisions shall remain in full force and effect.

Section 12.3 Successors and Assigns. The terms and provisions of this Contract are binding on and shall inure to the benefit of the parties and their respective successors and permitted assigns.

Section 12.4 Entire Contract. Except as specifically provided in this Contract, this Contract sets forth the entire agreement between the University Board and the Academy with respect to the subject matter of this Contract. All prior contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Contract.

Section 12.5 Assignment. This Contract is not assignable by the Academy without the prior written consent of the University Board.

Section 12.6 Non-Waiver. Except as provided herein, no term or provision of this Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the party claimed to have waived or consented. No consent by any party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach or default.

Section 12.7 Governing Law. This Contract shall be governed and controlled by the laws of the State of Michigan as to interpretation, enforcement, validity, construction, and effect, and in all other respects.

Section 12.8 Counterparts. This Contract may be executed in any number of counterparts. Each counterpart so executed shall be deemed an original, but all such counterparts shall together constitute one and the same instrument.

Section 12.9 Term of Contract. This Contract shall commence on the date first set forth above and shall remain in full force and effect for a period of three (3) academic years as determined by resolution of Ferris State University and shall terminate on June 30, 2027 unless sooner revoked or terminated according to the terms hereof.

Section 12.10 Indemnification of University. As a condition to receiving a grant of authority from the University Board to operate a public school pursuant to the terms and conditions of this Contract, the Academy agrees to indemnify, defend, and hold the University Board, the University and its trustees, officers, employees, agents or representatives harmless from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss, defamation, economic loss, or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss, defamation, economic loss, or damage or any other losses of any kind whatsoever and not caused by the sole gross negligence of the University, which arise out of or are in any manner connected with the Academy's operation or the University Board's receipt, consideration or approval of the Application, the University Board's approval of the Resolution or Authorizing Resolution, legal challenges to the validity of Part 6A of the Code or actions taken by the University Board as an authorizing body under Part 6A of the Code, the University Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance of the University Board, the University and its Board of Trustees members, officers, employees, agents or representatives upon information supplied by the Academy, or which arise out of the failure of the Academy to perform its obligations under this Contract. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of governmental immunity provided under Section 7 of the Governmental Liability for Negligence Act, being MCL 691.1407 of the Michigan Compiled Laws..

Section 12.11 Construction. This Contract shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Contract.

Section 12.12 Force Majeure. If any circumstances occur which are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the

parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 12.13 No Third Party Rights. This Contract is made for the sole benefit of the Academy and the University Board and no other person or entity, including without limitation, the Educational Service Provider. Except as otherwise expressly provided, nothing in this Contract shall create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 12.14 Non-Agency. It is understood that the Academy is not the agent of the University.

Section 12.15 University Board and CSO Policies Shall Apply. Notwithstanding any provision of this Contract to the contrary, and with the exception of existing University Board or CSO policies regarding public school academies which shall apply immediately and amendments to University Board or CSO Policies that are required by Applicable Law which shall apply immediately, University Board or CSO policies clarifying procedure and requirements applicable to public school academies under this Contract, as from time to time adopted or amended, will automatically apply to the Academy after thirty (30) days' notice, provided they are not inconsistent with provisions of this Contract.

Section 12.16 Survival of Provision. The terms, provisions, and representations contained in Section 11.9, Section 11.21, Section 12.11, Section 12.15, and other provisions of this Contract that by their sense and context are intended to survive termination of this Contract shall survive.

Section 12.17 Termination of Responsibilities. Upon termination or revocation of the Contract, the University Board or its designee shall have no further obligations or responsibilities under this Contract to the Academy or any other person or persons in connection with this Contract. Upon termination or revocation of the Contract, the Academy may amend its articles of incorporation or bylaws as necessary to allow the Academy Board to:

(a) Take action to appoint Academy Board members in order to have a quorum necessary to take Academy Board action; or

(b) Effectuate a dissolution, provided that the Academy Board may not amend any provision in the Academy's articles of incorporation or bylaws regarding the disposition of assets upon dissolution.

Section 12.18 Information Available to the Public.

(a) Information to be Provided by the Academy. The Academy shall make information concerning its operation and management, including without limitation the information described in Schedule 4, available to the public in the same manner and to the same extent as is required for public schools and school districts under Applicable Law.

(b) Information to be Provided by Educational Service Providers. If the Academy enters into an agreement with an Educational Service Provider for operation or management of the Academy, the Management Agreement shall contain a provision requiring the Educational Service

Provider to make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under sub-paragraph (a).

Section 12.19 Disposition of Academy Assets Upon Termination or Revocation of Contract. Following termination or revocation of the Contract, the Academy shall follow the applicable wind up and dissolution provisions set forth in the Academy's articles of incorporation, Part 6A of the Code and Applicable Law.

Section 12.20 Student Privacy. In order to protect the privacy of students enrolled at the Academy, the Academy Board, subject to Section 12.23, shall not:

(a) Sell or otherwise provide to a for-profit business entity any personally identifiable information that is part of a pupil's education records. This sub-section does not apply to any of the following situations:

- (i) for students enrolled in the Academy, providing such information to any educational management organization that has a contract with the Academy and whose contract has not been disapproved by the University;
- (ii) providing the information as necessary for standardized testing that measures a student's academic progress and achievement; or
- (iii) providing the information as necessary to a person that is providing educational or educational support services to the student under a contract with either the Academy or an educational management organization that has a contract with the Academy and whose contract has not been disapproved by the University.

(b) The terms "education records" and "personally identifiable information" shall have the same meaning as defined in MCL 380.1136.

Section 12.21 Disclosure of Information to Parents and Legal Guardians. Subject to Section 12.23:

(a) Within thirty (30) days after receiving a written request from a student's parent or legal guardian, the Academy shall disclose without charge to the student's parent or legal guardian any personally identifiable information concerning the student that is collected or created by the Academy as part of the student's education records.

(b) Except as otherwise provided in this sub-section and within thirty (30) days after receiving a written request from a student's parent or legal guardian, the Academy shall disclose to a student's parent or legal guardian without charge any personally identifiable information provided to any person, agency or organization. The Academy's disclosure shall include the specific information that was disclosed, the name and contact information of each person, agency, or organization to which the information has been disclosed; and the legitimate reason that the

person, agency, or organization had in obtaining the information. The parental disclosure requirement does not apply to information that is provided:

- (i) to the Michigan Department of Education or CEPI;
- (ii) to the student's parent or legal guardian;
- (iii) by the Academy to the University Board, University, Charter Schools Office or to the educational management organization with which the Academy has a management agreement that has not been disapproved by the University;
- (iv) by the Academy to the Academy's intermediate school district or another intermediate school district providing services to Academy or the Academy's students pursuant to a written agreement;
- (v) to the Academy by the Academy's intermediate school district or another immediate school district providing services to pupils enrolled in the Academy pursuant to a written agreement;
- (vi) to the Academy by the University Board, University, Charter Schools Office;
- (vii) to a person, agency, or organization with written consent from the student's parent or legal guardian, or from the student if the student is eighteen (18) years of age;
- (viii) to a person, agency, or organization seeking or receiving records in accordance with an order, subpoena, or ex parte order issued by a court of competent jurisdiction;
- (ix) to a person, agency, or organization as necessary for standardized testing that measures a student's academic progress and achievement; or
- (x) in the absence of, or in compliance with, a properly executed opt-out form, as adopted by the Academy in compliance with Section 1136(6) of the Code, pertaining to uses for which the Academy commonly would disclose a pupil's "directory information."

(c) If the Academy considers it necessary to make redacted copies of all or part of a student's education records in order to protect personally identifiable information of another student, the Academy shall not charge the parent or legal guardian for the cost of those redacted copies.

(d) The terms "education records," "personally identifiable information," and "directory information" shall have the same meaning as defined in MCL 380.1136.

Section 12.22 List of Uses for Student Directory Information; Opt-Out Form; Notice to Student's Parent or Legal Guardian.

- (a) Subject to Section 12.23, the Academy shall do all of the following:
 - (i) develop a list of uses (the "Uses") for which the Academy commonly would disclose a student's directory information.
 - (ii) develop an opt-out form that lists all of the Uses and allows a student's parent or guardian to elect not to have the student's directory information disclosed for one (1) or more Uses.
 - (iii) present the opt-out form to each student's parent or guardian within the first thirty (30) days of the school year and at other times upon request.
 - (iv) if an opt-out form is signed and submitted to the Academy by a student's parent or guardian, then the Academy shall not include the student's directory information in any of the Uses that have been opted out of in the opt-out form.

(b) The terms "directory information" shall have the same meaning as defined in MCL 380.1136.

Section 12.23 Confidential Address Restrictions.

(a) The Academy shall not disclose the confidential address of a student if the student or the student's parent or legal guardian has obtained a participation card issued by the department of the attorney general under the address confidentiality program act and the parent or legal guardian provides notice of the issuance of the participation card, in a form and manner prescribed by the Michigan Department of Education.

(b) The term "confidential address" shall have the meaning as defined in MCL 380.1136.

Section 12.24 Partnership Agreement. If the Michigan Department of Education (MDE) and State Reform Office imposes a partnership agreement on the Academy, the Academy shall work collaboratively with the MDE, the State Reform Office and other partners to implement the partnership agreement. In the event that a provision in the partnership agreement is inconsistent with a provision in this Contract, this Contract shall control.

Section 12.25 Statewide Safety Information Policy. The Academy shall adopt and adhere to the statewide school safety information policy required under Section 1310 of the Code, MCL 380.1310. The statewide school safety information policy may also address Academy procedures for reporting incidents involving possession of a dangerous weapon as required under Section 1313 of the Code, MCL 380.1313.

Section 12.26 Criminal Incident Reporting Obligation. Within twenty-four (24) hours after an incident occurs, the Academy shall provide a report to the Michigan State Police, in a form

and manner prescribed by State Police, either of the following: (i) an incident involving a crime that must be reported under Section 1310a(2) of the Code, MCL 380.1310a(2); or (ii) an incident, if known to the Academy, involving the attempted commission of a crime that must be reported under Section 1310a(2) of the Code, MCL 380.1310a(2). Failure to comply may result in the Academy being ineligible to receive any school safety grants from the Michigan State Police for the fiscal year in which the noncompliance is discovered by State Police.

Section 12.27 Academy Emergency Operations Plan.

(a) Beginning in the 2019-2020 school year, and at least biennially thereafter, the Academy shall, in conjunction with at least one (1) law enforcement agency having jurisdiction over the Academy, conduct either (i) a review of the Academy's emergency operations plan, including a review of the vulnerability assessment; or (ii) a review of the Academy's statewide school safety information policy, as applicable.

(b) Not later than January 1, 2020, the Academy shall either (i) develop an emergency operations plan for each school building, including recreational structure or athletic field, operated by the Academy with input from the public; or (ii) adopt a statewide school safety information policy under Section 1308 of the Code, MCL 380.1308. The emergency operations plan or statewide school safety information policy shall comply with Section 1308B(3) of the Code, MCL 380.1308B(3). Within thirty (30) days, the Academy shall provide to the Michigan Department of Education (MDE), in a form and manner determined by the MDE, notice of the adoption of any emergency operations plan or the completion of an emergency operations plan review, as applicable.

Section 12.28 School Safety Liaison. The Academy Board shall designate a liaison to work with the School Safety Commission created under Section 5 of the Comprehensive School Safety Plan Act created under Public Act 548 of 2018. The Liaison shall be an individual employed or assigned to regularly and continuously work under contract in the school operated by the Academy. The Liaison shall work with the School Safety Commission and the Office of School Safety to identify model practices for determining school safety measures.

Section 12.29 New Building Construction or Renovations. The Academy shall not commence construction on a new school building or the major renovation of an existing school building unless the Academy consults on the plans of the construction or major renovation regarding school safety issues with the law enforcement agency that is or will be the first responder for that school building. School building includes either a building intended to be used to provide pupil instruction or a recreational or athletic structure or field used by pupils.

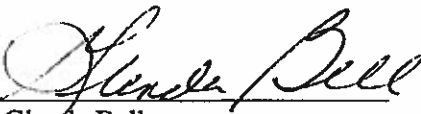
Section 12.30 Annual Expulsion Report and Website Report on Criminal Incidents. On an annual basis, the Academy Board shall do the following:

- (i) prepare and submit to the Superintendent, in a form and manner prescribed by the Superintendent, a report stating the number of pupils expelled from the Academy during the immediately preceding school year, with a brief description of the incident causing each expulsion;

- (ii) post on its website, in a form and manner prescribed by the Superintendent, a report on the incidents of crime occurring at schools operated by the Academy. Each school building shall collect and keep current on a weekly basis the information required for the website report, and must provide that information, within seven (7) days upon request; and
- (iii) make a copy of the report on the incidents of crime, disaggregated by school building, available to the parent or legal guardian of each pupil enrolled in the Academy.

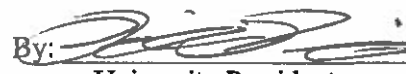
The undersigned have read, understand and agree to comply with and be bound by the terms and conditions set forth in this Contract.

**BENTON HARBOR CHARTER SCHOOL ACADEMY
FERRIS STATE UNIVERSITY**

By: 
Glenda Bell
Its: President

Date: 6/4/2024

BOARD OF TRUSTEES

By: 
University President
or his/her designee

Date: 6/11/24

CONTRACT SCHEDULES

Schedules

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CONTRACT SCHEDULE 1

ARTICLES OF INCORPORATION

LARA Corporations
Online Filing System
Department of Licensing and Regulatory Affairs

Form Revision Date 07/2016

ANNUAL REPORT

For use by DOMESTIC NONPROFIT CORPORATION
(Required by Section 911, Act 162, Public Act of 1982)

The identification number assigned by the Bureau is: 800839817

Annual Report Filing Year: 2023

1. Corporation Name:

BENTON HARBOR CHARTER SCHOOL ACADEMY

2. The street address of the corporation's registered office and the name of the resident agent at that office:

1. Resident Agent Name: GLENDA BELL

2. Street Address: 455 RIVERVIEW DR

Apt/Suite/Other:

City: BENTON HARBOR

State: MI

Zip Code: 49022

3. Mailing address of the corporation's registered office:

P.O. Box or Street Address: 455 RIVERVIEW DR

Apt/Suite/Other:

City: BENTON HARBOR

State: MI

Zip Code: 49022

5. Provide the names and business or residence addresses of the corporation's board of directors and its president, treasurer, and secretary:

Title	Name	Residence or Business Address
PRESIDENT	GLENDA BELL	455 RIVERVIEW DR, BENTON HARBOR, MI 49022 USA
TREASURER	BETTY MASON	455 RIVERVIEW DR, BENTON HARBOR, MI 49022 USA
SECRETARY	BETTY MASON	455 RIVERVIEW DR, BENTON HARBOR, MI 49022 USA
DIRECTOR	TERRI MAYS	455 RIVERVIEW DR, BENTON HARBOR, MI 49022 USA
DIRECTOR	GLENDA BELL	455 RIVERVIEW DR, BENTON HARBOR, MI 49022 USA
DIRECTOR	JEAN NESBITT	455 RIVERVIEW DR, BENTON HARBOR, MI 49022 USA

6. Describe the purposes and general nature and kind of business in which the corporation engaged in during the year covered by this report:

3LIC SCHOOL

Signed this 21st Day of September, 2023 by:

Signature

Glenda Bell

Title

President

Title if "Other" was selected

By selecting ACCEPT, I hereby acknowledge that this electronic document is being signed in accordance with the Act. I further certify that to the best of my knowledge the information provided is true, accurate, and in compliance with the Act.

☐ Decline ☒ Accept

MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS

FILING ENDORSEMENT

This is to Certify that the 2023 ANNUAL REPORT

for

BENTON HARBOR CHARTER SCHOOL ACADEMY

ID Number: 800839817

received by electronic transmission on September 21, 2023, is hereby endorsed.

Filed on September 21, 2023 by the Administrator.

The document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.



In testimony whereof, I have hereunto set my hand and affixed the Seal of the Department, in the City of Lansing, this 21st day of September, 2023.

Linda Clegg

Linda Clegg, Director

Corporations, Securities & Commercial Licensing Bureau

CAS 57(Rov. 4/94)

MICHIGAN DEPARTMENT OF CONSUMER AND INDUSTRY SERVICES - CORPORATION, SECURITIES & LAND DEVELOPMENT BUREAU		
Date Received MAY 20 2014		(FOR BUREAU USE ONLY)
6-9-14		Tran Info: 10668965-1 06/23/14 Quid: 1389 Act: \$10.00 Dt 760975
Name BENTON HARBOR CHARTER SCHOOL ACADEMY		FILED JUN 10 2014 ADMINISTRATOR CORPORATIONS DIVISION
Address 455 Kiverview Drive		
City Benton Harbor	State MI	
Document will be returned to the name and address you enter above		

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RESTATED ARTICLES OF INCORPORATION**For Use by Domestic Nonprofit Corporations****OF****BENTON HARBOR CHARTER SCHOOL ACADEMY**

Pursuant to the provisions of the Michigan Nonprofit Corporation Act of 1982, as amended (the "Act"), being MCL 450.2101 et seq. and Part 6A of the Revised School Code (the "Code") as amended, being Sections 380.501 to 380.507 of the Michigan Compiled Laws, the undersigned corporation executes the following restated Articles:

ARTICLE I

The name of the corporation is **BENTON HARBOR CHARTER SCHOOL ACADEMY**

The authorizing body for the corporation is **Ferris State University Board of Trustees.**

ARTICLE II

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

1. The corporation is organized for the purposes of operating as a public school academy in the state of Michigan pursuant to Part 6A of the Code, being Sections 380.501 to 380.507 of the Michigan Compiled Laws.
2. The corporation, including all activities incident to its purposes, shall at all times be conducted so as to be a governmental entity pursuant to Section 115 of the United States Internal Revenue Code ("IRC") or any successor law. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activity not permitted to be carried on by a governmental instrumentality exempt from federal income tax under Section 115 of the IRC or by a nonprofit corporation organized under the laws of the State of Michigan and subject to a Contract authorized under the Code.

ARTICLE III

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

The value of assets which the corporation possesses is:

Real Property: \$4,667,407 consisting of a school building and associated land.

Personal Property: \$271,195 consisting of school equipment, furniture, computers, buses and supplies.

Date of Evaluation: June 30, 2013 Audit.

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

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

ARTICLE IV

The address of the registered office is: 455 Riverview Drive, Benton Harbor, MI 49022

The mailing address of the registered office is the same.

The name of the resident agent at the registered office is Nellie Jean Nesbitt

ARTICLE V

The name and address of the incorporator is as follows: Nellie Jean Nesbitt, 134 Cross Street, Benton Harbor, MI 49022

ARTICLE VI

The corporation is a governmental entity.

ARTICLE VII

The corporation and its incorporators, board members, officers, employees, and volunteers have governmental immunity as provided in section 7 of Act No. 170 of the Public Acts of 1964, being section 691.1407 of the Michigan Compiled Laws.

ARTICLE VIII

Pursuant to the terms of a contract to charter a public school academy between the corporation and the Ferris State University Board of Trustees (the "University Board"), the method of selection, length of term, number of members, qualification of members, the procedure for removal of members, and other matters pertaining to the Board of Directors of the corporation have been established by a resolution of the University Board as required by the Code. The University Board may, from time to time, amend the resolution changing the method of selection, length of term, number of members, qualification of members, the procedure for removal of members and other matters pertaining to the Board of Directors of the corporation.

ARTICLE IX

The Board of Directors shall have all the powers and duties permitted by law to manage the business, property and affairs of the corporation.

ARTICLE X

The officers of the corporation shall be a President, Vice-President, Secretary and a Treasurer, each of whom shall be a member of the Board of Directors and shall be selected by the Board of Directors. The Board of Directors may select one or more assistants to the Secretary or Treasurer, and may also appoint such other agents as it may deem necessary for the transition of the business of the corporation.

ARTICLE XI

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

To the extent permitted by law, upon the dissolution of the corporation, the board shall after paying or making provision for the payment of all the liabilities of the corporation, dispose of all of the assets of the corporation to the University Board for forwarding to the state school aid fund established under article IX, section 11 of the Constitution of the State of Michigan of 1963, as amended.

ARTICLE XII

These Articles of Incorporation shall not be amended except by the process provided in Article IX of the Contract executed by the corporation and Ferris State University Board of Trustees. This process is as follows:

The corporation, by a majority vote of its Board of Directors, may, at any time, propose specific changes to these Articles of Incorporation or may propose a meeting to discuss potential revision to these Articles of Incorporation. The proposal will be made to the University Board through its Director of Charter Schools. The University Board reviews, considers and votes upon all changes or amendments to these Articles of Incorporation.

The University Board may, at any time, propose specific changes to these Articles of Incorporation or may propose a meeting to discuss potential revision. The corporation's Board of Directors may delegate to an officer of the corporation the review and negotiation of changes or amendments to these Articles of Incorporation. The Articles of Incorporation shall be amended as requested by the University Board upon a majority vote of the corporation's Board of Directors.

Amendments to these Articles of Incorporation take effect only after they have been approved by the corporation's Board of Directors and by the University Board and filed with the Michigan Department of Consumer and Industry Services, Bureau of Commercial Services. In addition, the corporation shall file with the amendment a copy of the University Board's approval of the amendment.



These Restated Articles of Incorporation were duly adopted on the 20th of May, 2014, in accordance with the provisions of Section 642 of the Act. These Restated Articles of Incorporation restate, integrate and do further amend the provisions of the Articles of Incorporation and were duly adopted by the directors. The necessary number of votes were cast in favor of these Restated Articles of Incorporation.

These Restated Articles of Incorporation shall become effective upon filing.

N. Ogan Nektett, President

CONTRACT SCHEDULE 2

BYLAWS

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BYLAWS
OF
BENTON HARBOR CHARTER SCHOOL ACADEMY
455 Riverview Dr
Benton Harbor MI 49022

ARTICLE I

NAME

This organization shall be called the **BENTON HARBOR CHARTER SCHOOL ACADEMY** (the "Academy" or the "corporation").

ARTICLE II

FORM OF ACADEMY

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

ARTICLE III

OFFICES

Section 1. Principal Office. The principal office of the Academy shall be located in the State of Michigan.

Section 2. Registered Office. The registered office of the Academy may be the same as the principal office of the Academy, but in any event must be located in the State of Michigan, and be the business office of the registered agent, as required by the Michigan Nonprofit Corporation Act. Changes in the resident agent and registered address of the Academy must be reported to the Michigan Department of Consumer and Industry Services and to the Ferris State University (the "University") Charter Schools Office (the "CSO").

ARTICLE IV

BOARD OF DIRECTORS

Section 1. General Powers. The business, property and affairs of the Academy shall be managed by the Academy Board of Directors ("Academy Board"). The Academy Board may

delegate such powers to the officers and committees of the Academy Board as it deems necessary, so long as such delegation is consistent with the Articles, these Bylaws, the Charter Contract and Applicable Law.

Section 2. Method of Selection and Appointment, Etc. The method of selection and appointment, length of term, number of directors, oath of public office requirements, tenure, removal, resignation, compensation and prerequisite qualifications for and other matters pertaining to members of the Academy Board shall comply with the Resolution adopted by the University Board on February 16, 2024.

ARTICLE V

MEETINGS

Section 1. Annual Organizational and Regular Meetings. The Academy Board shall hold an annual organizational meeting each year prior to the first regular meeting of the year. The Academy Board must provide, by resolution, the time and place, within the State of Michigan, for the holding of regular monthly meetings. Prior to October 15th of each year, the Academy Board shall publicly present the Academy's Annual Report. The Academy Board shall provide notice of the annual organizational and all regular meetings as required by the Open Meetings Act. The regular meeting schedule may be altered, or regular meeting rescheduled, only by action of the Directors and with prior approval of the CSO.

Section 2. Special Meetings. A special meeting, which is a meeting in addition to a regular monthly meeting, may be called (a) by the President, or (b) by the Directors acting at a duly noticed and convened meeting. The place of the special meeting shall be the same place as the place designated for the holding of regular monthly meetings, or such other place as directed by the President or Directors. Special meetings shall not be used to take the place of regularly scheduled meetings, and business conducted shall be confined to subjects such as those which require immediate attention or additional study. Business which may be conducted at the meeting shall be limited to that stated in the notice of meeting. The holding of a special meeting shall be subject to prior review and approval of the CSO.

Section 3. Notice; Waiver. The Academy Board must comply with the public notice provisions of the Open Meetings Act. In addition, notice of any meeting shall be given to each Director stating the time and place of the meeting, delivered personally or mailed or sent by facsimile or email to each Director at the Director's business address or email address. Any Director may waive notice of any meeting by written statement sent by the Director, signed before or after the holding of the meeting. The attendance of a Director at a meeting constitutes a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 4. Quorum. A number of Directors equal to a majority of the number of board member positions on the Academy Board as determined by resolution of the University Board, constitutes a quorum for the transaction of business at any meeting of the Board of Directors. If less than a quorum is present at a meeting which had been duly noticed and convened, then the

Directors present, by action of a majority, may adjourn and provide a time and place for reconvening the meeting, but shall have no authority to take other action. Notice of such reconvened meeting shall be given as provided by the Open Meetings Act.

Section 5. Manner of Acting. The act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Academy Board. No member of the Board of Directors may vote by proxy or by way of a telephone conference.

Section 6. Open Meetings Act. All meetings of the Academy Board shall at all times be in compliance with the Open Meetings Act.

Section 7. Presumption of Assent. A Director of the Academy Board who is present at a meeting of the Academy Board at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless that Director's dissent shall be entered in the minutes of the meeting or unless that Director shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the corporation immediately after the adjournment of the meeting. This right to dissent shall not apply to a Director who voted in favor of such action.

ARTICLE VI

COMMITTEES

Section 1. Committees. The Academy Board, by resolution, may designate one or more committees, each committee to consist of one or more Directors selected by the Academy Board. As provided in the resolution as initially adopted, and as thereafter supplemented or amended by further resolution, the committees shall have such powers as delegated by the Academy Board, except (i) filling of vacancies in the officers of the Academy Board or committees created pursuant to this Section; (ii) amending the Articles of Incorporation or Bylaws; or (iii) any action the Academy Board cannot lawfully delegate under the Articles, Bylaws or Applicable Law. All committee meetings shall at all times be in compliance with the Open Meetings Act, as applicable. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Academy Board of its activities as the Academy Board may request.

ARTICLE VII

OFFICERS OF THE BOARD

Section 1. Number. The officers of the Academy shall be a President, Vice President, Secretary, Treasurer, and such assistant Treasurers and assistant Secretaries as may be selected by the Academy Board.

Section 2. Election and Term of Office. The Academy Board shall elect the initial officers at its first duly noticed meeting. Thereafter, the officers of the Academy shall be elected annually by the Academy Board. If the election of officers is not held at the annual organizational meeting, the election shall be held as soon thereafter as may be convenient. Each officer shall hold

office while qualified or until the officer resigns or is removed in the manner provided in Section 3, or until a successor is elected.

Section 3. Removal. Any officer or agent elected or appointed by the Academy Board may be removed by the Academy Board whenever in its judgment the best interests of the corporation would be served thereby.

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

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

Section 6. Vice President. The Vice President of the Academy shall be a member of the Academy Board. In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice President shall perform the duties of President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice President shall perform such other duties as from time to time may be assigned to the Vice President by the President or by the Academy Board.

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

Section 8. Treasurer. The Treasurer of the Academy shall be a member of the Academy Board. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the corporation; (b) keep accurate books and records of corporate receipts and disbursements; (c) deposit all moneys and securities received by the corporation in such banks, trust companies or other depositories as shall be selected by the Board; (d) complete all required corporate filings; (e) assure that the responsibilities of the fiscal agent of the corporation are properly carried out; and (f) in general, perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Academy Board.

Section 9. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Academy Board, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the Secretary or Treasurer or by the Academy Board. The Academy Board shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the acting officer is so appointed except as the Academy Board may by resolution otherwise determine. However, no assistant shall be entitled to vote as a Director.

Section 10. Salaries. Officers of the Board, as Directors of the corporation, may not be compensated for their services. By resolution of the Academy Board, officers may be reimbursed for reasonable expenses incident to their duties.

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

ARTICLE VIII

CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS

Section 1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the corporation. Such authority may be general or confined to specific instances, but the appointment of any person other than an officer to acknowledge an instrument required by law to be acknowledged should be made by instrument in writing. When the Academy Board authorizes the execution of a contract or of any other instrument in the name of and on behalf of the corporation, without specifying the executing officers, the President or Vice President, and the Secretary or Treasurer may execute the same and may affix the corporate seal thereto. No contract entered into, by or on behalf of the Academy Board, shall in any way bind Ferris State University or impose any liability on Ferris State University, its trustees, officers, employees or agents.

Section 2. Loans. No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Academy Board. Such authority may be general or confined to specific instances. No loan, advance, overdraft, or withdrawal by an officer or Director of the corporation, other than in the ordinary and usual course of the business of the Academy, shall be made or permitted. No loan entered into, by or on behalf of the Academy Board, shall in any way be considered a debt or obligation of Ferris State University or impose any liability on Ferris State University, its trustees, officers, employees or agents.

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

Section 4. Deposits. All funds of the Academy shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Academy Board may select, provided that such financial institution is eligible to be a depository of surplus funds under Section 3 or 7 of Act No. 105 of the Public Acts of 1855, as amended, being sections 21.143 and 21.147 of the Michigan Compiled Laws.

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

Section 6. Contracts Between Corporation and Related Persons. Any contract or proposed contract between a director, officer or employee of the Academy and the Academy shall be subject to Public Act 317 of 1968, MCL 50.321, *et seq.*, which governs contracts of public servants within the public entities in which they serve. For such contracts which may be permissible under the Act, the director, officer or employee shall comply with the public disclosure requirements of Act 317.

ARTICLE IX

INDEMNIFICATION

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

ARTICLE X

FISCAL YEAR

The fiscal year of the corporation shall begin on the first day of July in each year.

ARTICLE XI

AMENDMENTS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by obtaining (a) the affirmative vote of a majority of the Academy Board at any regular or special meeting of the Academy Board, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements of these bylaws and applicable law, and (b) the written approval of the changes or amendments by the University Board. These Bylaws and any amendments to them take effect only after they have been approved by both the Academy Board and by the University Board.

CERTIFICATION

The Academy Board certifies that these Bylaws were adopted as and for the Bylaws of a Michigan Public School Academy corporation in an open and public meeting, by the Academy Board on

6-4-2024
Date

The Academy Board further certifies that these bylaws were provided to the Academy Board by the University Board and that a copy of the executed Bylaws is being presented to the University Board for approval.

Betty Mann
Academy Board of Directors Secretary

APPROVED BY:

[Signature]
Designee of University Board

Dated: 6/11/24

CONTRACT SCHEDULE 3
FISCAL AGENT AGREEMENT

SCHEDULE 3

FISCAL AGENT AGREEMENT

This Agreement is made and shall become effective as of the 1st day of July, 2024 by and among Ferris State University Board of Trustees ("University Board"), an authorizing body as defined by the Revised School Code as amended, (the "Code"), the State of Michigan (the "State") and the Board of Directors of **BENTON HARBOR CHARTER SCHOOL ACADEMY** ("Academy"), a public school academy.

Preliminary Recitals

WHEREAS, pursuant to the Code and the Contract dated July 1, 2024, the University Board, as authorizing body, is the fiscal agent for the Academy, and

WHEREAS, the University Board is required by law to forward any State School Aid Payments received from the State on behalf of the Academy to the Academy,

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

Section 1.01 Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

(a) "Account" means an account established by the Academy for the receipt of State School Aid Payments at a bank, savings and loan association, or credit union which is eligible to be a depository of surplus funds under Sections 5 or 6 of Act No. 105 of the Public Acts of 1855, being Sections 21.145 and 21.146 of the Michigan Compiled Laws.

(b) "Agreement" means this Fiscal Agent Agreement executed by the University Board, the Treasurer of the State of Michigan and the Academy.

(c) "Contract" means the contract to charter a public school academy which the University Board and the Academy are entering into on July 1, 2024.

(d) "Fiscal Agent" means the University Board or an officer or employee of Ferris State University as designated by the University Board.

(e) "Other Funds" means any other public or private funds which the Academy receives and for which the University Board may act as fiscal agent.

(f) "State School Aid Payment" means any payment of money the Academy receives from the school aid fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the School Aid Act of 1979, as amended.

(g) "State" means the State of Michigan.

(h) "State Board" means State Board of Education.

(i) "State Treasurer" means the office responsible for issuing funds to public school academies for State School Aid Payments pursuant to the School Aid Act of 1979, as amended.

Section 1.02 Terms and Conditions Definitions. Capitalized terms not defined herein and defined in the Contract Terms and Conditions shall have the meaning given in the Contract Terms and Conditions.

ARTICLE II

FISCAL AGENT DUTIES

Section 2.01 Receipt of School Aid Funds. The University Board is the Fiscal Agent for the Academy for the limited purpose of receiving State School Aid Payments. By separate agreement, the University Board and the Academy may also agree that the University will receive Other Funds for transfer to the Academy. The Fiscal Agent will receive State School Aid Payments from the State, as provided in Section 3.02.

Section 2.02 Transfer to Academy. Except as provided in Article X of the Terms and Conditions of the Contract and in the Oversight Agreement, the Fiscal Agent shall transfer all State School Aid Payments and all Other Funds received on behalf of the Academy to the Academy within ten (10) days of receipt or as otherwise required by the provisions of the State School Aid Act of 1979 or applicable state board rules. The State School Aid Payments and all Other Funds shall be transferred into the Account designated by a resolution of the Board of Directors of the Academy and by a method of transfer acceptable to the Fiscal Agent.

Section 2.03 Limitation of Duties. The Fiscal Agent has no responsibilities or duties to verify the Academy's pupil count, as defined in the State School Aid Act of 1979, as amended, or to authorize, to approve or to determine the accuracy of the State Aid School Payments received on behalf of the Academy from the State Treasurer. The duties of the Fiscal Agent are limited to the receipt and transfer to the Academy of State School Aid Payments and Other Funds received by the Academy. The Fiscal Agent shall have no duty to monitor or approve expenditures made by the Academy Board.

Section 2.04 Academy Board Requests for Direct Intercept of State School Aid Payments. If the Academy Board requests permission to direct that a portion of its State School Aid Payments be forwarded by the Fiscal Agent to a third party account for the payment of Academy debts and liabilities, the Academy shall submit to the University Charter Schools Office: (i) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid

Payments; (ii) a copy of a State School Aid Payment Agreement and Direction document that is in a form acceptable to the Fiscal Agent; and (iii) copies of such other documentation regarding the transaction which is the subject of the proposed direct intercept as the University Charter Schools Office may request. No such State School Aid Payment Agreement and Direction document shall take effect unless receipt thereof is acknowledged by the Fiscal Agent.

ARTICLE III

STATE DUTIES

Section 3.01 Eligibility for State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the eligibility of the Academy to receive State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the amount of State School Aid Payments, if any, that the Academy shall be entitled to receive.

Section 3.02 Method of Payment. Each State School Aid Payment for the Academy will be made to the Fiscal Agent by the State Treasurer by issuing a warrant and delivering the warrant to the Fiscal Agent or by electronic funds transfer into an account specified by the Fiscal Agent. The State shall make State School Aid Payments at the times specified in the State School Aid Act of 1979, as amended.

ARTICLE IV

ACADEMY DUTIES

Section 4.01 Compliance with State School Aid Act. In order to assure that funds are available for the education of pupils, an Academy shall comply with all applicable provisions of the State School Aid Act of 1979, as amended.

Section 4.02 Expenditure of Funds. An Academy may expend funds from the State School Aid Fund for any purpose permitted by the State School Aid Act of 1979 and, subject to limitations contained in the Contract, may enter into contracts and agreements determined by the Academy as consistent with the purposes for which the funds were appropriated.

Section 4.03 Mid-Year Transfers. Funding for students transferring into or out of the Academy during the school year shall be in accordance with the State School Aid Act of 1979.

Section 4.04 Repayment of Overpayment. The Academy shall be directly responsible for reimbursing the State for any overpayments of State School Aid Payments. At its option, the State may reduce subsequent State School Aid Payments by the amount of the overpayment or may seek collection of the overpayment from the Academy.

Section 4.05 Deposit of Academy Funds. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of State School Aid Payments and Other Funds received by the Academy.

ARTICLE V

RECORDS AND REPORTS

Section 5.01 Records. The Fiscal Agent shall keep books of record and account of all transactions relating to the receipts, disbursements, allocations and application of the State School Aid Payments and Other Funds received, deposited or transferred for the benefit of the Academy, and these books shall be available for inspection at reasonable hours and under reasonable conditions by the Academy and the State.

Section 5.02 Reports. Upon request of the Academy Board, the Fiscal Agent shall prepare and send to the Academy within thirty (30) days of June 30, a written report dated as of June 30 summarizing all receipts, deposits and transfers made on behalf or for the benefit of the Academy during the period beginning on the latter of the date hereof or the date of the last such written report and ending on the date of the report, including without limitation, State School Aid Payments received on behalf of the Academy from the State Treasurer and any Other Funds for which the University Board acted as Fiscal Agent under this Agreement.

ARTICLE VI

CONCERNING THE FISCAL AGENT

Section 6.01 Representations. The Fiscal Agent represents that it has all necessary power and authority to enter into this Agreement and undertake the obligations and responsibilities imposed upon it in this Agreement and that it will carry out all of its obligations under this Agreement.

Section 6.02 Limitation on Liability. The liability of the Fiscal Agent to transfer funds to the Academy shall be limited to the amount of State School Aid Payments as are from time to time delivered by the State and the amount of Other Funds as delivered by the source of those funds.

The Fiscal Agent shall not be liable for any action taken or neglected to be taken by it in good faith in any exercise of reasonable care and believed by it to be within the discretion or power conferred upon it by this Agreement, nor shall the Fiscal Agent be responsible for the consequences of any error of judgment; and the Fiscal Agent shall not be answerable except for its own action, neglect or default, nor for any loss unless the same shall have been through its gross negligence or willful default.

The Fiscal Agent shall not be liable for any deficiency in the State School Aid Payments received from the State Treasurer to which the Academy was properly entitled. The Fiscal Agent shall not be liable for any State School Aid overpayments made by the State Treasurer to the Academy for which the State subsequently seeks reimbursement.

In the event that the State, the State Board of Education or the Superintendent of Public Instruction provides written instructions to the Fiscal Agent, requesting that the Fiscal Agent return to the Department of Treasury any State School Aid Funds allocated to the Fiscal Agent for the Academy, the Fiscal Agent shall not be liable to the Academy for returning such funds to the State.

Acknowledgment of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement between Ferris State University Board of Trustees and the Board of Directors of **BENTON HARBOR CHARTER SCHOOL ACADEMY**.

By: Alyson Hayden
Alyson Hayden, Director
Bureau of State and Authority Finance
Michigan Department of Treasury

Date: 4/10/24

CONTRACT SCHEDULE 4

OVERSIGHT AGREEMENT

SCHEDULE 4

OVERSIGHT AGREEMENT

This Agreement is made and shall become effective as of the 1st day of July, 2024, by and between Ferris State University Board of Trustees ("University Board"), an authorizing body as defined by the Revised School Code as amended (the "Code"), and the Board of Directors of **BENTON HARBOR CHARTER SCHOOL ACADEMY** ("Academy"), a public school academy as defined by the Code.

Preliminary Recitals

WHEREAS, the University Board, subject to the leadership and general supervision of the State Board of Education over all public education, is responsible for overseeing the Academy's compliance with the Contract and all Applicable Law;

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

Section 1.01 Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

(a) "Agreement" means this Oversight Agreement executed by the University Board and the Academy.

(b) "Applicable Law" means all state and federal laws applicable to public school academies.

(c) "Compliance Certification Duties" means the Academy's duties set forth in Section 2.02.

(d) "Contract" means the contract to charter a public school academy which the University Board and the Academy are entering into on July 1, 2024.

(e) "Oversight Responsibilities" means the University Board's oversight responsibilities set forth in Section 2.01.

(f) "State School Aid Payment" means any payment of money the Academy receives from the state school aid fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the School Aid Act of 1979 as amended.

Section 1.02 Terms and Conditions Definitions. Capitalized terms not defined herein and defined in the Contract Terms and Conditions shall have the meaning given in the Contract Terms and Conditions.

ARTICLE II

OVERSIGHT AND COMPLIANCE CERTIFICATION RESPONSIBILITIES

Section 2.01 Oversight Responsibilities. The University Board as it deems necessary to fulfill its oversight responsibilities, may undertake or delegate to others, the following responsibilities:

(a) Request that Ferris State University's chief financial officer conduct a review of the Academy's audited financial reports as submitted, including the auditor's management letters, and report to the University Board any exceptions as well as any failure on the part of the Academy to meet generally accepted public sector accounting principles.

(b) Direct a designee of the University Board to conduct a review of the records or operations of the Academy to determine compliance with Applicable Law and the Contract.

(c) Attend a meeting annually of the Academy Board of Directors and a designee of the University Board not less than annually. In addition, the Academic Affairs/Student Affairs Committee of the University Board may meet with the Academy Board and its School Administrator at such additional times as shall be determined by the University Board.

(d) Institute action pursuant to the terms of the Contract to terminate, suspend, revoke or reform the Contract.

(e) Monitor the Academy's compliance with the Contract, the Code, and all other Applicable Law.

(f) Request periodic reports from the Academy regarding any aspect of its operation, including, without limitation, the Academy's performance in meeting its targeted educational goals.

(g) Request evidence that the Academy has obtained the necessary permits and certificates of compliance to operate as a public school from the applicable governmental agencies, including without limitation, the Michigan Consumer and Industry Services' Office of Fire Safety, the Bureau of Construction Codes and local health departments and the Michigan Department of Labor.

(h) Determine whether the Academy has failed to abide by or meet the educational goals as set forth in the Contract.

(i) Provide supportive services to the Academy as deemed necessary and/or appropriate by the University Board or its designee.

(j) Evaluate whether the Michigan Educational Assessment Program(s), nationally recognized achievement test or other standardized tests, or other assessment programs selected by the Academy are or have been appropriately administered to the Academy's student population, goals and programs.

(k) Perform such other duties and responsibilities, in its sole discretion, which it deems necessary in order to conduct oversight of the academy's compliance with this Contract and Applicable Law.

(l) Will make available Board orientation that each new Board member must complete prior to being seated on the academy Board.

Section 2.02 Compliance Certification Duties. The Academy agrees to perform all of the following Compliance Certification Duties:

(a) Submit quarterly interim financial reports to the director of charter schools at Ferris State University.

(b) Permit inspection of the Academy's records and/or premises at any time by a designee of the University Board.

(c) Report any litigation or formal proceedings alleging violation of any Applicable Law by the Academy to the University Board, or its designee.

(d) Upon request, provide copies of information submitted to the Department of Education, the Superintendent of Instruction or the State Board to the University Board, or its designee.

(e) [Intentionally omitted.]

(f) Provide the University Board, or its designee, with a copy of the proposed annual budget for the upcoming fiscal year of the Academy as provided in the Contract.

(g) Provide minutes of all Academy Board of Directors' meetings to the University Board, or its designee, as the University Board may determine, no later than ten days after such minutes are approved.

(h) Submit within thirty (30) days to the University Board or its designee, copies of insurance policies binder sheets evidencing all insurance required by the Contract, and proof of naming of University as additionally insured. The Academy shall properly maintain the necessary insurance certificates evidencing the insurance required by the Contract.

(i) Following review but prior to approval by the Academy Board, a copy of the Academy's lease or deed for its physical facilities shall be submitted to the CSO for review and comment.

(j) Submit to the University Board or its designee, copies of all fire, health and safety approvals required by law for the operation of a school.

(k) Submit to the University Board or its designee, an inspection report regarding asbestos-containing materials in the building. The Academy must develop and adopt a management plan as required.

(l) Submit annually to the CSO a description of how the Academy will provide notice of the application process and enrollment period to persons most likely to be interested in the Academy. At a minimum, these notices must (i) include some evening and weekend time for enrolling students in the Academy, (ii) set forth the date for the holding of a random selection drawing if such a drawing becomes necessary, and (iii) comply with any applicable University Board or CSO policies from time to time in effect regarding this subject.

(m) Submit to the CSO a copy of any agreement with an Educational Service Provider to provide persons to perform work at the Academy, together with a detailed description of the means by which the Educational Service Provider will be held accountable to the Academy Board for the day-to-day performance of its obligations under such agreement.

(n) If the Academy desires to (i) finance the acquisition by lease, purchase, or other means, of facilities or equipment, in excess of \$150,000, pursuant to arrangements calling for payments over a period greater than one (1) year, and which include a pledge to one or more third parties of a portion of the funds to be received by the Academy from the State of Michigan pursuant to the State School Aid Act of 1979, as amended, being MCL 388.1601 et seq., or (ii) direct that a portion of its State School Aid Payments be forwarded by the Fiscal Agent to a third party account for the payment of Academy debts and liabilities, the Academy shall submit a written request to the CSO Director describing the proposed transaction and the facilities or equipment to be acquired with the proceeds thereof (if any), and in the case of a transaction described in subparagraph (ii) of this paragraph, shall submit to the University Charter Schools Office: (a) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; (b) a copy of a State School Aid Payment Agreement and Direction document that is in a form acceptable to the University Charter Schools Office; and (c) copies of such other documentation regarding the transaction which is the subject of the proposed direct intercept as the University Charter Schools Office may request. The CSO Director may disapprove the proposed transaction in his or her sole discretion. If the proposed transaction is disapproved, such disapproval may, but shall not be required to, state one or more conditions which, if complied with by the Academy and any lender, lessor, seller or other party, would cause such disapproval to be deemed withdrawn. By not disapproving a proposed transaction, the CSO Director is in no way giving approval of the proposed transaction, or any of the terms or conditions thereof.

(o) By June 1st of each year, the Academy Board shall provide a copy of the Academy Board's public meeting schedule for the upcoming school year. The Academy Board's public meeting schedule shall include the date, time and location of the public meetings for the upcoming school year. Within ten (10) business days of Academy Board approval, the Academy Board shall provide a copy to the CSO of any changes to the Academy Board public meeting schedule.

Section 2.03 Waiver and Delegation of Oversight Procedures. The University Board or its designee and the Academy may agree to modify or waive any of the Oversight Duties or Compliance Certification Duties. The University Board may delegate its Oversight Duties, or any portion of its Oversight Duties, to an officer of Ferris State University or others.

ARTICLE III

RECORDS AND REPORTS

Section 3.01 Records. The University Board shall keep records of all Oversight Duties conducted, and these records shall be available for inspection at reasonable hours and under reasonable conditions by the Academy. The Academy will keep records in which complete and correct entries shall be made of all Compliance Certification Duties conducted, and these records shall be available for inspection at reasonable hours and under reasonable conditions by the University Board.

ARTICLE IV

MISCELLANEOUS

Section 4.01 Administrative Fee. The Academy agrees to pay to the University Board an administrative fee of three percent (3%) of the state school aid payments (pupil foundation fee only) received by the Academy. This fee shall be retained by the University Board from each State School Aid Payment received by the University Board for forwarding to the Academy. This fee shall compensate the University Board for overseeing the Academy's compliance with the Contract and all Applicable Law.

Section 4.02 Time of the Essence. Time shall be of the essence in the performance of obligations from time to time imposed upon the Academy and the University Board by this Agreement.

CONTRACT SCHEDULE 5

DESCRIPTION OF STAFF RESPONSIBILITIES

Dean of Culture

Job Description

Revised: May 2024

JOB GOAL: To assist in providing intervention programs and to work with teachers toward the development of relationships and instructional strategies that lead to the fulfillment of the students' potential intellectual, emotional and behavioral growth.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

- Coordinates programs and activities, in conjunction with leadership and teaching staff, designed to meet the academic needs of all students.
- Promotes family involvement in education through partnerships between the academy, parents and other organizations.
- Coaches teachers in developing a predictable learning environment where all students have the opportunity to learn.
- Provides information, training, and support for families and educators.
- Increases educators' awareness of the academic issues that impact family involvement for at risk, minority or hard-to-reach families.
- Assists with the academic assessments of the students.
- Assesses present developmental levels for purposes of implementing behavior intervention plans.
- Implements the behavior intervention plan with the information collected based on the individual needs of the child and family.
- Collects and documents reports for the student's record for the purpose of ongoing academic and behavior intervention plans.
- Assists family members and school staff for the purpose of providing behavioral and academic intervention strategies.
- Receives referrals and background information for the purpose of conducting assessments and implementing behavior and academic intervention plans.
- Serves with guardians, faculty, and student groups as requested in advancing educational related activities and objectives.
- Performs record-keeping functions as the school leader directs.
- Seeks professional and personal development opportunities to develop knowledge and skills to become a school leader.
- Performs such other tasks and assumes such other responsibilities as the school leader or superintendent may assign.

QUALIFICATIONS:

Minimum Requirements:

- Bachelor's degree in related field.

- Exemplary work habits verified by reference check.
- Understanding of PBIS, behavior intervention methods.

Desired Qualification:

- Master's degree or additional coursework, professional development relevant to strategies utilized in behavior intervention.
- Successful experience as a teacher.
- Previous experience in a school leadership role.
- Knowledge of and skills working with students from all backgrounds.
- Excellent verbal and written communication using proper grammar and vocabulary.
- Strong interpersonal skills.
- If instructional support, all administrators or other persons whose primary responsibility is administering instructional programs or as a chief business official shall meet the certification and continuing education requirements as described in MCL 380.1246.

WORK ENVIRONMENT:

While performing duties of this job, the employee is exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate. The lighting in the work environment is usually well lit and appropriate for a classroom setting.

TRAVEL:

Mileage will be reimbursed at the Federal rate if a personal vehicle is used. Rental car available upon request, provided personal driving history is satisfactory. This position will include an estimated 20% travel throughout Michigan.

TERMS OF EMPLOYMENT:

12-month, at-will, full-time, exempt level position. Salary and work schedule established by Choice Schools Associates, L.L.C., and approved by the academy board via the annual school operating budget and calendar approval process.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify, and ICHAT clearance.

EVALUATION:

The School Leader, Area Superintendent and designated Choice Schools Associates, L.L.C., employees evaluate job performance through systematic input from various primary internal and external stakeholders.

SUPERVISOR: School Leader and Area Superintendent of Choice Schools Associates, L.L.C.

SUPERVISES: Staff members designated by Choice Schools Associates, L.L.C.

EMPLOYED BY: Choice Schools Associates, LLC

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Signature of Supervisor

Date Signed

Attendance Liaison

Job Description

Revised: June 2023

JOB GOAL: To serve as a liaison between teachers, parents, students, support staff and the community regarding student issues in the area of attendance; provide related outreach, support and guidance services.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Parent Engagement & Support:

- Providing information to parents about the local school's procedures, attendance expectations, instructional programs, and the names and roles of administrators and staff members
- Contacting parents/guardians in reference to student attendance and attendance expectations
- Conducting meetings at school or in their homes for parents who need attendance support
- Providing information to parents about the resources available to them throughout the school system and community
- Becoming familiar with the publications and services of the school system's Parent Portal.
- Helping parents access community resources.
- Contacting parents to serve on school committees or to attend special events at the school.
- Maintaining confidentiality in carrying out responsibilities.

Student Management:

- Works cooperatively with guardians and generates guardians' confidence in the teacher.
- Demonstrates genuine concern for students in a climate characterized by high personal and student expectations.
- Promotes responsible citizenship through one's actions as a role model.

Student Recruitment & Retention:

- Shares responsibility for marketing the Academy in the community.

Professional Development & Leadership:

- Participates in the development of policies and regulations that affect instruction and the conditions of success.
- Reads and communicates new developments and research in reading to administration and classroom teachers.
- Uses technology effectively for instruction, record keeping, communication and other administrative tasks.
- Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to the operation of the Academy.
- Conducts himself or herself according to professional and ethical principles.
- Continually strives to improve classroom methods, teaching techniques, and interpersonal relationships.

- Displays personal qualities, which reflect favorably upon the individual, the group, and the Academy.
- Displays pride in being a teacher and a member of the Academy.
- Assumes other responsibilities assigned by the school leader.

Facilities:

- Assumes responsibility for the orderliness of the learning environment and the appropriate and safe use of instructional facilities and equipment.

QUALIFICATIONS:**Minimum Requirements:**

- Current employment within the academy

Desired Qualifications:

- Ability to counsel students, parents, and staff, individually and in groups.
- Excellent verbal and written expression using proper grammar and vocabulary.
- Exemplary work habits verified by previous employers.
- Able to use technology as an instructional tool in the classroom, as a means of analyzing academic achievement data, and as a tool to aid effective communications.
- Excellent verbal and written expression using proper grammar and vocabulary.
- Strong interpersonal skills.

WORK ENVIRONMENT:

While performing duties of this job, the employee is exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate. The lighting in the work environment is usually well lit and appropriate for a classroom setting. Work must be performed in the school setting with students.

TERMS OF EMPLOYMENT:

Non-exempt, Full-time or Part-time. Wages and work schedule established by Choice Schools Associates, L.L.C. and approved by the Academy Board via the annual school operating budget and calendar approval process.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify and ICHAT clearance.

EVALUATION:

The School Leader and designated Choice Schools Associates, L.L.C. employees evaluate job performance through systematic input from various primary internal and external stakeholders.

SUPERVISOR: School Leader

EMPLOYED BY: Choice Schools Associates, LLC

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Printed Name of Employee

Date Signed

School Leader

Job Description

Revised: January 17, 2024

JOB GOAL: As the school leader, you play a pivotal role in orchestrating your academy's strategic vision, academic performance, and operational excellence. Your primary goal is for all students to achieve at high levels in a physically and emotionally safe environment.

SUCCESS STATEMENTS:

The culture of the team is mission-driven, values-based, and maturing.
The leader operates within the board-approved budget.
The school leader provides a welcoming, clean, safe learning environment that exudes excellence.
The leader effectively guides and supports the educational program to improve academic outcomes.
The leader continuously develops a team that believes in and lives out the academy's mission, vision, and values and brings their best to support student achievement.
The leader leads, manages, and holds their team accountable, ensuring they have the training and coaching they need to thrive.
The leader enhances the academy's reputation by effectively translating its achievements, progress toward goals, traditions, celebrations, and values in their verbal, written, and published communications.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Mission-Driven Leadership:

- Embrace, champion, uphold, and operationalize the academy's mission, vision, and values within the school community, always serving as a role model for ethical behavior and cultural alignment.
- Align decision-making, policies, processes, and strategic initiatives with the overarching mission and values of the academy.

Budget Management, Operations, and School Safety:

- Assist with preparing the academy's budget.
- Operate within the board-approved budget, demonstrating fiscal responsibility and strategic financial planning. This includes communicating the school's financial health to

stakeholders, assisting with pay negotiations, and making decisions with the budget in mind.

- Identify opportunities for cost-effective practices without compromising educational quality.
- Develop and implement comprehensive safety protocols, collaborating with staff, local authorities, and relevant stakeholders to ensure a secure and prepared learning environment. This includes, but is not limited to, actively using the threat management protocol.
- Conduct regular safety drills and training sessions to equip the school community with the knowledge and skills to respond effectively to emergencies.
- Collaborate with law enforcement, emergency services, and community organizations to establish strong partnerships that enhance school safety.
- Oversee the maintenance of security systems, ensuring they are up-to-date and functional, and identify areas for improvement to fortify the school's safety infrastructure.
- Foster a culture of awareness and vigilance among staff and students, promoting open communication and proactive measures to address potential safety concerns.
- Prepare or oversee the preparation of reports, lists, and all other paperwork for which the school leader is responsible. This includes, but is not limited to, the maintenance of adequate inventories of real and personal property under their jurisdiction, accurate attendance and count day records, CA-60s, student progress records, and other sensitive documents.
- Coordinate or oversee the coordination of all services of the academy. This includes, but is not limited to, transportation, food service, maintenance, playground supervision, safety, special services, compliance, and outside-building usage.
- Plan, supervise, and regularly report fire drills, tornado drills, lockdown drills, the emergency preparedness program, and other health, safety, and security regulations per state, authorizer, board, and company regulations, and in alignment with the school's Emergency Operations Plan.

Academic Program Improvement:

- Take personal responsibility and ownership of the academy's academic performance and work diligently to improve student success as measured by state and local assessments.
- Effectively guide and support the educational program to improve academic outcomes and meet or exceed the academic goals established by the authorizer in the charter contract and the board-approved strategic plan. This includes, but is not limited to, the MICIP plan, MTSS implementation, the use of board-approved curriculum in all subjects

with fidelity, master schedule management to maximize instructional time, professional learning community leadership, and oversight of all required student assessments.

- Work closely with special education staff to monitor Individualized Education Programs (IEPs) and Section 504 plans to provide necessary resources and training that ensures compliance, mitigates risk, and maximizes student success.
- Encourage partnerships with families in the development and execution of student support plans.
- Collaborate with teachers, staff, authorizer, board committees, and Choice Schools representatives to implement data-driven strategies for continuous improvement. This includes, but is not limited to, active participation and leadership in the academy's [quarterly operational health meetings](#) and strategic planning meetings.
- Systematically use standardized and formative assessment data to guide learning support and drive instruction, curriculum, and professional development.
- Plan and provide professional development for all instructional staff around instruction at all tiers, board-approved tier 1 curriculum, social-emotional learning and well-being, and the school's MTSS plan.

Team Development:

- Continuously develop a team that wholeheartedly believes in and lives out the academy's mission, vision, and values.
- Facilitate ongoing professional development opportunities that empower the team to bring their best in supporting student achievement.

Leadership and Accountability:

- Take personal responsibility and ownership of staff culture and its continuous improvement. The primary measure of success in this area is the staff retention rate. This includes but is not limited to overseeing the recruiting, screening, hiring, assigning, onboarding, coaching, evaluating, and managing the team's ongoing employment.
- Lead, manage, and hold the team accountable for achieving academic and organizational goals. This includes leading the performance management and progressive discipline process outlined in the Choice Schools employee manual.
- Own difficult conversations, respond to inquiries/questions, and develop a community of practice that supports the continuous growth of all staff.
- Foster a culture of accountability, transparency, and continuous improvement among the team.
- Ensure the academy complies with board, company, or authorizer policies or procedures.

- Hold and maintain high standards of student conduct; communicate and enforce the Code of Student Conduct firmly, fairly, and consistently in total compliance with due process procedures.

Reputation Enhancement:

- Take personal responsibility and ownership of the academy's student enrollment and work diligently and strategically to meet or exceed enrollment targets outlined in the budget. This includes but is not limited to developing and implementing a yearly marketing and recruiting plan to attract students to the academy.
- Effectively communicate the academy's achievements, progress toward goals, traditions, celebrations, and values in verbal, written, on-camera, and published communications.
- Act as spokesperson for the academy, enhancing its reputation through positive interactions with the community and stakeholders. This includes but is not limited to establishing and maintaining relationships with local community groups and individuals to foster understanding and support for overall academy objectives and programs.
- Model the development of collaborative and collegial parent partnerships through continuous communication and efficient follow-up.
- Lead the ongoing enhancement of the academy's school-sponsored student activities, recognition opportunities, and experiences. This includes arranging for adequate adult supervision and maintaining safety and security protocols.

Other:

- Contribute to developing a high-performing educational model within the Choice Schools community.
- Keep the superintendent informed of routine matters related to administration, instruction, personnel, local partnerships, or events and activities of an unusual nature.
- Assume other responsibilities as assigned by the superintendent of Choice Schools Associates, L.L.C.

QUALIFICATIONS:

Minimum Requirements:

- Current Michigan School Administrator Certification or enrolled in an MDE-approved School Leader Preparation Program within six months leading to School Administrator certification within three years after the start of employment per the certification and continuing education requirements as described in MCL 380.1246.
- Progressive leadership experience in an educational setting.

Desired Qualifications:

- Five years of highly effective teaching with positive evaluations.

- Previous leadership experience and knowledge of educational administration best practices.
- Expertise in working with students from diverse backgrounds.
- Comprehensive understanding of instructional methodology.
- Proficiency in local, state, and federal educational laws, regulations, policies, and requirements.
- Excellent verbal and written communication using proper grammar and vocabulary.
- Strong interpersonal skills fostering a positive school culture.
- Self-awareness, adaptability, and continuous improvement of leadership skills.
- Persistent problem-solving and proactive approach to overcoming obstacles and driving change.
- Ability to use technology as an instructional coaching tool for professional development, assisting in the classrooms, analyzing academic achievement data, and aiding effective communications.
- Exemplary work habits as verified by reference checks.

WORK ENVIRONMENT:

The work environment is typically a standard office/school setting, including standard office equipment (fax, copier, phone, computer, 10-key, etc.). The noise level in the work environment is usually low. While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to sit, use hands for fine manipulation, handle, and reach with hands and arms using a keyboard and video display terminal. The employee is required to walk, stand, stoop, kneel, and crouch. The employee must regularly lift and/or move up to 10 pounds and occasionally up to 25 pounds. Specific vision abilities required by this job include close vision.

TRAVEL:

Mileage will be reimbursed at the federal rate if a personal vehicle is used. This position will include an estimated 15% travel throughout Michigan.

CLASSIFICATION/TERMS OF EMPLOYMENT:

12-month, at-will, full-time, exempt level position. Pay rate and work schedule as established by Choice Schools Associates, L.L.C., and approved by the academy board via the annual academy operating budget and calendar approval process. Includes benefits as outlined in the Choice Schools Associates LLC Employee Manual.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify, and ICHAT clearance.

EVALUATION:

The Choice Schools Associates, L.L.C. superintendent will evaluate job performance through systematic input from primary internal and external stakeholders for professional growth feedback and systems improvement.

SUPERVISOR: Superintendent of Choice Schools Associates, L.L.C.

SUPERVISES: Staff members designated by Choice Schools Associates, L.L.C.

EMPLOYED BY: Choice Schools Associates, LLC

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions, and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties, or responsibilities required of me as an employee.

Signature of Employee

Date Signed

Signature of Supervisor

Date Signed

1:1 Personal Care Paraprofessional

Job Description

Revised: June 2023

JOB GOAL: To provide support and personalized assistance to students with diverse learning needs. They aim to create an inclusive and nurturing learning environment where every student feels valued and empowered to succeed. Through individualized care plans, they work to address students' unique challenges, whether they be academic, behavioral, or emotional, fostering growth and development while promoting independence. Their ultimate objective is to ensure that each student they serve has the opportunity to reach their full potential, both academically and personally, while fostering a sense of belonging within the educational community.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Curriculum Instruction & Support:

- Supports student with a disability in a 1:1 capacity
- Completes daily documentation of student with Individualized Education Plan (IEP)
- Works with the Special Education team to support studentHelps the classroom teacher organize and distribute lesson materials.
- Assists the classroom teacher in supporting instruction and engaging student in learning.
- Uses resources effectively to support learning activities in the classroom, the Academy, and the community under the direction of the classroom teacher.
- Demonstrates exceptional classroom techniques, which include the art of questioning, clarity of assignments, communicating an atmosphere of mutual respect, independent thought and expression, and student and classroom teacher experiences in large and small groups.
- Assists the classroom teacher with assessing learner needs, progress and achievement.
- Assists the classroom teacher in maintaining individual student records, when asked.
- Assumes other responsibilities assigned by the classroom teacher or school leader.

Classroom/Student Support:

- Works cooperatively with parents/guardians
- Guides students in working and playing harmoniously and safely with other children.
- Demonstrates genuine concern for students in a climate characterized by high personal and student expectations.
- Promotes responsible citizenship through actions as a role model.
- Provides a classroom atmosphere based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship.
- Implements proactive behavior and learning strategies under the direction of the classroom teacher.
- Provides Personal Care Services (EX: Toileting, medical, etc...)

Student Recruitment and Retention:

- Shares responsibility for marketing the Academy in the community by participating in school-wide and community events.

Professional Development & Leadership:

- Participates in regularly scheduled meetings and sharing of relevant information.
- Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to the operation of the Academy.

- Conducts himself or herself according to professional, ethical principles.
- Displays personal qualities, which reflect favorably upon the individual, the group, and the Academy.
- Attends professional development for positive behavior support.

Facilities:

- Assumes responsibility for the orderliness and safety of the learning environment and the appropriate and safe use of instructional facilities and equipment.
- Assists the classroom teacher in keeping the classroom neat, clean, and orderly to provide work and study areas conducive to learning.
- Assists the classroom teacher in preparing the classroom for instruction.
- Assumes other responsibilities assigned by the Principal.

QUALIFICATIONS:**Minimum Requirements:**

- Complete at least two years of study at an institution of higher education (equal to 60 semester hours); or obtain an associates' degree (or higher); or meet a rigorous standard of quality and demonstrate, through a formal state or local academic assessment:
 - Knowledge of and the ability to assist in, instructing reading, writing and mathematics; or
 - Knowledge of and the ability to assist in, instructing reading readiness, writing readiness and mathematics readiness, as appropriate.
- Ability to communicate with students, staff, and guardians in a professional manner.
- Excellent verbal and written expression using proper grammar and vocabulary.
- Exemplary work habits verified by previous employers.
- Strong interpersonal skills.

Desired Requirements:

- Valid Michigan teaching certification.
- Experience working with At-Risk students.
- Experience in an educational setting with school-age children.

WORK ENVIRONMENT:

The work environment is typically a standard office or home office setting including standard office equipment (fax, copier, phone, computer, 10-key, etc.). The noise level in the work environment is usually low. While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to sit, use hands for fine manipulation, handle, and reach with hands and arms using a keyboard and video display terminal. The employee is required to walk, stand, stoop, kneel, and crouch. The employee must regularly lift and/or move up to 10 pounds and occasionally up to 25 pounds. Specific vision abilities required by this job include close vision.

TRAVEL:

Travel required. Mileage is to be reimbursed at the Federal rate if a personal vehicle is used. Rental car available upon request provided personal driving history is satisfactory.

CLASSIFICATION/TERMS OF EMPLOYMENT:

12-month, at-will, full-time, exempt level position. Pay rate and work schedule established by Choice Schools Associates, L.L.C., and approved by the academy board via the annual academy operating budget and calendar approval process. Includes benefits as outlined in the Choice Schools Associates LLC Employee Manual.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify, and ICHAT clearance.

EVALUATION:

The School Leader and Classroom Teacher evaluates job performance through systematic input from various primary internal and external stakeholders.

SUPERVISOR: School Leader and Classroom Teacher

SUPERVISES: Students

EMPLOYED BY: Choice Schools Associates, LLC

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Printed Name of Employee

Date Signed

Academic Interventionist

Job Description

Revised: JUNE 2023

JOB SUMMARY: To collaboratively work with teachers, administrators, and support staff to identify and address students' academic needs, designing and implementing targeted instructional interventions. By utilizing evidence-based strategies and monitoring student progress, the academic interventionist aims to enhance individual and group learning outcomes, supporting students in overcoming challenges and reaching their academic potential. The ultimate goal is to foster a positive and inclusive learning environment that empowers all students to succeed and thrive academically.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Curriculum and Instruction:

- Accepts responsibility for the achievement of students.
- Works with at-risk students in order to increase subject area academic performance.
- Provides supplemental instruction to identified individual students helping them with developing and/or strengthening subject-specific skills and knowledge.
- Conducts skills attainment progress assessments, analyzes student achievement data and develops appropriate and timely interventions.
- Guides the learning process toward achievement of curriculum goals and implementation of personal learning plans of students.
- Works collaboratively with classroom teachers.
- Demonstrates effective planning and organization for instruction.
- Selects appropriate materials for implementation of the curriculum and adapts materials and methods to the learning styles and abilities of students.
- Uses creative, differentiated instruction methods and procedures and adapts effectively to unusual situations.
- Motivates students to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation, and feedback; holds high expectations and demonstrates sensitivity to different learning styles.
- Uses resources effectively to support learning activities in the classroom, the academy, and the community.
- Demonstrates exceptional classroom techniques, which include the art of questioning, clarity of assignments, communicating, an atmosphere of mutual respect, independent thought and expression, and student and teacher experiences in large and small groups.
- Follows all Title 1 requirements as required by the State of Michigan.

Classroom Management:

- Works cooperatively with guardians and generates guardians' confidence in the teacher.

- Demonstrates genuine concern for students in a climate characterized by high personal and student expectations.
- Promotes responsible citizenship through one's actions as a role model.
- Provides a classroom atmosphere based on the principles of firm, fair, and consistent practices, respect for individual children, and the development of responsible citizenship.

Student Enrollment & Retention:

- Shares responsibility for marketing the academy in the community.

Professional Development & Leadership:

- Participates in the development of policies and regulations that affect instruction and the conditions of success.
- Reads and communicates new developments and research in reading, writing and mathematics to administration and classroom teachers.
- Uses technology effectively for instruction, record keeping, communication and other administrative tasks.
- Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to the operation of the academy.
- Conducts himself or herself according to professional and ethical principles.
- Continually strives to improve classroom methods, teaching techniques, and interpersonal relationships.
- Displays personal qualities, which reflect favorably upon the individual, the group, and the academy.
- Displays pride in being an employee and a member of the academy.
- Assumes other responsibilities assigned by the principal.

Facilities:

- Assumes responsibility for the orderliness of the learning environment and the appropriate and safe use of instructional facilities and equipment.

QUALIFICATIONS:

Minimum Requirements:

- Valid Michigan teaching certificate with endorsements in appropriate grade and subject levels. Except as otherwise provided by law, the academy shall use certificated teachers according to state board rule.
- Minimum of bachelor's degree.
- Demonstrated competence as a teacher in all areas of focus.
- Able to use technology as an instructional tool in the classroom, as a means of analyzing academic achievement data, and as a tool to aid effective communications.

Desired Qualifications:

- Master's degree.

- Excellent verbal and written expression using proper grammar and vocabulary.
- Demonstrates proficiency in differentiated instruction techniques.
- Strong interpersonal skills.
- Experience working with students from all backgrounds.

WORK ENVIRONMENT:

The essential duties are performed in a school setting. While performing duties of this job, the employee is exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate. The lighting in the work environment is usually well-lit and appropriate for a classroom setting.

TERMS OF EMPLOYMENT:

Exempt, full-time. Salary and work schedule established by Choice Schools Associates, L.L.C., and approved by the academy Board via the annual academy operating budget and calendar approval process.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify and ICHAT clearances.

SUPERVISOR: School leader

SUPERVISES: Students, Instructional Aides, volunteers, assigned support staff

EMPLOYED BY: Choice Schools Associates, L.L.C.

EVALUATION:

The school leader will evaluate job performance through systematic input from various primary internal and external stakeholders.

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions, and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties, or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Printed Name of the Employee

Date Signed

Signature of Supervisor

Date Signed

Printed Name of Supervisor

Date Signed

Administrative Assistant

Job Description

Revised: JUNE 2023

JOB GOAL: To assure the smooth and efficient operation of the academy office as the communications and operations center for the partnership between internal and external stakeholders in achieving educational excellence for all children.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

- Performs usual office routines.
- Handles and prepares correspondence for the school leader and academy board.
- Maintains student records as required by law and by local policy.
- Receives and routes all incoming calls.
- Demonstrates positive customer and community relations at all times with all people.
- Serves as the School Leader's frontline representative.
- Maintains the daily teacher attendance record and substitute teacher records.
- Assists teachers in preparing instructional materials upon request.
- Processes enrollment procedures for all students.
- Carries out financial operations at the site level, including payroll, purchasing and financial accounting.
- Compiles and maintains an up-to-date directory of students and staff throughout the year.
- Maintains a log of visitors to the academy.
- Applies positive customer service to the role and is perceived as a team member by the staff.
- Assists teachers with simple technology questions.
- Manages the academy website.
- Carries out other duties assigned by the school leader and Choice Schools Associates, L.L.C.

QUALIFICATIONS:

Minimum Requirements:

- High school diploma required
- Exemplary work habits verified by reference check.
- Computer skills in data processing, spreadsheets, databases and research.
- Valid Michigan driver's license.

Desired Qualifications:

- Associates degree or two years of college credits.
- Trained in CPR and first aid.
- Ability to communicate with students, staff and parents.
- Use of proper grammar and vocabulary.
- Reputation for self-control and sound interpersonal skills.
- Experience in an educational setting with school-age children is desired.

- Knowledge of and skills working with students and families of all backgrounds.

WORK ENVIRONMENT:

The work environment is in a standard office setting including standard office equipment (fax, copier, phone, computer, 10-key, etc.). The noise level in the work environment is usually low to moderate. The lighting in the work environment is usually well lit and appropriate for an office setting.

TRAVEL:

Mileage will be reimbursed at the Federal rate if a personal vehicle is used. Rental car available upon request, provided personal driving history is satisfactory. This position will include an estimated 15% travel throughout Michigan.

CLASSIFICATION/TERMS OF EMPLOYMENT:

Non-exempt, Full-time. Salary or hourly wage and work schedule established by Choice Schools Associates, L.L.C., and approved by the academy board via the annual school operating budget and calendar approval process.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify, and ICHAT clearance.

EVALUATION:

The School Leader. will evaluate job performance through systematic input from various primary internal and external stakeholders for professional growth feedback and systems improvement.

SUPERVISOR: School Leader

SUPERVISES: N/A

EMPLOYED BY: Choice Schools Associates, LLC

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions, and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Signature of Supervisor

Date Signed

Behavior Interventionist

Job Description

Revised: JUNE 2023

JOB GOAL: To promote understanding of the emotional and social development of children and the influences of family, community, and cultural differences on student success along with the implementation of effective intervention strategies.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Assessment of Student, Family and School Needs:

- Conducts assessments and evaluations in accordance with family and student rights.
- Uses student, family, and school assessment results to identify needs that affect student learning. Assess present developmental levels for purposes of implementing academic and/or behavior intervention plans for identified students on caseload.
- Administers necessary academic and/or behavior assessments of the eligible students above and beyond what is administered to all students.
- Provides social work counseling to students and parents.
- Provides psycho-social assessment and diagnosis of behavior disabilities with recommendations and/or environmental manipulations at the school, home, and/or community with periodic reevaluations.
- Evaluates transcripts; participates, as requested, in planning, implementation and follow-up phases of proficiency testing.
- Participates in Child Study Process, Individual Education Plan (IEP), and student related PLC process as required.

Advocacy:

- Makes referrals to public or private agencies with appropriate follow-up.
- Serves as a liaison between school, family, and community resources.
- Serves as a source of information regarding community resources.

Consultation and Collaboration:

- Participates in case conferences involving cooperation with other pupil personnel workers, school personnel, and community agencies.
- Acts as a consultant to resolve problems concerning issuance of credits.
- Work with students on an individual basis in seeking solutions to personal problems related to such areas as home and family relations, health, and emotional adjustment.

Program Planning, Implementation and Evaluation:

- Participates in the development of policies and regulations that affect instruction and conditions of success.
- Works cooperatively with the Health Education Teachers to carry out the Academy's sex education program.
- Provides in-service training for staff in guidance programs and in student conflict resolution and self-awareness programs.
- Develops and implements the academic and/or behavior intervention plan of identified students on caseload with the information collected based on the individual needs of the child and family.

- Assumes other responsibilities assigned by the School Leader.

Accountability:

- Conforms to the National Association of Social Work (NASW), Code of Ethics, and Standards for School Social Work practice.
- Completes, as required by EDGAR, a Personnel Activity Report or Semi-Annual Certification with supporting Activity Log.
- Assumes responsibility for the orderliness of the learning environment and the appropriate and safe use of instructional facilities and equipment.
- Maintains and administers the student records system according to the Academy, state, and federal regulations and protects the system's confidentiality.
- Organizes time, resources, energy, and workload in order to meet responsibilities.
- Participates in appropriate professional development activities to improve knowledge and skills.

QUALIFICATIONS:**Minimum Requirements:**

- High school diploma.
- Demonstrated competence in all areas of focus.
- Exemplary work habits verified by reference check.

Desired Qualifications:

- Bachelor's degree in related field.
- Social work case reporting and writing experience.
- Ability to counsel students, parents, and staff, individually and in groups.
- Knowledge and skills of the IEP process.
- Knowledge and skills working with students from all backgrounds.
- Excellent verbal and written expression using proper grammar and vocabulary.
- Strong interpersonal skills.

WORK ENVIRONMENT:

While performing duties of this job, the employee is exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate. The lighting in the work environment is usually well lit and appropriate for a classroom setting.

TRAVEL:

Mileage will be reimbursed at the Federal rate if a personal vehicle is used. Rental car available upon request, provided personal driving history is satisfactory. This position will include an estimated 25% travel throughout Michigan.

CLASSIFICATION/TERMS OF EMPLOYMENT:

10-month, at-will, full-time or part-time, exempt or non-exempt level position. Pay rate and work schedule established by Choice Schools Associates, L.L.C., and approved by the Academy Board via the annual Academy operating budget and calendar approval process. Includes benefits as outlined in the Choice Schools Associates LLC Employee Manual.

FUNDING SOURCE: ADD IF IT'S GRANT-FUNDED

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify, and ICHAT clearance.

SUPERVISOR: School Leader

SUPERVISES: Students

EMPLOYED BY: Choice Schools Associates, LLC

EVALUATION:

The School Leader and any other designated Choice Schools Associate, LLC employee, will evaluate job performance through systematic input from various primary internal and external stakeholders for professional growth feedback and systems improvement.

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Signature of Supervisor

Date Signed

BENTON HARBOR CHARTER SCHOOL ACADEMY
EDUCATION/BEHAVIOR SUPPORT ASSISTANT

Job Description

Revised: NOVEMBER 15, 2023

JOB GOAL: To play a pivotal role in creating a positive and effective learning environment by excelling in behavior management and support, providing valuable assistance in classroom instruction, overseeing student supervision, and implementing targeted behavior interventions, as assigned by the school leader. The aim is to contribute significantly to the overall well-being and success of students by fostering a safe and inclusive atmosphere. Through collaborative efforts with teachers, staff, and administrators, the goal is to establish and maintain a comprehensive system of behavior management that supports positive student behavior, enhances classroom instruction, and ensures a secure and conducive learning environment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

- Enforces the school policies and procedures.
- Utilizes appropriate disciplinary procedures and techniques in accordance with the school site discipline plan.
- Responsible for all safety rules and their enforcement on school grounds.
- Have knowledge of all emergency procedures.
- Responsible for their work area (i.e. sweeping and removing trash).
- Maintains open lines of communication with all staff.
- Maintains awareness of, and implements, all site playground rules and regulations.
- Supervises and monitors students during assigned playground, hallway and lunchroom supervision periods.
- Reports any unsafe playground conditions, including equipment, to the school leader immediately.
- Maintains and contributes to a clean, attractive, and orderly environment.
- Assumes responsibility for the safe condition of outdoor structures.
- Assumes other responsibilities assigned by the school leader.

CLASSROOM MANAGEMENT SUPPORT:

- Helps the classroom teacher organize and distribute lesson materials.
- Assists the classroom teacher in supporting instruction and engaging students in learning.
- Uses resources effectively to support learning activities in the classroom, the Academy, and the community under the direction of the classroom teacher.
- Demonstrates exceptional classroom techniques, which include the art of questioning, clarity of assignments, communicating an atmosphere of mutual respect, independent thought and expression, and student and classroom teacher experiences in large and small groups.
- Assists the classroom teacher with assessing learner needs, progress and achievement.
- Assists the classroom teacher in maintaining individual student records, when asked.
- Assumes other responsibilities assigned by the classroom teacher or Principal.

- Implement behavior interventions with students as needed using approved behavioral strategies and positive reinforcements to de-escalate negative behaviors.
- Assist students with appropriate peer and adult social behaviors.
- Assist students with following routines and transitions for the purpose of providing proactive support to diminish negative student behaviors.
- Escort, monitor and maintain supervision of students as assigned within a variety of school environments such as to and from events, classes, lunch, and other activities as needed according to approved policies and procedures.
- Confer, as needed, with teacher(s) and other staff concerning behavioral supports. Inform teacher(s) of any pertinent information concerning students.
- Direct students into safe activities and functions.
- Assist a teacher in implementing lesson plans by providing positive encouragement for student persistence.
- Assist the school team in behavioral planning and implementing strategies to address students with school avoidance behavior.
- Perform related duties as assigned that support the overall objective of the position.

QUALIFICATIONS:

Minimum Requirements:

- Must be at least 18 years of age.
- High school diploma or equivalent.
- Must have a clean background check.
- Passed a physical exam to certify being in good health and drug free.
- Solid record of punctuality verified by background check.

Desired Qualifications:

- Demonstrates aptitude and competence for assigned responsibilities.
- Ability to work effectively with school personnel and students in a diverse school community.
- Knowledge and skills working with students from all backgrounds.

WORK ENVIRONMENT:

While performing duties of this job, it is an indoor and outdoor working environment subject to bending, crouching, and kneeling to assist students; pushing/pulling and lifting of recreation equipment; standing/walking for prolonged periods of time; occasional running and jumping; and reaching in all directions. While performing duties of this job, employee is exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate.

TERMS OF EMPLOYMENT:

Non-exempt, Full-time or Part-time. Hourly and work schedule established by Choice Schools Associates, L.L.C. and approved by the Academy Board via the annual school operating budget and calendar approval process.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify and ICHAT clearance.

EVALUATION:

The School Leader and designated Choice Schools Associates, L.L.C. employees evaluate job performance through systematic input from various primary internal and external stakeholders.

SUPERVISOR: School Leader

EMPLOYED BY: Choice Schools Associates, LLC

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Printed Name of Employee

Date Signed

BUS DRIVER

Job Description

Revised: June 2023

JOB GOAL: To ensure the safe and timely transportation of students to and from various destinations, adhering to established routes and schedules. They are dedicated to maintaining a secure and orderly environment within the bus, supervising student behavior, and upholding safety protocols. By promoting a positive and respectful atmosphere among students and collaborating with school staff, they contribute to the smooth functioning of the school transportation system while prioritizing student well-being.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

- Safely operates a school bus as a driver, adhering to designated time schedules for transporting students to and from various destinations, including home, school sites, and field trips as required.
- Supervises the loading and unloading of students, ensuring compliance with safety belt usage and releasing students to authorized individuals.
- Upholds order and discipline among passengers, effectively handling disputes and documenting serious disciplinary incidents.
- Conducts thorough accident investigations as needed.
- Ensures the bus's safe and clean operation, promptly reporting mechanical issues, performing routine maintenance tasks like installing safety belts, cleaning the interior, and maintaining fuel and oil levels.
- Collaborates with parents, supervisors, and staff to establish efficient student drop-off and pickup schedules, while also adjusting routes when necessary.
- Follows and adheres to the routing and scheduling of buses, reviewing bus stop locations to ensure safety and effectiveness.
- Monitors students with specific health requirements, following prescribed procedures to ensure their well-being during bus rides.
- Responds promptly to inquiries and concerns and maintains open communication with supervisors regarding potential issues.
- Maintains comprehensive records, including mileage, routing, maintenance, and schedules.
- Represents the school in a professional and positive manner, attending meetings, programs, and trainings as directed.
- Supports the development of transportation policies and procedures, exemplifying high standards and fostering professional growth.
- Provides assistance to other routes during breakdowns or unique situations as assigned.
- Offers input on student discipline matters to the Transportation Coordinator or school leader and performs additional duties as required by the school leader.

QUALIFICATIONS:**Minimum Requirements:**

- Must be at least 18 years of age.
- High school diploma or equivalent.
- Meet all requirements established by the Department of Transportation and Michigan Department of Education.
- Valid driver's license with necessary endorsements.

Desired Qualifications:

- Exemplary work habits verified by reference check.
- Exemplary driving record.
- Solid record of punctuality verified by reference check.
- Experience in a school setting with school-age children.
- Experience working with students from all backgrounds.
- Reputation for self-control and sound interpersonal skills.

WORK ENVIRONMENT

While performing duties of this job, the employee is exposed to weather conditions and road hazards prevalent at the time. The noise level in the work environment is usually moderate.

TERMS OF EMPLOYMENT:

Non-exempt, full-time or part-time position. Hourly rate and work schedule established by Choice Schools Associates, L.L.C. and approved by the Academy Board via the annual school operating budget and calendar approval process.

FUNDING SOURCE: ADD IF IT'S GRANT-FUNDED

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify and ICHAT clearance.

SUPERVISOR: School Leader

SUPERVISES: Students

EMPLOYED BY: Choice Schools Associates, LLC

EVALUATION:

The School Leader will evaluate job performance through systematic input from various primary internal and external stakeholders.

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Printed Name of Employee

Date Signed

Custodian

Job Description

Revised: July 2023

JOB GOAL: As a dedicated school custodian, the primary goal is to create a clean, safe, and inviting environment for students, staff, and visitors. By diligently maintaining the cleanliness of classrooms, hallways, and common areas, the custodian aims to promote a conducive atmosphere for learning and productivity. With a strong commitment to providing a welcoming space, the custodian strives to contribute positively to the overall educational experience of everyone in the school community.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Maintaining Cleanliness and Neatness:

- Keeps buildings and premises, including walkways, parking lots, and play areas, neat and clean at all times.
- Sweeps or vacuums classrooms daily; dusts furniture.
- Cleans corridors daily as needed.

Heating, Ventilation, and Air Conditioning:

- Regulates heat, ventilation, and air conditioning systems for appropriate temperatures.
- Ensures economical usage of fuel, water, and electricity.

Winter Maintenance:

- Shovels, plows, and salts sidewalks, driveways, parking areas, and steps when necessary.

Safety and Security:

- Checks daily to ensure exit doors are open and panic bolts are working during building occupancy.
- Raises and lowers the United States flag daily.

Hygiene and Sanitation:

- Scrubs, hoses down, and disinfects bathroom floors and fixtures daily.
- Washes all windows inside and outside at least twice a year or as needed.

Groundskeeping:

- Keeps grounds free from rubbish.
- Performs yard-keeping chores, such as grass cutting and tree trimming, as necessary.

Building Maintenance:

- Performs minor building repairs.
- Regularly maintains motors and other mechanical equipment on a scheduled basis.
- Reports any damage to school property promptly.

Security and Building Access:

- Remains on school property during authorized hours.
- Assumes responsibility for opening and closing the building each school day.
- Ensures doors and windows are secured and lights are turned off.

Inventory and Supplies:

- Keeps an inventory of supplies, equipment, and fuel on hand.

Ongoing Maintenance and Repairs:

- Conducts an ongoing program of general maintenance, upkeep, and repair.

Furniture and Equipment Handling:

- Moves furniture or equipment as required for various activities and per School Leader's direction.

Waste Management:

- Complies with local laws and procedures for the storage and disposal of trash, rubbish, and waste.

Outdoor Structures and Electrical Safety:

- Assumes responsibility for the safe condition of outdoor structures.
- Conducts periodic inspections and tests of all electrical installations for safety.

Collaboration and Beautification:

- Coordinates and works with volunteers in beautifying Academy grounds.

Additional Responsibilities:

- Assumes other duties assigned by the School Leader.

QUALIFICATIONS:

Minimum Requirements:

- Must be at least 18 years of age, unless a minor is approved by school administration and eligible for a work permit.
- Solid record of punctuality.

Desired Requirements:

- High school diploma or equivalent.
- Custodial experience in a school setting.
- Knowledge of and skills working with students from all backgrounds.
- Demonstrate aptitude and competence for assigned responsibilities.
- Ability to work effectively with school personnel and students in a diverse school community.

FUNDING SOURCE: ADD IF IT'S GRANT-FUNDED

WORK ENVIRONMENT

While performing duties of this job employee may be required to walk, lift up to 50 pounds, climb, bend, reach and kneel. While performing duties of this job, employee is exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate. Tasks may include working alone in the following situations: with ladders of various lengths, with equipment and chemicals, which can be hazardous when not properly handled, and up on rooftops.

TERMS OF EMPLOYMENT:

10-month, at-will, full-time or part-time, non-exempt level position. Pay rate and work schedule established by Choice Schools Associates, L.L.C., and approved by the Academy Board via the annual Academy operating budget and calendar approval process. Includes benefits as outlined in the Choice Schools Associates LLC Employee Manual.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify and ICHAT clearance.

SUPERVISOR: School Leader

SUPERVISES: As assigned by the School Leader

EMPLOYED BY: Choice Schools Associates, LLC

EVALUATION:

The School Leader will evaluate job performance through systematic input from various primary internal and external stakeholders.

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Printed Name of Employee

Date Signed

Dean of Students

Job Description

Revised: June 2023

JOB GOAL: To assist in providing intervention programs to work with students toward fulfillment of the students' potential intellectual, emotional and behavioral growth.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

- Coordinates programs and activities designed to meet the academic needs of all students.
- Promotes family involvement in education through partnerships between the academy, parents and other organizations.
- Provides information, training, and support for families and educators.
- Increases educators' awareness of the academic issues that impact family improvement for at risk, minority or hard-to-reach families.
- Assists with the academic assessments of the students.
- Assesses present developmental levels for purposes of implementing behavior intervention plans.
- Implements the behavior intervention plan with the information collected based on the individual needs of the child and family.
- Collects and documents reports for the student's record for the purpose of ongoing academic and behavior intervention plans.
- Assists family members and school staff for the purpose of providing behavioral and academic intervention strategies.
- Receives referrals and background information for the purpose of conducting assessments and implementing behavior and academic intervention plans.
- Serves with guardians, faculty, and student groups as requested in advancing educational related activities and objectives.
- Performs record-keeping functions as the school leader directs.
- Seeks professional and personal development opportunities to develop knowledge and skills to become a school leader.
- Performs such other tasks and assumes such other responsibilities as the school leader or superintendent may assign.

QUALIFICATIONS:

Minimum Requirements:

- Bachelor's degree in related field.
- Exemplary work habits verified by reference check.
- Understanding of PBIS, behavior intervention methods.

Desired Qualification:

- Master's degree or additional coursework, professional development relevant to strategies utilized in behavior intervention.

- Successful experience as a teacher.
- Previous experience in a school leadership role.
- Knowledge of and skills working with students from all backgrounds.
- Excellent verbal and written communication using proper grammar and vocabulary.
- Strong interpersonal skills.
- If instructional support, all administrators or other persons whose primary responsibility is administering instructional programs or as a chief business official shall meet the certification and continuing education requirements as described in MCL 380.1246.

WORK ENVIRONMENT:

While performing duties of this job, the employee is exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate. The lighting in the work environment is usually well lit and appropriate for a classroom setting.

TRAVEL:

Mileage will be reimbursed at the Federal rate if a personal vehicle is used. Rental car available upon request, provided personal driving history is satisfactory. This position will include an estimated 20% travel throughout Michigan.

TERMS OF EMPLOYMENT:

12-month, at-will, full-time, exempt level position. Salary and work schedule established by Choice Schools Associates, L.L.C., and approved by the academy board via the annual school operating budget and calendar approval process.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify, and ICHAT clearance.

EVALUATION:

The School Leader, Area Superintendent and designated Choice Schools Associates, L.L.C., employees evaluate job performance through systematic input from various primary internal and external stakeholders.

SUPERVISOR: School Leader and Area Superintendent of Choice Schools Associates, L.L.C.

SUPERVISES: Staff members designated by Choice Schools Associates, L.L.C.

EMPLOYED BY: Choice Schools Associates, LLC

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions and duties of this position. I also understand that this job description is not designed to cover

or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Signature of Supervisor

Date Signed

DIRECTOR OF OPERATIONS

Job Description

Revised: JUNE 2023

JOB GOAL: To effectively and efficiently manage the operational functions of the school, overseeing facilities, maintenance, safety protocols, and resource allocation, with the ultimate aim of creating a conducive environment that supports the educational mission, enhances student learning experiences, and fosters a safe, organized, and thriving school community.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Facility Management:

- Perform daily, weekly, and monthly building inspections with a high attention to detail to identify necessary repairs.
- Ensure that the facility is “tour ready” for all parents and the community at all times.
- Assist with daily cleaning and maintenance, as needed.
- Perform routine maintenance and timely repairs in the areas of painting, carpentry, plumbing, food and beverage equipment, seating and all related building components.
- Establish a preventative maintenance plan and monitoring system.
- Oversee vendor activities that include the scheduling of repair and maintenance needs as required; closely monitor progress to ensure quality of work.
- Provide constant attention to all life safety issues; ensure building emergency systems are operational through in-house inspections and vendor maintenance contracts.
- Inspect and monitor all safety systems to ensure maximum operational functioning (e.g. fire alarm systems, burglar alarm systems, video monitoring systems, etc.)
- Inspect, provide direction, and follow-up with janitorial service providers and/or regarding cleaning issues that do not meet Academy standards.
- Report all facility issues that are not immediately repairable to school administration.
- Collect informal quotes on repairs or improvements that improve building operations or efficiencies, according to established financial procedures.
- Ensure consistent maintenance and repair methods for all building components. Develop routine systems to ensure constant monitoring of problem areas.
- Complete the K-12 Homeland Security Checklist at least annually and make recommendations for improvement to administration.
- Perform monthly playground inspections and conduct annual playground inspection training with staff.
- Monitor all environmental health inspections (AHERA, Water Quality, etc.) and complete all required corrective action.
- Follow instructions on safe use of all chemicals/cleaning materials.
- Perform tasks with tools, ladders, and lifts in a safe and effective manner.

Transportation Systems Management:

- Direct routing and scheduling of buses including at least a bi-annual review of bus stop locations for safety and efficiency.
- Maintain a current district map and a current roster of pupils transported. For example, route descriptions, pick up/drop off points, pupils-grade, bus number and so forth utilizing the district's software.
- Supervises and maintains a current inventory of supplies and materials related to the Academy transportation materials.
- Creates and monitors the transportation department budget.
- Administer the department in accordance with all relevant statutes, state regulations, applicable School Board Policy and administrative directives.
- Conduct accident investigations and file appropriate reports with the insurance company, the Department of Transportation, Michigan Department of Education, etc.
- Oversee the acquisition, use and accounting of equipment, parts, supplies, and fuel used in the transportation department.
- Arrange for and/or conducts periodic driver safety meetings for all bus drivers.
- Ensures all drivers are properly certified by the ISD and the State of Michigan.
- Ensures all buses are property certified by the Michigan State Police.
- Arrange for and/or conduct emergency drills relevant to transportation situations.
- Respond to inquiries and concerns in a timely manner.
- Keep Academy Leadership informed of potential problems or unusual events and the associated solutions.
- Check roads in inclement weather and advise school leadership and superintendent.
- Assist in the interviewing and hiring process for all bus drivers including substitute drivers.
- Create an information-training package for substitute drivers. Maintain and update the Transportation Handbook for drivers. Conduct at least annual training on contents.
- Facilitate the development, implementation and evaluation of staff development activities in assigned areas.
- Assist in the development of policies and procedures for transportation services

Professional Development & Leadership:

- Upholds the Academy and Choice Schools Associates' mission and vision and follows all established company policies and procedures.
- Participates in the development of policies and regulations that affect the Academy and the conditions of all facilities, the Transportation Department and Campus Safety.
- Directly supervise facilities staff and the Transportation Coordinator.
- Conducts himself or herself according to professional and ethical principles.
- Continually strives to improve all academy facilities, interpersonal relationships with staff, and application of processes and procedures.
- Provides support for team members to continually improve their skills, execution, and efficiency by facilitating both formal training and informal on-the-job instruction.

- Displays personal qualities, which reflect favorably upon the individual, the group, and the Academy.
- Displays pride in being the Director of Operations and a member of the Academy.
- Assumes other responsibilities assigned by the School Leadership or Area Superintendent.

QUALIFICATIONS:

Minimum Requirements:

- Age 18 or older; other location-specific age requirements may apply.
- Six months of supervisory or commensurate leadership experience.
- Excellent attendance history verified by reference check.
- Demonstrated mechanical aptitude.
- Intermediate to advanced proficiencies in building trades including painting, wallpapering, plumbing, seating, and equipment repair.
- Demonstrated administrative and follow up skills to achieve successful maintenance and repair programs.
- Demonstrated ability to work under limited supervision and meet deadlines; proven ability to lead teams and achieve results through resources.

Desired Qualifications:

- Excellent verbal and written communication skills.
- Excellent organizational and leadership skills.
- Strong communication skills including the ability to provide clear and concise details regarding building issues.
- Work well with supervisors, peers, subordinates, guests, vendors and corporate partners.

WORK ENVIRONMENT:

While performing duties of this job, the employee is exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate. The lighting in the work environment is usually well lit and appropriate for a school setting.

TERMS OF EMPLOYMENT:

Exempt, full-time. Pay rate and work schedule established by Choice Schools Associates, L.L.C. and approved by the Academy Board via the annual school operating budget and calendar approval process.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify, and ICHAT clearance.

SUPERVISOR: School Leader

SUPERVISIES: Custodial Staff

EMPLOYED BY: Choice Schools Associates, LLC

EVALUATION:

The School Leader and designated Choice Schools Associates, L.L.C. employees evaluate job performance through systematic input from various primary internal and external stakeholders.

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Printed Name of Employee

Date Signed

Director of Security

Job Description

Revised: June 2023

JOB GOAL: To provide students with a safe, attractive, comfortable, clean, and efficient educational setting.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

- Plan and prepare employee work schedules
- Coordinate activities with Administrative staff to ensure services are provided in an efficient and timely manner.
- Confer with staff to resolve performance and personnel problems
- Investigate complaints about service and equipment, and take corrective action.
- Inspect and evaluate the condition of facilities to determine services required.
- Keeps buildings and premises, including walkways, parking lot, and play areas neat and clean at all times.
- Regulates heat, ventilation, and air conditioning systems to provide temperatures appropriate for the season and ensures economical usage of fuel, water, and electricity.
- Makes minor building repairs.
- Promptly reports major repairs needed to the School Leader.
- Regularly maintains on a schedule of all motors and other mechanical equipment requiring scheduled servicing.
- Reports any damage to school property.
- Remains on the school property during school hours, and during non-school hours when the use of the building has been authorized and attendance is required by the School Leader.
- Assumes responsibility for the opening and closing of the building each school day and for determining that all doors and windows are secured, and all lights, except those left on for safety reasons, are turned off.
- Keeps an inventory of supplies, equipment, and fuel on hand.
- Conducts an ongoing program of general maintenance, upkeep, and repair.
- Moves furniture or equipment within buildings as required for various activities and as directed by the School Leader.
- Complies with local laws and procedures for the storage and disposal of trash, rubbish, and waste.
- Assumes responsibility for the safe condition of outdoor structures.
- Conducts periodic inspections and tests of all electrical installations in the school to ensure their safe condition.
- Coordinates and works with volunteers in their efforts to beautify Academy grounds.
- Creates security standards, policies, and procedures.
- Plan security activities to safeguard school, employees, or guests on school property
- Conduct physical examinations of property to ensure compliance with security policies and regulations
- Identify, investigate, or resolve all security breaches

- Collect and analyze security data to determine security needs, goals or program accomplishments.
- Assumes other responsibilities assigned by the School Leader.

QUALIFICATIONS:**Minimum Requirements:**

- Must be at least 18 years of age.
- High school diploma or equivalent.
- Must have a clean background check.
- Passed a physical exam to certify being in good health and drug free.
- Solid record of punctuality verified by reference check.

Desired Qualifications:

- Custodial and Security Management experience in a school setting.
- Demonstrate aptitude and competence for assigned responsibilities.
- Ability to work effectively with school personnel and students in a diverse school community.
- Knowledge of and skills working with students from all backgrounds.

WORK ENVIRONMENT:

While performing duties of this job, employees may be required to walk, lift up to 50 pounds, climb, bend, reach, and kneel. While performing duties of this job, employees are exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate. Tasks may include working alone in the following situations: with ladders of various lengths, with equipment and chemicals, which can be hazardous when not properly handled, and up on rooftops.

TERMS OF EMPLOYMENT:

Exempt, Full-time. Salary and work schedule established by Choice Schools Associates LLC and approved by the Academy Board via the annual school operating budget and calendar approval process.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify, and ICHAT clearance.

SUPERVISOR: School Leader

SUPERVISES: As Assigned by School Leader

EMPLOYED BY: Choice Schools Associates, LLC

EVALUATION:

The School Leader and designated Choice Schools Associates, L.L.C., employees evaluate job performance through systematic input from various primary internal and external stakeholders.

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Printed Name of the Employee

Date Signed

Signature of Supervisor

Date Signed

Printed Name of Supervisor

Date Signed

Electives/Specials Teacher

Job Description

JOB GOAL: To provide students with a first class learning experience with this student enrichment program that contributes to their development as enlightened and responsible citizens and as leaders in their communities. Teachers strive to create a supportive and inclusive learning environment where students feel valued, motivated, and challenged. They aim to foster a love for learning, encourage critical thinking and problem-solving skills, and provide the necessary guidance and resources for students to succeed.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Curriculum and Instruction:

- Accepts responsibility for the achievement of students.
- Guides the learning process toward achievement of curriculum goals and implementation of personal learning plans of students.
- Demonstrates effective planning and organization for instruction.
- Selects appropriate materials for implementation of the curriculum and adapts materials and methods to the learning styles and abilities of students.
- Uses creative instructional methods, including differentiated instruction, and procedures and adapts effectively to unusual situations.
- Motivates students to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation, and feedback; holds high expectations and demonstrates sensitivity to different learning styles.
- Uses resources effectively to support learning activities in the classroom, the Academy, and the community.
- Demonstrates exceptional classroom techniques, which include the art of questioning, clarity of assignments, communicating, an atmosphere of mutual respect, independent thought and expression, and student and teacher experiences in large and small groups.
- Administers standardized and local assessments while maintaining a high level of testing integrity.

Classroom Management:

- Works cooperatively with parents/guardians and generates parents/guardians' confidence in the teacher.
- Demonstrates genuine concern for students in a climate characterized by high personal and student expectations.
- Promotes responsible citizenship through one's actions as a role model.
- Provides a classroom atmosphere based on the principles of firm, fair, and consistent practices, respect for individual children, and the development of responsible citizenship.
- Understands, communicates, and enforces the Student Code of Conduct.

Student Recruitment and Retention:

- Shares responsibility for marketing the Academy in the community.
- Participates in events in the community to positively promote the Academy.

Professional Development:

- Participates in the development of policies and regulations that affect instruction and the conditions of success.
- Uses technology effectively for instruction, record keeping, communication and other administrative tasks.
- Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to the operation of the Academy.
- Conducts himself or herself according to professional and ethical principles.
- Continually strives to improve classroom methods, teaching techniques, and interpersonal relationships.
- Displays personal qualities, which reflect favorably upon the individual, the group, and the Academy.
- Displays pride in being a teacher and a member of the Academy.
- Assumes other responsibilities assigned by the school leader.

Facilities:

- Assumes responsibility for the orderliness and safety of the learning environment and the appropriate and safe use of instructional facilities and equipment.

QUALIFICATIONS:**Minimum Requirements:**

- Valid Michigan teaching certificate with endorsements in appropriate grade and subject levels, meeting the highly qualified requirements of No Child Left Behind Act.
- Experience as a teacher in the specific area of focus.

Desired Requirements:

- Knowledge and skills working with students from all backgrounds.
- Able to use technology as an instructional tool in the classroom, as a means of analyzing academic achievement data, and as a tool to aid effective communications.
- Excellent verbal and written expression using proper grammar and vocabulary.
- Exemplary work habits verified by previous employers.
- Strong interpersonal skills.

WORK ENVIRONMENT:

While performing duties of this job, the employee is exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate. The lighting in the work environment is usually well lit and appropriate for a classroom setting.

TRAVEL:

Mileage will be reimbursed at the federal rate if a personal vehicle is used. Rental car available upon request, provided personal driving history is satisfactory. This position will include an estimated 10% travel throughout Michigan.

CLASSIFICATION/TERMS OF EMPLOYMENT:

10-month, in-person, at-will, full-time, exempt level position. Pay rate and work schedule established by Choice Schools Associates, L.L.C., and approved by the academy board via the annual academy operating budget and calendar approval process. Includes benefits as outlined in the Choice Schools Associates LLC Employee Manual.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify, and ICHAT clearance.

EVALUATION:

The school leader will evaluate job performance through systematic input from various primary internal and external stakeholders for professional growth feedback and systems improvement.

SUPERVISOR: School Leader

SUPERVISES: Students

EMPLOYED BY: Choice Schools Associates, LLC

STATEMENT OF UNDERSTANDING:

I have reviewed this formal job description with my Supervisor. I understand the responsibilities of this position

Signature of Employee

Date Signed

Signature of Supervisor

Date Signed

GSRP ASSISTANT/AIDE

Job Description

Revised: JUNE 2023

JOB GOAL: The job goal of the Great Start Readiness Program preschool aide is to provide valuable support and assistance to the lead teacher and associate teachers in creating a positive and engaging learning environment for students. They are dedicated to helping with classroom activities, preparing materials, and ensuring the safety and well-being of the students. By actively participating in classroom routines, they contribute to the smooth flow of daily activities and promote a nurturing and inclusive atmosphere. As a crucial member of the preschool team, the aide aims to play a vital role in facilitating the children's early learning experiences, helping them develop essential skills and build a strong foundation for their educational journey.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Curriculum & Instruction:

- Assists the GSRP Teacher in preparing classroom or laboratory for instruction.
- Assists the GSRP Teacher in keeping the classroom neat, clean, and orderly to provide work and study areas conducive to learning.
- Collects and displays suitable materials for bulletin boards and other educational displays.
- Demonstrates understanding and implementation of Bureau of Community and Health Systems' Child Care Licensing Rules.
- Uses resources effectively to support learning activities in the classroom, the Academy, and the community.

Classroom Management:

- Works cooperatively with parents and guardians.
- Guides children in working and playing harmoniously with other children.
- Monitors children for the purpose of providing a safe and positive learning environment.
- Assists GSRP Teachers with supervision of students during play periods and lunch periods.
- Demonstrates genuine concern for students in a climate characterized by high personal and student expectations.
- Promotes responsible citizenship through actions as a role model.
- Provides a classroom atmosphere based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship.

Student Enrollment & Retention:

- Shares responsibility for marketing the GSRP Program, and the Academy, in the community.

Professional Development & Leadership:

- Participates in the development of policies and regulations that affect instruction and conditions of success.

- Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to the operation of the Academy.
- Conducts himself or herself according to professional, ethical principles.
- Displays personal qualities, which reflect favorably upon the individual, the group, and the Academy.

Facilities:

- Assumes responsibility for the orderliness of the learning environment and the appropriate and safe use of instructional facilities and equipment.
- Assumes responsibility for adherence to and monitoring of all licensing regulations and for educating staff on regulations.

QUALIFICATIONS:**Minimum Requirements:**

- High School Diploma or equivalent.
- Must be at least 18 years of age.
- Must meet all requirements established by the Bureau of Community and Health Systems.
- Compliance with the Bureau of Community and Health Systems including, but not limited to physical/TB test, CPR/First Aid/Bloodborne Pathogen training completion, CPS Child Abuse/Neglect and ICHAT/Fingerprint screening.
- Exemplary work habits verified by previous reference check.

Desired Qualifications:

- Experience in an educational setting with school-age children.
- Excellent verbal and written expression using proper grammar and vocabulary.
- Ability to communicate with students, staff, and guardians in a professional manner.
- Strong interpersonal skills.

WORK ENVIRONMENT

While performing duties of this job, the employee is exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate. The lighting in the work environment is usually well lit and appropriate for a classroom setting.

TERMS OF EMPLOYMENT:

Non-exempt, Full-time or Part-time. Hourly rate and work schedule established by Choice Schools Associates and approved by the Academy Board via the annual school operating budget and calendar approval process.

FUNDING SOURCE: In the current description this is what it says for Assistant

This position is funded by a grant from MDE and carries the role of "GSRP Associate Teacher" and includes all of the responsibilities stated in the GSRP grant manual.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify and ICHAT clearance.

SUPERVISOR: School Leader & GSRP Lead Teacher

SUPERVISES: Students

EMPLOYED BY: Choice Schools Associates, LLC

EVALUATION:

The School Leader and GSRP Teacher will evaluate job performance through systematic input from various primary internal and external stakeholders.

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Printed Name of Employee

Date Signed

GSRP DIRECTOR

Job Description

Revised: JUNE 2023

JOB GOAL: To provide consultation and oversight to the Academy's early childhood and childcare staff for effective delivery of Early Childhood Education and before/after school programs. This position will support and uphold the mission and vision of the academy

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

- Provides onsite consultation and oversight to all early childhood, Great Start Readiness Program ("GSRP"), and before/after school childcare programs. Consultation includes curriculum implementation and childcare licensing compliance.
- Assists as a mentor for all GSRP staff (including childcare with licensing expectations).
- Implements and oversees the GSRP evaluation system. This includes a minimum of two observations, timely feedback, recommendations for professional development, and final evaluation.
- Works with the teaching team to create meaningful programs, quality, and child development improvement goals and objectives.
- Keeps abreast of developments in curriculum used within the Early Childhood Education program, instruction, and regulations and disseminates the information to staff.
- Provides oversight and ensures the curriculum is implemented with fidelity.
- Ensures that accurate observation notes are taken and inputted in a timely manner within TS Gold or COR.
- Monitors grant and licensing regulation to ensure compliance in all GSRP education files.
- Ensures compliance with all grant requirements and applicable regulations.
- Provides professional development activities in the area of Early Childhood Education and childcare services to staff, as needed.
- Provides oversight in the completion of childcare license application and renewal, and oversees all corrective action plans to ensure compliance.
- Oversees and coordinates enrollment with the ISD and the front office.
- Completes yearly staff observations and evaluations.
- Coordinates and implements kindergarten transition plan.
- Works collaboratively with the ISD Early Childhood Specialist and Choice Preschool oversight.
- Coordinates and implements parent engagement activities.
- Leads the screening, interviewing, and hiring process for open GSRP positions.
- Completes required state reporting: MICR and CEPI.
- Ensures students are accurately input into Powerschool or MiStar and attendance is taken daily.
- Other duties as assigned by the Principal.

Professional Development & Leadership:

- Provides leadership and develops strategies aligned with the Academy goals and GSRP requirements.
- Provides support and assistance to staff in the areas listed in the job goal.
- Presents information and in-service activities for the purpose of providing information and knowledge related to the job goal.
- Shares responsibility for professional, cooperative staff relations important to the operation of the Academy.
- Conducts themselves according to professional, ethical principles.
- Displays personal qualities, which reflect favorably upon the individual, the group, and the Academy.
- Develops and follows a personal plan for professional development and actively seeks out opportunities to grow professionally.
- Trains staff on licensing rules that they need to adhere to (forms, professional development logs, student sign in/sign out sheets, etc.)
- Attends required meetings at the ISD.
- Participates in school leadership team meetings.

Other:

- Prepares a wide variety of documents, reports and materials (e.g. reports, policy and procedure documents, emails, memos, correspondence, budgets) for the purpose of providing necessary information to support company and Academy operations, including reporting internally and externally to the state or federal agencies, and other entities as required by district, state and/or federal regulations.
- Applies positive customer service to the role and is perceived as a team member by staff and Academy employees.
- Maintains a high level of confidentiality concerning sensitive information.
- Subs in classrooms as needed.
- Covers GSRP classroom teachers' lunch breaks as needed.
- Meets all requirements of the GSRP grant.
- Assists with other duties upon request by the Principal.

QUALIFICATIONS:

Minimum Requirements:

- Bachelor's Degree in Early Childhood Education, Child Development, or related field.
- Must have or acquire formal training in the Curriculum within two months of hire.
- Must have or acquire knowledge of the Early Childhood Standards of Quality for Pre-K (ECSQ-PK) within two months of hire.
- Exemplary work habits as verified by previous employers.
- Holds a current State of Michigan Driver's License.

Desired Qualifications:

- Ability to navigate the regulatory compliance network and use multiple data warehousing systems.
- Documented Curriculum training.
- Understanding of GSRP guidelines and familiarity with the Implementation Manual.
- A graduate degree in early childhood education or child development.
- A minimum of 2 semester hours (3 CEUs) in child care administration.
- Ability to effectively and positively communicate with and support preschool teaching staff.
- Ability to effectively coach and mentor preschool teaching staff in the selected curriculum and assessment.
- Five or more years of relevant job experience is preferred.
- Ability to consistently exercise tact and discretion when handling highly sensitive and confidential issues.
- Provide direction to others and make independent judgments.
- Meticulous about detail, efficiency and accuracy.
- Highly organized; ability to meet stringent deadlines, prioritize work, operate in a fast-paced work environment, and coordinate projects; good time management.
- Ability to work collaboratively with individuals and groups and maintain effective working relationships.
- Effective communicator with individuals of varied cultural and educational backgrounds.
- Strong interpersonal skills and adept at establishing and maintaining good rapport and working relationships at all organizational levels.
- Effective communicator in both oral and written form.
- Ability to effectively and creatively implement solutions.
- Ability to work and lead under limited supervision.
- Organizational and administrative skills.
- Must be computer literate and experienced working with online platforms and electronic communication.
- Ability to prioritize workload and complete tasks in a timely manner.
- Maintain accurate records.

WORK ENVIRONMENT:

While performing duties of this job, the employee is exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate. The lighting in the work environment is usually well lit.

TRAVEL:

Some travel required. Mileage will be reimbursed at the Federal rate if a personal vehicle is used. Rental car available upon request provided personal driving history is satisfactory.

TERMS OF EMPLOYMENT:

10-month, at-will, full-time or part-time, exempt level position. Pay rate and work schedule established by Choice Schools Associates, L.L.C., and approved by the Academy Board via the annual Academy operating budget and calendar approval process. Includes benefits as outlined in the Choice Schools Associates LLC Employee Manual.

FUNDING SOURCE:

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify and ICHAT clearance.

SUPERVISOR: School Leader

SUPERVISES: Students

EMPLOYED BY: Choice Schools Associates, LLC

EVALUATION:

The School Leader and designated Choice Schools Associates, L.L.C., employees evaluate job performance through systematic input from various primary internal and external stakeholders.

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Printed Name of Employee

Date Signed

GSRP LEAD TEACHER

Job Description

Revised: JUNE 2023

JOB GOAL: To provide exceptional educational leadership and create a nurturing and inspiring learning environment for students. The GSRP lead teacher is committed to developing and implementing engaging and developmentally-appropriate lesson plans that promote early literacy, numeracy, and social skills. Through positive reinforcement and individualized attention, they foster a love for learning and encourage each child's unique abilities and interests. They collaborate with assistant teachers and support staff to ensure a cohesive and enriching experience for every child. Additionally, they actively engage with parents and caregivers, establishing strong partnerships to promote children's development.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Curriculum & Instruction:

- Accepts responsibility for the achievement of students.
- Guides the learning process toward achievement of curriculum goals and implementation of personal learning plans of students.
- Develops lesson plans collaboratively with the GSRP Associate Teacher/Instructional Aide and implements the team teaching model as stated in the GSRP grant manual.
- Demonstrates understanding and implementation of the Preschool Program Quality Assessment ("PQA") and the teaching practices described therein.
- Demonstrates understanding and implementation of MDE's Early Childhood Standards of Quality for Prekindergarten.
- Demonstrates understanding and implementation of the BCHS Child Care Licensing Rules.
- Demonstrates effective planning and organization for instruction.
- Selects appropriate materials for implementation of the curriculum and adapts materials and methods to the learning styles and abilities of students.
- Follows the Academy-approved GSRP curriculum and the GSRP grant policies and procedures as the instructional model.
- Uses creative instructional methods and procedures and adapts effectively to unusual situations.
- Motivates students to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation and feedback; holds high expectations and demonstrates sensitivity to different learning styles.
- Uses resources effectively to support learning activities in the classroom, the Academy and the community.
- Demonstrates exceptional classroom techniques, which include the art of questioning, clarity of assignments, communicating, an atmosphere of mutual respect, independent thought and expression and student and teacher experiences in large and small groups.

- Effectively implements and uses the Academy approved screening assessment tool and ongoing developmental assessment and is able to explain and interpret the information for parents.
- Effectively uses home visits to introduce the program and staff to the parent, develop collaboration for the child's learning, and gather, or report, assessment data.

Classroom Management:

- Works cooperatively with guardians and generates guardians' confidence.
- Demonstrates genuine concern for students in a climate characterized by high personal and student expectations.
- Promotes responsible citizenship through one's actions as a role model.
- Provides a classroom atmosphere based on the principles of firm, fair and consistent practices, respect for individual children and the development of responsible citizenship.

Student Enrollment & Retention:

- Shares responsibility for marketing the GSRP Program, and the Academy, in the community.

Professional Development & Leadership:

- Participates in the development of policies and regulations that affect instruction and the conditions of success.
- Uses technology effectively for instruction, record keeping, communication and other administrative tasks.
- Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to the operation of the Academy.
- Conducts himself or herself according to professional and ethical principles.
- Continually strives to improve classroom methods, teaching techniques and interpersonal relationships.
- Displays personal qualities, which reflect favorably upon the individual, the group and the Academy.
- Displays pride in being a teacher and a member of the Academy.
- May serve in the role of licensing "Program Director" for the GSRP classroom, as assigned.
- Assumes other responsibilities assigned by the Principal.

Facilities:

- Assumes responsibility for the orderliness of the learning environment and the appropriate and safe use of instructional facilities and equipment.
- Assumes responsibility for adherence to and monitoring of all licensing regulations and for educating others on regulations.

QUALIFICATIONS:**Minimum Requirements:**

- Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Shall possess a valid State of Michigan Teaching Certificate with ZA endorsement, or an Early Childhood-General and ZS endorsement.

- Compliance with all requirements established by DLARA's BCHS.

Desired Qualifications:

- Knowledge of and skills working with students from all backgrounds.
- Demonstrated competence as a teacher in all areas of focus.
- Ability to use technology as an instructional tool in the classroom, as a means of analyzing academic achievement data and as a tool to aid effective communications.
- Excellent verbal and written expression using proper grammar and vocabulary.
- Exemplary work habits verified by previous employers.
- Strong interpersonal skills.

WORK ENVIRONMENT

While performing duties of this job, the employee is exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate. The lighting in the work environment is usually well lit and appropriate for a classroom setting.

TERMS OF EMPLOYMENT:

Salary and work schedule established by Choice Schools Associates, L.L.C., and approved by the Academy Board via the annual Academy operating budget and calendar approval process. This is a grant-funded position subject to grant approval by the local ISD and MDE.

FUNDING SOURCE:

This position is funded by a grant from Michigan Department of Education ("MDE") and carries the role of "GSRP Lead Teacher" and includes all of the responsibilities stated in the GSRP grant manual.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify and ICHAT clearance.

SUPERVISOR: School Leader

SUPERVISES: GSRP Associate Teacher/Instructional Aide, Students

EMPLOYED BY: Choice Schools Associates, LLC

EVALUATION:

The School Leader and designated Choice Schools Associates, L.L.C., employees evaluate job performance through systematic input from various primary internal and external stakeholders.

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Printed Name of Employee

Date Signed

Guidance Counselor

Job Description

Revised: JUNE 2023

JOB GOAL: To aid in the preparation of students for post-secondary life options, as well as promote understanding of the emotional and social development of children and the influences of family, community, and cultural differences on student success, along with working with students and staff on the implementation of effective intervention strategies and appropriate referrals.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

Assessment of Student Family and School Needs:

- Consistently and genuinely communicates strong beliefs in the worth and value of all children.
- Conducts assessments and evaluations in accordance with family and student rights.
- Uses student, family, and school assessment results to identify needs that affect student learning.
- Evaluates transcripts; participates, as requested, in planning, implementation and follow-up phases of proficiency testing.

Advocacy:

- Makes referral to public or private agencies with appropriate follow-up.
- Serves as a liaison between school, family, and community resources.
- Serves as a source of information regarding community resources.
- Works to prevent students from dropping out of the Academy and from transferring to other schools.

Consultation and Collaboration:

- Participates in case conferences involving cooperation with other pupil personnel workers, school personnel, and community agencies.
- Acts as a consultant to resolve problems concerning issuance of credits.
- Works with students on an individual basis in seeking solution to personal problems related to such areas as home and family relations, health, and emotional adjustment.
- Confers with parents whenever appropriate.
- Is readily available to students for counseling that leads to increased personal growth, self-understanding, and maturity.
- Advises the Principal on matters of student discipline.

Program Planning, Implementation and Evaluation:

- Participates in the development of policies and regulations that affect instruction and conditions of success.
- Oversees standardized testing, including MEAP, MME, EXPLORE, PLAN, WIDA, and AP exams.
- Organizes and implements annual testing-out opportunity for secondary students.
- Demonstrates cooperative and collaborative practices in working with faculty, staff, parents and students.

- Provides in-service training for staff in guidance programs and in student conflict resolution and self-awareness programs.
- Organizes and conducts student orientation, graduation, career days, and other student events.
- Supervises the preparation and processing of college, scholarship and employment applications.
- Plans guidance field trips to schools, colleges and industries for interested students.
- Schedules new students to the Academy and presents the school procedures and opportunities for learning.
- Assists students in evaluating their aptitude and abilities through interpretation of individual standardized test scores and through teacher and parent data.
- Works with students in developing, carrying out, assessing and revising education and occupation plans.
- Oversees dual enrollment of select Juniors and Seniors into college courses.
- Performs audits to assess progress toward graduation.
- Creates trimester master schedules and student school schedules.
- Assumes other responsibilities assigned by the Administrator.

Accountability:

- Conforms to the National Association of School Counselor Association (ASCA) Code of Ethics, and Standards for School Counseling practice.
- Maintains and administers the student records system according to the Academy, state, and federal regulations and protects the system's confidentiality.
- Organizes time, resources, energy, and workload in order to meet responsibilities.
- Participates in appropriate professional development activities to improve knowledge and skills.

QUALIFICATIONS:

Minimum Requirements:

- Valid School Counselor state license.
- Demonstrated competence in all areas of focus.
- Previous work experience counseling students, parents, and staff, individually and in groups.
- Exemplary work habits verified by previous employers.

Desired Requirements:

- Knowledge and skills of college application and related processes.
- Knowledge and skills working with students from all backgrounds.
- Excellent verbal and written expression using proper grammar and vocabulary.
- Strong interpersonal skills.

WORK ENVIRONMENT:

While performing duties of this job, the employee is exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate. The lighting in the work environment is usually well lit and appropriate for a classroom setting.

TRAVEL:

Travel required. Mileage is to be reimbursed at the Federal rate if a personal vehicle is used. Rental car available upon request provided personal driving history is satisfactory.

TERMS OF EMPLOYMENT:

Exempt, full-time. Salary and work schedule established by Choice Schools Associates, L.L.C. and approved by the Academy Board via the annual school operating budget and calendar approval process.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Central Registry (DHS) Clearance, Employment Eligibility Verification using e-verify, and ICHAT clearance.

SUPERVISOR: School Leader

SUPERVISES: As Assigned by School Leader

EMPLOYED BY: Choice Schools Associates, LLC

EVALUATION:

The School Leader will evaluate job performance through systematic input from various primary internal and external stakeholders for professional growth feedback and systems improvement.

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions, and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Signature of Supervisor

Date Signed

INSTRUCTIONAL AIDE

Job Description

Revised: June 2023

JOB GOAL: To provide dedicated support to teachers and students in the classroom, assisting with various instructional activities and creating an inclusive learning environment. The Instructional Aide aims to facilitate student engagement and comprehension by offering individualized attention and reinforcing lesson concepts. Through collaboration with educators, the Instructional Aide seeks to contribute to the overall academic growth and success of students, promoting a positive and enriching educational experience for all.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Curriculum & Instruction:

- Assists the classroom teacher in preparing the classroom or laboratory for instruction.
- Helps the classroom teacher prepare and distribute lesson materials.
- Instructs students under supervision of the classroom teacher.
- Assists the classroom teacher in maintaining individual student records when asked.
- Assists the classroom teacher in keeping the classroom neat, clean and orderly to provide work and study areas conducive to learning.
- Uses resources effectively to support learning activities in the classroom, the academy and the community.
- Demonstrates exceptional classroom techniques, which include the art of questioning, clarity of assignments, communicating an atmosphere of mutual respect, independent thought and expression and student and classroom teacher experiences in large and small groups.

Classroom Management:

- Works cooperatively with parents' and generates guardians' confidence in the classroom teacher.
- Guides children in working and playing harmoniously with other children.
- Demonstrates genuine concern for students in a climate characterized by high personal and student expectations.
- Promotes responsible citizenship through actions as a role model.
- Provides a classroom atmosphere based on the principles of firm, fair and consistent practices, respect for individual children and development of responsible citizenship.

Student Enrollment & Retention:

- Shares responsibility for marketing the academy in the community.

Professional Development & Leadership:

- Participates in the development of policies and regulations that affect instruction and conditions of success.
- Shares responsibility for professional, cooperative staff relations and out-of-class activities important to the operation of the academy.

- Conducts himself or herself according to professional, ethical principles.
- Displays personal qualities, which reflect favorably upon the individual, the group and the academy.
- Please update the aide job description language (as a Title-funded job): "Assumes other responsibilities as assigned by the school leader only as allowed by federal legislation and approval of the regional consultant"

Facilities:

- Assumes responsibility for the orderliness of the learning environment and the appropriate and safe use of instructional facilities and equipment.

REQUIREMENTS:**Minimum Requirements:**

- Complete at least two years of study at an institution of higher education (equal to 60 semester hours); or obtain an associate's degree (or higher); or meet a rigorous standard of quality and demonstrate, through a formal state or local academic assessment or successfully pass the ETS Parapro Assessment
 - Knowledge of and the ability to assist in, instructing reading, writing and mathematics; or
 - Knowledge of and the ability to assist in, instructing reading readiness, writing readiness and mathematics readiness, as appropriate.
- Ability to communicate with students, staff and guardians in a professional manner.
- Excellent verbal and written expression using proper grammar and vocabulary.
- Exemplary work habits verified by previous employers.
- Strong interpersonal skills.

Desired Requirements:

- Bachelor's degree or valid state of Michigan Teaching Certificate.
- Knowledge of and skills working with at-risk students.
- Experience in an educational setting with school-age children.

WORK ENVIRONMENT:

While performing duties of this job, the employee is exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate. The lighting in the work environment is usually well lit and appropriate for a classroom setting.

TERMS OF EMPLOYMENT:

Exempt or non-exempt, Full-time or part-time. Salary and work schedule established by Choice Schools Associates, L.L.C., and approved by the academy board via the annual academy operating budget and calendar approval process.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify and ICHAT clearance.

EVALUATION:

The school leader and classroom teacher will evaluate job performance through systematic input from various primary internal and external stakeholders for professional growth feedback and systems improvement.

SUPERVISOR: School Leader, under the supervision of the classroom teacher

SUPERVISES: Students

EMPLOYED BY: Choice Schools Associates, LLC

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Signature of Supervisor

Date Signed

Instructional Coach

Job Description

Revised: JUNE 2023

JOB GOAL: To empower and support educators in their professional growth and development, enhancing instructional practices and fostering a culture of continuous improvement. The Instructional coach will collaborate with teachers and administrators to identify areas of instructional need, provide targeted and personalized coaching, and facilitate the implementation of evidence-based teaching strategies. By leveraging their expertise and mentoring skills, the Instructional Coach aims to improve student learning outcomes, promote reflective teaching practices, and contribute to the overall advancement of teaching excellence throughout the school community.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Curriculum & Instruction:

- Trains all new and existing teachers on the curriculum used throughout the academy in accordance with the charter contract. If acting as the designated Literacy Coach, as well, this position trains all teachers in literacy programs.
- Provides support with the implementation of progress monitoring.
- Support the Academy leader by instilling instruction, culture, and climate throughout the Academy.
- Engages in reflective practice with teachers including observing, modeling, co-planning etc.

Assessment & Data:

- Monitor, support and evaluate student achievement in both growth and proficiency.
- Use student data to evaluate the impact of teachers' development strategies and classroom interventions in student learning.
- Trains teachers on testing expectations and provides support in preparing students for summative testing.
- Generates reports to analyze low and high performing students and furthermore, designs interventions to support them.
- Demonstrate to teachers on how to Desegregate data for Title 1 and help and determine what will be school focus and grade level focus for intervention.
- Demonstrate to teachers on how to monitor and evaluate student achievement in both growth and proficiency.
- Demonstrate to teachers on how to use student data to evaluate the impact of teachers' development strategies and classroom interventions in student learning.

Leadership & Coaching:

- Serves as a key member of the academy leadership team.
- Conduct weekly meetings with school leadership.
- Shares responsibility for the achievement of students.

- Works as Lead Mentor for all new teachers.
- Stays up to date on current trends and practices in education; specifically looking at innovative ideas that match with the model's philosophy.
- Conducts coaching through classroom observations (using DERS and TeachPoint) and one-on-one meetings with teachers.
- Keeps detailed records related to coaching sessions and feedback shared with teachers.
- Provides feedback on classroom environments, instructional practices, lesson plans, child interactions and adult interactions to help educators grow and excel.
- Supports the development of the teacher assistants so their work is in alignment with the curriculum and appropriate interventions.
- Works with the special teachers, literacy coach, math interventionist, and reading interventionists to ensure their interventions are in alignment with the curriculum.
- Works to ensure any teacher in an alternative pathway program has a firm grasp on classroom management and the curriculum.

Other:

- Demonstrates exceptional classroom techniques, which include the art of questioning, clarity of assignments, communicating, an atmosphere of mutual respect, independent thought and expression, and student and teacher experiences in large and small groups.
- Uses resources effectively to support learning in the classroom, the Academy and the community.
- Participates in PLC meetings.
- Communicates with the Curriculum Specialist at Choice Schools on a monthly basis.

QUALIFICATIONS:

Minimum Requirements:

- Valid Michigan teaching certificate.
- Able to use technology as an instructional tool in the classroom as a means of analyzing academic achievement data and as a tool to aid effective communications.
- Exemplary work habits verified by reference checks..

Desired Qualifications:

- Masters degree and either advanced coursework in reading or complete on of professional development in evidence-based literacy instructional strategies.
- Demonstrated competence as a teacher in all areas of focus.
- Knowledge of, and experience teaching, the academic curriculum.
- Strong interpersonal skills.
- Excellent verbal and written expression using proper grammar and vocabulary.

WORK ENVIRONMENT:

While performing duties of this job, the employee is exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate. The lighting in the work environment is usually well lit and appropriate for a classroom setting.

TERMS OF EMPLOYMENT:

10-month, at-will, full-time, exempt level position. Pay rate and work schedule established by Choice Schools Associates, L.L.C., and approved by the academy board via the annual academy operating budget and calendar approval process. Includes benefits as outlined in the Choice Schools Associates LLC Employee Manual.

FUNDING SOURCE: Title I

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify, and ICHAT clearance.

EVALUATION:

The School Leader will evaluate job performance through systematic input from various primary internal and external stakeholders for professional growth feedback and systems improvement.

SUPERVISOR: School Leader

SUPERVISES: N/A

EMPLOYED BY: Choice Schools Associates, LLC

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Signature of Supervisor

Date Signed

SCHOOL NUTRITION WORKER

Job Description

Revised: June 2023

JOB GOAL: To provide students with a safe, attractive, comfortable, clean, and efficient school nutrition program. The focus is on preparing, serving, and maintaining the quality and safety of food in accordance with established guidelines and hygiene standards. With dedication to maintaining a clean and organized kitchen environment, the aim is to support the overall functioning of the school's food service operations. Through effective communication and teamwork, positive interactions are fostered with fellow colleagues, students, and staff members. This position will support and uphold the mission and vision of the environmental academy.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

- Oversees preparation, packaging, and distribution of school meals.
- Collects cash for reduced-price meals and full-paid meals, as assigned.
- Accounts and reports funds collected for meals for students and adults, as assigned.
- Maintains food preparation and dining areas at ratings exceeding state standards.
- Maintains food service areas, equipment, and furnishings in neat, clean, and appealing condition.
- Achieves high levels of customer satisfaction through student participation rates and by student and adult ratings.
- Promptly reports major repairs needed to the School Nutrition Director.
- Immediately reports any damage to school property to the School Nutrition Director.
- Keeps an inventory of food, supplies, and equipment on hand, and makes requisitions to the School Nutrition Director far enough in advance to sustain a smooth-running and continuous food service program.
- Demonstrates a basic understanding and implementation of County Health regulations, and MDE School Nutrition Policies/Procedures relative to their work assignments.
- Assumes other responsibilities assigned by the School Nutrition Director or the school leader.

QUALIFICATIONS:

Minimum Requirements:

- Must be at least 18 years of age.
- High school diploma or equivalent.
- Food service experience in an educational setting.
- Ability to read, follow directions, and maintain records.
- Ability to work effectively with school personnel and students in a diverse school community.
- Solid record of punctuality.

Desired Requirements:

- Valid ServSafe Certification.
- Experience working with At-Risk students.

FUNDING SOURCE: ADD IF IT'S GRANT-FUNDED

WORK ENVIRONMENT

While performing duties of this job, employees may be required to walk, lift up to 50 pounds, climb, bend, reach and kneel. While performing duties of this job, employee is exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate. Tasks may include working alone in the following situations: with ladders of various lengths, with equipment and chemicals, which can be hazardous when not properly handled, and up on rooftops.

TERMS OF EMPLOYMENT:

Non-exempt, full-time or part-time position. Salary and work schedule established by Choice Schools Associates, L.L.C. and approved by the Academy Board via the annual school operating budget and calendar approval process.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify and ICHAT clearance.

EVALUATION:

The Principal will evaluate job performance through systematic input from various primary internal and external stakeholders.

SUPERVISOR: School Leader

EMPLOYED BY: Choice Schools Associates, LLC

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Printed Name of Employee

Date Signed

Office Manager

Job Description

Revised: June 2023

JOB GOAL: To assure the smooth and efficient operation of the Academy office as the communications and operations center for the partnership between internal and external stakeholders in achieving educational excellence for all children.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Office Services:

- Performs usual school office routines, including answering phones, answering the door, greeting students and families, caring for children, and being available for needs of the students, families and staff during the school day.
- Performs secretarial and administrative support functions, including supporting the principal, making phone calls to families, ensuring the school is set up for success, ordering office supplies, managing substitute teachers, etc.
- Designs and implements office policies with approval by the school leader.
- Manages office operations and office coverage during open hours to ensure every person in the school building is supported.
- Ensure accurate information is listed on the school's website, including start time, school calendar, and board meeting requirements, and communicates the updates to the appropriate team members.
- Handles and prepares correspondence for the School Leader and Academy Board, including school-wide newsletters, e-mail blasts, snow day cancellations, board meeting notices, etc.

Customer Service & Enrollment:

- Demonstrates positive customer service and community relations at all times with everyone in and out of the school building.
- Applies positive customer service to the role and is perceived as a team member by the staff.
- Provides tours and information about the Academy when inquired by community members.
- Oversees and tracks enrollment for the school, including but not limited to attendance, enrollment forms and intent to return tracking.
- Conducts tours and school visits for new and potential families.
- Shares responsibility for enrollment in the Academy in the community, including, but not limited to community-fairs, events, open houses, and community events.

Maintaining Office Records:

- Maintains student records and student enrollment counts as required by law and local policy.
- Prepares for audits for compliance.
- Maintains the daily teacher attendance record and substitute teacher records.

- Processes enrollment procedures for all students.
- Prepares all required reports and maintains all appropriate records.
- Keeps accurate records on students for lost and damaged textbooks, technology equipment, etc.
- Ensures accurate transfer of student files and records.
- Transfers and disposes of records according to retention schedules and policies.
- Assumes other responsibilities assigned by the School Leader.

Finances:

- Prepares accurate payroll information including time sheets.
- Conducts daily deposit to the bank.
- Carries out financial operations at the site level, including payroll, purchasing and financial accounting.
- Compares prices and prepares purchase orders for all office and classroom needs for the beginning of the school year and as needed during the year.
- Participates in the pupil accounting audits with accurate information and records.
- Collects fines from students for any lost or damaged textbooks, technology equipment, etc.
- Maintains files on all purchase orders and verifies receipt of materials against packing slips; checks packing slips against invoices for approval of payment vendors.

Operations:

- Ensures the school operates within its Emergency Operations Plan.
- Operates standard office equipment (computer, copier, fax machine, etc.).
- Maintains and replenishes office supply inventory.

Other:

- Assumes other duties assigned by the School Leader and Choice Schools Associates, L.L.C.

QUALIFICATIONS:

Minimum Requirements:

- High school diploma or equivalent.
- Bookkeeping experience.
- Exemplary work habits verified by reference check.
- Computer skills in data processing, bookkeeping, spreadsheets, databases and research.
- Must be at least 18 years of age.
- Valid Michigan driver's license.

Desired Qualifications:

- Associates degree or above preferred.
- Experience in a school setting with school-age children.
- Knowledge of and skills working with students and families of all backgrounds.
- Excellent verbal and written expression.

- Ability to positively communicate with students, staff and parents.
- Reputation of self-control and sound interpersonal skills.
- Exemplary organizational skills.
- Solid record of punctuality.

WORK ENVIRONMENT:

While performing duties of this job, the employee is exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate. The lighting in the work environment is usually well lit and appropriate for a classroom setting.

TRAVEL:

Mileage will be reimbursed at the Federal rate if a personal vehicle is used. Rental car available upon request, provided personal driving history is satisfactory. This position will include an estimated 25% travel throughout Michigan.

CLASSIFICATION/TERMS OF EMPLOYMENT:

12-month, at-will, full-time, exempt level position. Pay rate and work schedule established by Choice Schools Associates, L.L.C., and approved by the Academy Board via the annual Academy operating budget and calendar approval process. Includes benefits as outlined in the Choice Schools Associates LLC Employee Manual.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify, and ICHAT clearance.

EVALUATION:

The School Leader will evaluate job performance through systematic input from various primary internal and external stakeholders for professional growth feedback and systems improvement.

SUPERVISOR: School Leader

SUPERVISES: As Assigned by School Leader

EMPLOYED BY: Choice Schools Associates, LLC

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions, and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Signature of Supervisor

Date Signed

Parent Liaison

Job Description

Revised: June 2023

JOB GOAL: To serve as a liaison between teachers, parents, students, support staff and the community regarding supplemental educational programs and student issues in areas such as attendance, academics, behavioral health; provide related outreach, support and guidance services.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Parent Engagement & Support:

- Providing information to parents about the local school's procedures, instructional programs, and the names and roles of administrators and staff members.
- Conducting meetings at school or in their homes for parents who request help in completing specific forms for school registration.
- Providing information to parents about the resources available to them throughout the school system and community
- Becoming familiar with the publications and services of the school system's Parent Portal.
- Helping parents access community resources.
- Serve as Homeless Liaison for the McKinney Vento Act.
- Making home visits to parents, as appropriate.
- Contacting parents to serve on school committees or to attend special events at the school.
- Serving as a contact person for parents to call with questions about the school services or specific activities and events.
- Maintaining confidentiality in carrying out responsibilities.
- Participating or helping with the School Improvement Committee and/or school renewal efforts.

Student Management:

- Works cooperatively with guardians and generates guardians' confidence in the teacher.
- Demonstrates genuine concern for students in a climate characterized by high personal and student expectations.
- Promotes responsible citizenship through one's actions as a role model.

Student Recruitment & Retention:

- Shares responsibility for marketing the Academy in the community.

Professional Development & Leadership:

- Participates in the development of policies and regulations that affect instruction and the conditions of success.
- Reads and communicates new developments and research in reading to administration and classroom teachers.
- Uses technology effectively for instruction, record keeping, communication and other administrative tasks.

- Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to the operation of the Academy.
- Conducts himself or herself according to professional and ethical principles.
- Continually strives to improve classroom methods, teaching techniques, and interpersonal relationships.
- Displays personal qualities, which reflect favorably upon the individual, the group, and the Academy.
- Displays pride in being a teacher and a member of the Academy.
- Assumes other responsibilities assigned by the school leader.

Facilities:

- Assumes responsibility for the orderliness of the learning environment and the appropriate and safe use of instructional facilities and equipment.

QUALIFICATIONS:**Minimum Requirements:**

- Valid License School Social Worker, MSW for Temporary/Full Approval
- Social work case reporting and writing skills.

Desired Qualifications:

- Ability to counsel students, parents, and staff, individually and in groups.
- Excellent verbal and written expression using proper grammar and vocabulary.
- Exemplary work habits verified by previous employers.
- Able to use technology as an instructional tool in the classroom, as a means of analyzing academic achievement data, and as a tool to aid effective communications.
- Excellent verbal and written expression using proper grammar and vocabulary.
- Strong interpersonal skills.

WORK ENVIRONMENT:

While performing duties of this job, the employee is exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate. The lighting in the work environment is usually well lit and appropriate for a classroom setting. Work must be performed in the school setting with students.

TERMS OF EMPLOYMENT:

Non-exempt, Full-time or Part-time. Wages and work schedule established by Choice Schools Associates, L.L.C. and approved by the Academy Board via the annual school operating budget and calendar approval process.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify and ICHAT clearance.

EVALUATION:

The School Leader and designated Choice Schools Associates, L.L.C. employees evaluate job performance through systematic input from various primary internal and external stakeholders.

SUPERVISOR: School Leader

EMPLOYED BY: Choice Schools Associates, LLC

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Printed Name of Employee

Date Signed

RESTORATIVE JUSTICE COORDINATOR

Job Description

Revised: June 2023

JOB GOAL: To effectively facilitate and coordinate restorative justice programs, promoting healing, accountability, and reconciliation within the community, while advocating for restorative justice practices as a viable alternative to traditional punitive measures.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Behavioral Support:

- Support students and teachers inside the classroom through observation, coaching, modeling restorative language, and debriefing with both teachers and individual students.
- Monitor individual student behavior by checking in with students throughout the school day.
- Facilitate mediations in response to conflict:
 - Among students
 - Between educators and students
 - Among educators
 - Between family members and educators

Proactive/Preventative Engagement:

- Follow through after mediations to ensure the harm was repaired and communicated well with all the parties involved.
- Develop creative interventions for students as part of the restorative resolution.
- Consulting with the school leader and then Inform families, educators, and administrators about incidents in school as needed and where it's appropriate.
- Consult with School Leader to determine appropriate disciplinary steps are taken.
- Supports school-wide systems in conjunction with student expectations and appropriate responses to student behavior.
- Supports and enforces all student behavior plans including IEP's, 504's, BIP's, behavior contracts, student trackers, etc.
- Organize data to inform the Behavior Team of any negative trends in school culture in order to improve school culture and prevent future behavior issues.
- Reinforce classroom/school culture and ensure that all students realize what is expected of them and what they can expect from staff.
- On-going training of restorative practices within grade level and school wide.

- Spend time in classrooms to build relationships with students and teachers.
- Organize school data to inform staff of behavior trends in school culture.
- Gather testimonials of restorative practice success stories to improve staff and community buy-in.
- Circulate throughout the building to build and foster relationships with students and educators.
- Use peace circles to build a sense of community.
- Communicate with the community about the restorative work being done within the building
- Provide ongoing restorative practices professional development to staff with guidance of the School Leadership Team.
- Observe staff and provide frequent, non-evaluative feedback.
- Consistently use language that supports the use of restorative practices to foster a community where it is being used at school as well as at home.
- Teach students techniques for resolving conflict.
- Coach students and educators on how to participate in meaningful restorative conversations.
- Other duties as assigned by School Leader.

QUALIFICATIONS:

Minimum Requirements:

- Minimum Bachelor's degree in related fields.
- Experience with developing and implementing behavior plans and interventions.
- Experience and training in CPI, Trauma Informed Care, or other models of working with youth and families in crisis.

Desired Qualifications

- Valid Michigan Teaching Certificate
- Two years or more of successful experience working in a similar role.
- Demonstrated professionalism working with educators, administrators, students, and families.
- Ability to build strong relationships with students, families, and staff.
- Knowledge of and skills working with students from all backgrounds.
- Comfortable balancing multiple competing priorities.
- Ability to collect, organize, and communicate data to make informed decisions.
- Excellent written and verbal communication skills.

WORK ENVIRONMENT:

While performing duties of this job, the employee is exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate. The lighting in the work environment is usually well lit and appropriate for a classroom setting.

TERMS OF EMPLOYMENT:

10-month, at-will, full-time, exempt level position. Pay rate and work schedule established by Choice Schools Associates, L.L.C., and approved by the Academy Board via the annual Academy operating budget and calendar approval process. Includes benefits as outlined in the Choice Schools Associates LLC Employee Manual.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify and ICHAT clearance.

SUPERVISOR: School Leader
SUPERVISES: As Assigned by School Leader
EMPLOYED BY: Choice Schools Associates, L.L.C.

EVALUATION:

The School Leader will evaluate job performance through systematic input from various primary internal and external stakeholders.

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Signature of Supervisor

Date Signed

SOCIAL WORKER

Job Description

Date Revised: JUNE 2023

JOB GOAL: To promote understanding of the emotional and social development of children and the influences of family, community, and cultural differences on student success, along with the implementation of effective intervention strategies. This position will support and uphold the mission and vision of the environmental academy.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

Assessments and Evaluation:

- Conducts assessments and evaluations in accordance with family and student rights.
- Uses student, family, and school assessment results to identify needs affecting student learning.

Counseling and Psycho-Social Support:

- Provides social work counseling to students and parents.
- Conducts psycho-social assessment and diagnosis of behavior disabilities, offering recommendations and interventions within school, home, and community settings.

Student Support and Referrals:

- Makes referrals to public or private agencies with appropriate follow-up.
- Serves as a liaison between school, family, and community resources.

Case Conferences and Collaboration:

- Participates in Child Study Process and IEP process as required.
- Collaborates with other pupil personnel workers, school personnel, and community agencies in case conferences.

Personal and Emotional Well-being:

- Works with students individually to address personal problems related to home, family, health, and emotional adjustment.

Policy Development and Education Programs:

- Participates in the development of instructional policies and regulations.
- Collaborates with Health Education Teachers to implement the Academy's sex education program.

Professional Development and Ethics:

- Conforms to the National Association of Social Work (NASW) Code of Ethics and Standards for School Social Work practice.
- Engages in appropriate professional development activities to enhance knowledge and skills.

Record Keeping and Facilities:

- Maintains and administers the student records system in compliance with regulations and confidentiality.
- Assumes responsibility for the orderliness and safe use of instructional facilities and equipment.

Time Management and Responsibilities:

- Organizes time, resources, energy, and workload to fulfill responsibilities effectively.

Additional Responsibilities:

- Provides in-service training for staff in guidance programs, student conflict resolution, and self-awareness programs.
- Participates in appropriate professional development activities to improve knowledge and skills.
- Assumes other responsibilities assigned by the Principal.

QUALIFICATIONS:

Minimum Requirements:

- Valid state certificate as School Counselor, or School Social Worker.
- Approval issued through the Office of Special Education.
- Exemplary work habits verified by previous employers.

Desired Requirements:

- Knowledge of and ability to follow and implement the Individualized (“IEP”) process.
- Knowledge of and skills working with students from all backgrounds.
- Demonstrated competence in all areas of focus.
- Social work case reporting and writing skills.
- Strong interpersonal skills.
- Ability to counsel students, parents, and staff, individually and in groups.
- Excellent verbal and written expression using proper grammar and vocabulary.

WORK ENVIRONMENT:

While performing duties of this job, the School Social Worker will be exposed to indoor and outdoor working environments subject to bending, crouching, and kneeling to assist students; pushing/pulling and lifting of recreation equipment; standing/walking for prolonged periods of time; occasional running and jumping; and reaching in all directions. While performing duties of this job, employee is exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate.

TRAVEL:

Travel required. Mileage is to be reimbursed at the Federal rate if a personal vehicle is used. Rental car available upon request provided personal driving history is satisfactory.

TERMS OF EMPLOYMENT:

Exempt, full-time. Salary and work schedule established by Choice Schools Associates, L.L.C. and approved by the Academy Board via the annual school operating budget and calendar approval process.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Central Registry (DHS) Clearance, Employment Eligibility Verification using e-verify, and ICHAT clearance.

SUPERVISOR: School Leader

SUPERVISES: As Assigned by School Leader

EMPLOYED BY: Choice Schools Associates, LLC

EVALUATION:

The School Leader will evaluate job performance through systematic input from various primary internal and external stakeholders for professional growth feedback and systems improvement.

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions, and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Signature of Supervisor

Date Signed

Special Education Supervisor

Job Description

Date Written: April 25, 2023

JOB GOAL: To coordinate and work with the Special Education teams to facilitate special education services and advocate for students with disabilities.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

Special Education Related:

- Monitors Special Education staff caseloads in accordance to RESA/ISD/MARSE compliance.
- Maintains knowledge of current special education regulations and specially designed instruction best practices.
- Supports general education teachers and administrators in implementation of appropriate strategies to meet the needs of students with IEPs.
- Trains special education and general education staff.
- Supports implementation of accommodations and modifications for students with IEPs in the general education classroom and during special education service time.
- Analyzes assessment results (state, classroom, district level) with the SE team to help drive instruction and IEP development.
- Develops and assists with appropriate behavior management techniques for students with IEPs.
- Monitors IEPs in accordance with federal, state and district standards.
- Maintains special education documentation as required by federal, state and district regulations.
- Ensures IEP timeline compliance of caseload.
- Facilitates a positive rapport with ISDs/RESA staff.
- Attends ISD/RESA meetings on a monthly basis.
- Helps support the Special Education team's Medicaid records.
- Facilitates Manifestation Determination Review meetings.
- Trains on special education systems.
- Analyzes special education data.
- Facilitates building level team leads and team lead meetings.
- Supports building level Section 504 training and questions from Section 504 building level coordinators.
- Helps support high quality professional development.
- Gives model specific special education support/training.
- Equip special education teachers with MiAccess, M-Step accommodations, and College Board SSD support.

QUALIFICATIONS:

Minimum Requirements:

- Master's Degree in special education required.
- Full approval in at least 1 area of special education.
- Approval as a supervisor of special education or enrolled in a program.

- Valid Michigan teaching certificate with endorsements in appropriate grade and subject levels meeting the highly qualified requirements of Every Student Succeeds Act.
- Current Michigan School Administrator certification or enrolled in a program leading to School Administrator certification within six months after start of employment.

Desired Qualifications:

- Ten (10) years of successful classroom teaching experience in a school setting as a special education teacher preferred.
- Demonstrated advanced understanding of instructional strategies for students with disabilities.

WORK ENVIRONMENT:

The work environment is typically a standard office or home office setting including standard office equipment (fax, copier, phone, computer, 10-key, etc.). The noise level in the work environment is usually low. While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to sit, use hands for fine manipulation, handle, and reach with hands and arms using a keyboard and video display terminal. The employee is required to walk, stand, stoop, kneel, and crouch. The employee must regularly lift and/or move up to 10 pounds and occasionally up to 25 pounds. Specific vision abilities required by this job include close vision.

TRAVEL:

Travel will be required. Mileage is to be reimbursed at the Federal rate if a personal vehicle is used. Rental car available upon request provided personal driving history is satisfactory.

TERMS OF EMPLOYMENT:

12 months, At-Will, exempt level position. Wage established by the Chief Executive Officer of Choice Schools Associates LLC. Includes benefits as outlined in the Choice Schools Associates LLC Employee Manual.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Central Registry (DHS) Clearance, Employment Eligibility Verification using e-verify, and ICHAT clearance.

EVALUATION:

The Senior Director of Specially Designed Instruction and Student Services will evaluate job performance through systematic input from various primary internal and external stakeholders for professional growth feedback and systems improvement.

SUPERVISOR: Senior Director of Specially Designed Instruction and Student Services

SUPERVISES: As Assigned by Senior Director of Specially Designed Instruction and Student Services or School Leader

EMPLOYED BY: Choice Schools Associates, LLC

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions, and duties of this position. I also understand that this job description is not designed to cover

or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Signature of Supervisor

Date Signed

SPECIAL EDUCATION AIDE

Job Description

Revised: June 2023

JOB GOAL: Assist the classroom teacher in supporting instruction to individual or small groups with individual education plans, carry out appropriate classroom activities, and maintain disruption-free, learner-centered supportive environment. This position will support and uphold the mission and vision of the environmental academy.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Curriculum & Instruction Support:

- Helps the classroom teacher organize and distribute lesson materials.
- Assists the classroom teacher in supporting instruction and engaging students in learning.
- Uses resources effectively to support learning activities in the classroom, the academy, and the community under the direction of the classroom teacher.
- Demonstrates exceptional classroom techniques, which include the art of questioning, clarity of assignments, communicating an atmosphere of mutual respect, independent thought and expression, and student and classroom teacher experiences in large and small groups.
- Assists the classroom teacher with assessing learner needs, progress and achievement.
- Assists the classroom teacher in maintaining individual student records, when asked.
- Assists the classroom teacher in keeping the classroom neat, clean, and orderly to provide work and study areas conducive to learning.
- Completes daily documentation of students with IEPs in the classroom.
- Supports students with IEP accommodations.
- Works with the special education team to support students.
- Assumes other responsibilities assigned by the classroom teacher or School Leader.

Classroom Management:

- Works cooperatively with guardians and generates guardians' confidence.
- Guides children in working and playing harmoniously and safely with other children.
- Demonstrates genuine concern for students in a climate characterized by high personal and student expectations.
- Promotes responsible citizenship through actions as a role model.
- Provides a classroom atmosphere based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship.
- Implements proactive behavior and learning strategies under the direction of the classroom teacher.

Student Enrollment & Retention:

- Shares responsibility for marketing the academy in the community by participating in school-wide and community events.

Professional Development & Leadership:

- Participates in regularly scheduled meetings and sharing of relevant information.
- Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to the operation of the academy.
- Conducts himself or herself according to professional, ethical principles.
- Displays personal qualities, which reflect favorably upon the individual, the group, and the academy.
- Attends professional development for positive behavior supports.

Facilities:

- Assumes responsibility for the orderliness and safety of the learning environment and the appropriate and safe use of instructional facilities and equipment.
- Assists the classroom teacher in keeping the classroom neat, clean, and orderly to provide work and study areas conducive to learning.
- Assists the classroom teacher in preparing the classroom or laboratory for instruction.
- Assumes other responsibilities assigned by the School Leader.

QUALIFICATIONS:**Minimum Requirements:**

- 60 College Credits; Associate's degree; or equivalent formal ParaPro Assessment
- Exemplary work habits verified by reference check.

Desired Qualifications:

- Bachelor's degree or Valid Michigan teaching certification.
- Experience working with students from all backgrounds.
- Experience in an educational setting with school-age children.
- Experience working with students who have IEPs or need additional assistance.
- Ability to communicate with students, staff, and guardians in a professional manner.
- Excellent verbal and written expression using proper grammar and vocabulary.
- Strong interpersonal skills.

WORK ENVIRONMENT:

The work environment is typically a standard office or home office setting including standard office equipment (fax, copier, phone, computer, 10-key, etc.). The noise level in the work environment is usually low. While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to sit, use hands for fine manipulation, handle, and reach with hands and arms using a keyboard and video display terminal. The employee is required to walk, stand, stoop, kneel, and crouch. The employee must regularly lift and/or move up to 10 pounds and occasionally up to 25 pounds. Specific vision abilities required by this job include close vision.

TRAVEL:

Travel required. Mileage is to be reimbursed at the Federal rate if a personal vehicle is used. Rental car available upon request provided personal driving history is satisfactory.

CLASSIFICATION/TERMS OF EMPLOYMENT:

12-month, at-will, full-time, exempt level position. Pay rate and work schedule established by Choice Schools Associates, L.L.C., and approved by the academy board via the annual academy operating budget and calendar approval process. Includes benefits as outlined in the Choice Schools Associates LLC Employee Manual.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify, and ICHAT clearance.

EVALUATION:

The School Leader and Classroom Teacher evaluates job performance through systematic input from various primary internal and external stakeholders.

SUPERVISOR: School Leader and Classroom Teacher

SUPERVISES: Students, Paraprofessionals, volunteers, assigned support staff

EMPLOYED BY: Choice Schools Associates, LLC

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Printed Name of Employee

Date Signed

SPECIAL EDUCATION TEACHER

Job Description

Revised: JUNE 2023

JOB GOAL: To provide a nurturing and inclusive learning environment that empowers students with diverse needs and abilities to thrive academically, socially, and emotionally. Through the development and implementation of individualized education plans (IEPs), differentiated instruction, and positive behavior support strategies, a special education teacher aims to foster a sense of belonging and self-confidence in each student, enabling them to overcome challenges and reach their fullest potential. By collaborating with fellow educators, specialists, and parents, the special education teacher creates a strong support system that advocates for each student's unique requirements and ensures they receive the necessary resources to succeed.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Curriculum & Instruction:

- Accepts responsibility for the achievement of students.
- Implements the program outlined in the student's IEP in the least restrictive environment.
- Prepares for annual IEPs in a timely manner (completing forms, sending invitations to attendees and scheduling meetings).
- Prepares for three-year re-evaluations in a timely manner (testing, completing forms, sending invitations to attendees and scheduling of meeting times).
- Demonstrates ability to write effective Behavior Plans.
- Guides the learning process toward achievement of curriculum goals and implementation of personal learning plans of students.
- Demonstrates effective planning and organization for instruction.
- Selects appropriate materials for implementation of the curriculum and adapts materials and methods to learning styles and abilities of students.
- Uses creative instructional methods and procedures and adapts effectively to unusual situations.
- Motivates students to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation and feedback; holds high expectations and demonstrates sensitivity to different learning styles.
- Works cooperatively with teachers to incorporate the academy's Inclusion model.
- Uses resources effectively to support learning activities in the classroom, the academy and the community.
- Demonstrates exceptional classroom techniques, which include the art of questioning, clarity of assignments, communicating, an atmosphere of mutual respect, independent thought and expression and student and teacher experiences in large and small groups.

Maintaining Student Records:

- Evaluates all student records for current IEP needs as records arrive.
- Maintains accurate special education student records as required by law and local policy.

Classroom Management:

- Works cooperatively with parents and generates parents' confidence.
- Maintains a comfortable learning environment for students whether in a pullout situation or mainstream setting.
- Demonstrates genuine concern for students in a climate characterized by high personal and student expectations.
- Promotes good citizenship through actions as a role model.
- Provides a classroom atmosphere based on the principles of firm, fair and consistent practices, respect for individual children and development of responsible citizenship.

Student Enrollment & Retention:

- Shares responsibility for marketing the academy in the community.

Professional Development & Leadership:

- Participates in the development of policies and regulations that affect instruction and conditions of success.
- Works with classroom teachers to provide resources and training to best meet student IEP needs.
- Uses technology effectively for instruction, record keeping, administrative tasks and communications.
- Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to the operation of the academy.
- Conducts himself or herself according to professional, ethical principles.
- Continually strives to improve classroom methods, teaching techniques and interpersonal relationships.
- Displays personal qualities, which reflect favorably upon the individual, the group and the academy.
- Displays pride in being a teacher and a member of the academy.

Facilities:

- Assumes responsibility for the orderliness of the learning environment and the appropriate and safe use of instructional facilities and equipment.

Other:

- Assumes other responsibilities assigned by the School Leader.

QUALIFICATIONS:**Minimum Requirements:**

- Valid Michigan teaching certificate with endorsements in appropriate grade and subject levels, meeting the requirements of the Michigan Department of Education and Federal guidelines. Except as otherwise provided by law, the academy shall use certificated teachers according to the state board rule.

- Or, minimum of a Bachelor's degree and actively working or willingness to actively work through an alternative pathway, which includes passing the MTTC test(s) for endorsements in appropriate grade and subject levels.
- Ability to use technology as an instructional tool in the classroom, as a means of analyzing academic achievement data and as a tool to aid effective communications.
- Exemplary work habits verified by reference check.
- Thorough understanding of policies, laws, and guidelines related to special education including IDEA, IEPs, and 504.

Desired Qualifications:

- Knowledge of and skills working with students of all backgrounds.
- Two years of teaching experience.
- Master's Degree in Special Education
- Demonstrated competence as a teacher in all areas of focus.
- Strong interpersonal skills.
- Excellent verbal and written expression using proper grammar and vocabulary.

WORK ENVIRONMENT:

The work environment is typically a standard office or home office setting including standard office equipment (fax, copier, phone, computer, 10-key, etc.). The noise level in the work environment is usually low. While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to sit, use hands for fine manipulation, handle, and reach with hands and arms using a keyboard and video display terminal. The employee is required to walk, stand, stoop, kneel, and crouch. The employee must regularly lift and/or move up to 10 pounds and occasionally up to 25 pounds. Specific vision abilities required by this job include close vision.

TRAVEL:

Travel required. Mileage is to be reimbursed at the Federal rate if a personal vehicle is used. Rental car available upon request provided personal driving history is satisfactory.

CLASSIFICATION/TERMS OF EMPLOYMENT:

10-month, at-will, full-time, exempt level position. Pay rate and work schedule established by Choice Schools Associates, L.L.C., and approved by the academy board via the annual academy operating budget and calendar approval process. Includes benefits as outlined in the Choice Schools Associates LLC Employee Manual.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify, and ICHAT clearance.

EVALUATION:

The School Leader will evaluate job performance through systematic input from various primary internal and external stakeholders for professional growth feedback and systems improvement.

SUPERVISOR: School Leader

SUPERVISES: Students

EMPLOYED BY: Choice Schools Associates, LLC

STATEMENT OF UNDERSTANDING:

I have reviewed this formal job description with my Supervisor. I understand the responsibilities of this position

Signature of Employee

Date Signed

Signature of Supervisor

Date Signed

SPEECH PATHOLOGIST

Job Description

Revised: JUNE 2023

JOB GOAL: To provide comprehensive speech and language support to students, fostering effective communication skills and enhancing overall academic success. They are dedicated to conducting thorough assessments, diagnosing speech and language disorders, and developing tailored intervention plans. By collaborating with teachers, parents, and other professionals, they aim to create a holistic support system that addresses individual needs. Through targeted therapy sessions and evidence-based techniques, they strive to improve articulation, language fluency, and social communication. Additionally, they play a vital role in advocating for students' communication needs within the school community and promoting a positive and inclusive learning environment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

Instruction, Assessment and Evaluation:

- Assesses, screens, and evaluates students, sharing results with parents and educational staff.
- Analyzes data to assess, monitor, and inform instruction for student growth.
- Participates in the eligibility determination process according to MARSE and ISD/RESA guidelines.
- Provides relevant instruction based on IEP and best practices, demonstrating knowledge of child growth and individual student needs.
- Offers consultative services for school staff, facilitating interventions and techniques for targeted students.

IEP Development, Documentation and Compliance:

- Develops and implements IEPs for students with Speech/Language impairment.
- Assists with IEPs for students with speech/language as a service on an annual basis or as required.
- Ensures compliance with Medicaid requirements for school-based claiming.
- Submits student progress information and records.
- Utilizes the special education management system for all IEP documents.
- Maintains confidential records of individual students according to FERPA guidelines.
- Delivers direct and consultative therapeutic services for expressive, receptive, and pragmatic language.

Relationships and Meetings:

- Establishes cooperative relationships with administrative and school staff.
- Communicates and collaborates with parents and the school community to support student success and engagement.
- Participates in meetings to address student goals, needs, and legal requirements.
- Attends special education training offered by Choice Schools Associates, L.L.C.
- Contributes to school activities and student supervision.
- Maintains consistent attendance and adheres to work hours.
- Implements and complies with Academy policies and procedures.

- Performs assigned duties in accordance with Academy policies and procedures.

QUALIFICATIONS:**Minimum Requirements:**

- Master's Degree.
- Valid State certification with appropriate licenses.
- Demonstrated competence in all areas of focus.
- Speech pathology case reporting and writing experience.

Desired Requirements:

- Knowledge of and ability to follow and implement the IEP process.
- Knowledge of and skills working with students from all backgrounds.
- Knowledge of and skills in best practice instruction specific to various disabilities.
- Ability to coordinate with students, parents, and staff, individually and in groups.
- Excellent verbal and written expression using proper grammar and vocabulary.
- Exemplary work habits verified by previous employers.
- Strong interpersonal skills.
- Ability to operate a computer and the skills to learn and utilize software and other technology in instruction.

WORK ENVIRONMENT:

While performing duties of this job, the School Social Worker will be exposed to indoor and outdoor working environments subject to bending, crouching, and kneeling to assist students; pushing/pulling and lifting of recreation equipment; standing/walking for prolonged periods of time; occasional running and jumping; and reaching in all directions. While performing duties of this job, employee is exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate.

TRAVEL:

Travel required. Mileage is to be reimbursed at the Federal rate if a personal vehicle is used. Rental car available upon request provided personal driving history is satisfactory.

TERMS OF EMPLOYMENT:

Exempt, full-time. Salary and work schedule established by Choice Schools Associates, L.L.C. and approved by the Academy Board via the annual school operating budget and calendar approval process.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Central Registry (DHS) Clearance, Employment Eligibility Verification using e-verify, and ICHAT clearance.

SUPERVISOR: School Leader

SUPERVISES: As Assigned by School Leader

EMPLOYED BY: Choice Schools Associates, LLC

EVALUATION:

The School Leader will evaluate job performance through systematic input from various primary internal and external stakeholders for professional growth feedback and systems improvement.

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions, and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Signature of Supervisor

Date Signed

STUDENT SUPERVISION

Job Description

Revised: JUNE 2023

JOB GOAL: To supervise students and make sure they feel safe and supported during school hours and at other times assigned by the school leader. The student supervision aide ensures that school policies are followed, and they're always there to help out and provide guidance when needed. By doing this, they play a key role in helping students succeed academically and socially, fostering positive behavior and conflict resolution skills. Ultimately, their aim is to contribute to the well-being and success of all students, making the educational experience positive and enriching for everyone.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

- Enforces the school policies and procedures.
- Utilizes appropriate disciplinary procedures and techniques in accordance with the school site discipline plan.
- Responsible for all safety rules and their enforcement on school grounds.
- Have knowledge of all emergency procedures.
- Responsible for their work area (i.e. sweeping and removing trash).
- Maintains open lines of communication with all staff.
- Maintains awareness of, and implements, all site playground rules and regulations.
- Supervises and monitors students during assigned playground, hallway and lunchroom supervision periods.
- Reports any unsafe playground conditions, including equipment, to the school leader immediately.
- Keeps the school grounds free from rubbish.
- Keeps lunchroom floors in a clean and attractive condition.
- Assumes responsibility for the safe condition of outdoor structures.
- Assumes other responsibilities assigned by the school leader.

QUALIFICATIONS:

Minimum Requirements:

- Must be at least 18 years of age.
- High school diploma or equivalent.
- Must have a clean background check.
- Passed a physical exam to certify being in good health and drug free.
- Solid record of punctuality verified by background check.

Desired Qualifications:

- Demonstrates aptitude and competence for assigned responsibilities.
- Ability to work effectively with school personnel and students in a diverse school community.
- Knowledge and skills working with students from all backgrounds.

WORK ENVIRONMENT:

While performing duties of this job, it is an indoor and outdoor working environment subject to bending, crouching, and kneeling to assist students; pushing/pulling and lifting of recreation equipment; standing/walking for prolonged periods of time; occasional running and jumping; and reaching in all directions. While performing duties of this job, employee is exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate.

TERMS OF EMPLOYMENT:

Non-exempt, Full-time or Part-time. Salary and work schedule established by Choice Schools Associates, L.L.C. and approved by the Academy Board via the annual school operating budget and calendar approval process.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify and ICHAT clearance.

EVALUATION:

The School Leader and designated Choice Schools Associates, L.L.C. employees evaluate job performance through systematic input from various primary internal and external stakeholders.

SUPERVISOR: School Leader

EMPLOYED BY: Choice Schools Associates, LLC

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Printed Name of Employee

Date Signed

Superintendent

Job Description

Last Revised: January 2024

Job Goal: A Choice Schools Superintendent is an impact-driven, mission-aligned educational leader who positively impacts students and strengthens communities. Impact comes through the development of high-quality schools resulting in remarkable academic results, student success, and healthy and sound school environments. As the keepers of Choice's word and driver of the unique educational model, Superintendents are also responsible for cultivating relationships with community leaders, authorizers, stakeholders and school boards to fulfill their school's mission. At the end of the day, a Superintendent at Choice Schools is someone who steadfastly leads the pursuit of ensuring every child knows how to read at or above grade level and is prepared for lifelong success. The Superintendent position occupies an essential and integral seat at the Executive Leadership table as we integrate the company's mission, vision, core values, and strategic priorities into everything we do. Superintendents have unified and focused support at the central office so they can optimize efficiency and focus at the school level. Their Model Experience Team members serve as advisors, promise-keepers, doers, thinkers, cheerleaders, and trusted colleagues. Superintendents are the linchpin in Choice Schools' success at its academies and this role is a critical component of the Choice Schools Promise.

SUCCESS STATEMENTS:

- The superintendent is healthy and growing.
- Lead, Manage, and hold the Director of Scholar Education & Development, and School Leaders accountable and ensure they have the best training and coaching they need to thrive.
- Schools are systematically developing leadership teams that take responsibility, make decisions, and take action.
- The culture of each school is mission-driven, values-based and maturing.
- Board, authorizer, and other key stakeholder relationships are rhythmic, proactive, friendly, and collaborative.
- The model's vision and strategic road map are clear, operationalized, and actively being carried out.
- Each school is on track to meet the academic performance goals outlined in the charter contract or there is a plan in place to intervene to get back on track.
- Relationships with other department leaders and superintendents are collaborative, supportive, and solutions-focused.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

GOVERNANCE AND BOARD RELATIONS:

- Bring the school board's unique vision and mission to life and ensure structures and systems are in place to maintain and enhance it.
- Build collegial, action-oriented and student-focused relationships with board members.
- Ensure the charter contract is carried out by aligning the MICIP plan, model development plan, strategic plans, and other mandated contracts and agreements.
- Leads the educational service provider evaluation, contract review, reauthorization, and reaccreditation (or accreditation) process for assigned academies.
- Is fluent in the Open Meetings Act and ensures staff and board compliance with the Act.
- Guides potential new board members through the process of becoming a board member, including recruitment, authorizer application processes, onboarding, etc.
- Is a change agent for the charter school movement and a champion for all students.

ACADEMIC EXCELLENCE:

- Lead the development of the educational model and ensure curriculum fidelity throughout all model schools.
- Demonstrates knowledge and effective leadership of the academy's curriculum, consistently ensures implementation, evaluates, and continuously improves offerings to align with the school's educational program and model development plan.
- Ensures that coherent behavior and academic Multi-Tiered Systems of Support (MTSS) are in place to meet the needs of all students while maintaining a safe, caring, and healthy learning environment.
- Holds assigned academies accountable for consistently and effectively delivering on its educational model and supporting programs/processes to meet or exceed the charter contract goals.
- Partners with the special education department at central office to ensure programs and services are utilizing best academic practices in compliance with state and federal requirements.
- Is an expert on the Code of Student Conduct and Family/Student Handbook, serving to constantly protect all stakeholders, including the company and the board, from unnecessary risk.
- Ensures that academy graduates are tracked so program effectiveness, including college readiness and acceptance, can be analyzed.

COMMUNITY RELATIONS AND COMMUNICATIONS:

- Promote a shared vision and establish effective communication to build support, unity, and trust among the board, administrators, school staff, and community stakeholders.
- Supports the school leader at key school and community activities and events.
- Partners with the Communications team to create and implement a marketing and communications plan for the Academy and holds the school leader accountable for student enrollment count results, including recruiting new students and retaining existing students.
- Ensures that the new student onboarding process is welcoming and openly communicates the Academy's academic and behavioral expectations to new students and families.
- Is the key relationship builder and conduit between assigned academies and key decision makers such as government officials, legislators, community foundations, MAPSA, etc.
- Consistently supports a positive school culture by monitoring communication and interaction with families and community members/groups.
- Facilitates the conflict resolution process when parents express complaints or concerns about the school.
- Ensures that the academic results and good news of the academy, model, and company are shared widely.
- Seeks relationships with community foundations and other financial sources to fund special programs at assigned academies.

TEAM LEADERSHIP:

- Leads their Model Experience Team to continuously improve and support their model.
- Serves as the key developer, equipper, and supporter of school leaders as they fulfill their duties.
- Serves as mentor and supervisor of the assigned school leader and helps them develop their leadership team.
- Leads, inspires, and energizes employees to create a productive workplace, characterized by collaboration, trust, meaning, dignity, and sense of community.
- Understands and knows the information in the Choice Schools Employee Manual and can fluently discuss Choice's policies and procedures as well as identify when policies and practices are compromised.
- Leads school leaders and administrative teams through the progressive discipline and Individual Development Plan (IDP) creation and implementation process consistently and fairly.

- Is responsible for supervising and evaluating school-based direct reports such as the school leader and any other positions that report directly to the Superintendent.
- Cultivates a culture of feedback, open communication, and continuous improvement.
- Supports school leaders in planning crucial conversations and documenting appropriate next steps.
- Ensures that school leaders, teachers, and support staff are recognized for their accomplishments, work anniversaries, milestones, etc. Keeps the central office abreast of major celebrations.
- Ensures that the new employee recruitment, interviewing, evaluation, mentoring, and onboarding systems are thorough and keeps the financial and strategic needs of the Academy in mind.
- Consistently uphold and promote the organization's core values, serving as role models for ethical behavior and cultural alignment.

BUSINESS, FINANCE, OPERATIONS, AND COMPLIANCE:

- Engages the Board of Directors in budget discussions and workshops to educate the Board on school budget assumptions and practices in the Michigan School Accounting Manual.
- Ensures that financial management, financial policies and operations comply with Board Policy.
- Is well-versed in the Choice Schools financial procedures and can fluently discuss Choice's policies and procedures and identify when they are compromised.
- Demonstrates sufficient knowledge of school financial statements and can effectively present and discuss them.
- Manages public inquiries and complaints regarding finance and operations to ensure they are handled promptly, courteously, and fairly.
- Works with Choice Schools Operations team to ensure proper safety requirements are in place and training is completed by school staff.
- Supports facility compliance and works with Operations staff to complete necessary changes.
- Oversees the board's building construction, renovation, lease, or purchase projects.
- Utilizes a systematic approach to continuous quality improvement of all school operations, programs, and human resources.

OTHER RESPONSIBILITIES:

- Leads with continuous improvement in mind.
- Works with Choices Schools Executive Leadership, Directors, Coordinators, and support staff to ensure open communication and best practice service delivery to all assigned schools.
- Provide positive and effective leadership consistent with the management agreement, charter contract, board policy and administrative guidelines, and Choice Schools Promise.
- Monitors performance in all function areas and activates additional support based on our tiered response plan.
- Projects a positive image at all times; is a champion for the academy and for Choice Schools. Is articulate, knowledgeable and well-spoken.
- Provides support to the CEO on special operational projects as assigned;
- Performs other duties as assigned and approved by the Chief Executive Officer.

QUALIFICATIONS:

Minimum Requirements:

- Master's or Doctoral Degree from a regionally accredited educational institution.
- Current Michigan School Administrator certification or enrolled in an MDE-approved School Leader Preparation Program leading to School Administrator certification within six months after the start of employment.
- Successful experience as a teacher and school leader.

- Bachelor's degree in accounting, finance, or a related field
- Experience in school or government accounting a plus
- Knowledge of GASB GAAP
- Minimum of five years of accounting experience
- CPA encouraged but not required.

WORK ENVIRONMENT:

The work environment is in a standard office setting or home office including standard office equipment (fax, copier, phone, computer, 10-key, etc.). The noise level in the work environment is usually low. While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to sit, use hands for fine manipulation, handle, and reach with hands and arms using a keyboard and video display terminal. The employee is required to walk, stand, stoop, kneel and crouch. The employee must regularly lift and/or move up to 10 pounds and occasionally up to 25 pounds. Specific vision abilities required by this job include close vision.

TRAVEL:

Frequent travel required. Mileage is to be reimbursed at the Federal rate if a personal vehicle is used. Rental car available upon request provided personal driving history is satisfactory. Work will be performed in a school and office setting.

TERMS OF EMPLOYMENT:

12-month position, exempt position. Wage established by the Chief Executive Officer of Choice Schools Associates LLC.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify, and ICHAT clearance.

EVALUATION:

The Chief Executive Officer will evaluate job performance annually. The key measures of a superintendent's success are:

- Academic growth and achievement
- School leader retention and effectiveness
- Contract renewal
- Strategic plan on track
- Authorizer satisfaction
- Board satisfaction

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions, and duties of this position. I also understand that this job description is not designed to cover

a comprehensive listing of duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Printed Name of the Employee

Date Signed

Signature of Supervisor

Date Signed

TEACHER

Job Description

Revised: 11.2.23

JOB GOAL: The primary goal of a teacher is to inspire and empower students to reach their full potential. Teachers strive to create a supportive and inclusive learning environment where students feel valued, motivated, and challenged. They aim to foster a love for learning, encourage critical thinking and problem-solving skills, and provide the necessary guidance and resources for students to succeed. Through effective instruction, personalized support, and meaningful engagement, teachers aim to equip students with the knowledge, skills, and confidence to thrive in their educational journey.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Curriculum & Instruction:

- Accepts responsibility for the achievement of students.
- Guides the learning process toward the achievement of curriculum goals and implementation of personal learning plans of students.
- Demonstrates effective planning and organization for instruction.
- Selects appropriate materials for implementation of the curriculum and adapts materials and methods to the learning styles and abilities of students.
- Is creative and adaptive in responding to situations to maintain order and continued learning.
- Motivates students to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation and feedback; holds high expectations and demonstrates sensitivity to different abilities and readiness.
- Uses resources effectively to support learning activities in the classroom, the academy and the community.
- Demonstrates exceptional classroom techniques, which include the art of questioning to build independent learners; clarity of communication and clear directions; building an atmosphere of mutual respect, independent thought and expression; and positive, engaging student and teacher experiences in large and small groups.

Classroom Management:

- Works cooperatively with guardians and generates guardians' confidence.
- Demonstrates genuine concern for students in a climate characterized by high personal and student expectations.
- Promotes responsible citizenship through one's actions as a role model.
- Provides a classroom atmosphere based on the principles of firm, fair and consistent practices, and responsible citizenship.

Student Enrollment & Retention

- Shares responsibility for the reputation of the academy in the community.

Professional Development & Leadership:

- Participates in the development of policies and regulations that affect instruction and the conditions of success.
- Uses technology effectively for instruction, record-keeping, communication, and other administrative tasks.
- Accepts responsibility for their personal growth and implementation of professional development; contributes to a cooperative and collaborative learning community in and out of the classroom.
- Conducts himself or herself according to professional and ethical principles.
- Continually strives to improve classroom methods, teaching techniques and interpersonal relationships in accordance with academy training and expectations.
- Displays personal qualities, which reflect favorably upon the individual, the group and the academy.
- Displays pride in being a teacher and a member of the academy.
- Assumes other responsibilities assigned by the school leader.

Facilities:

- Assumes responsibility for the orderliness of the learning environment and the appropriate and safe use of instructional facilities and equipment.
- Maintains a clean, safe, and orderly classroom that involves students in its upkeep.

QUALIFICATIONS:**Minimum Requirements:**

- Valid Michigan teaching certificate with endorsements in appropriate grade and subject levels, meeting the requirements of the Michigan Department of Education and federal guidelines. Except as otherwise provided by law, the academy shall use certificated teachers according to the state board rule.
- Or, minimum of a Bachelor's degree and an alternative pathway, which includes passing the MTTC test(s) for endorsements in appropriate grade and subject levels.
- Ability to use technology as an instructional tool in the classroom, as a means of analyzing academic achievement data, and as a tool to aid effective communications.

Desired Qualifications:

- Excellent verbal and written expression using standard grammar and vocabulary.
- Strong interpersonal skills.
- Recent teaching experience, coursework, or other activity in the area of primary instruction
- Demonstrated knowledge of current instructional strategies appropriate for students at the specified grade level
- Desire and ability to work with students at the specified age level with diverse backgrounds and levels of ability toward accomplishing their educational goals.

WORK ENVIRONMENT:

While performing duties of this job, the employee is exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate. The lighting in the work environment is usually well lit and appropriate for a classroom setting.

TRAVEL:

Mileage will be reimbursed at the federal rate if a personal vehicle is used. Rental car available upon request, provided personal driving history is satisfactory. This position will include an estimated 10% travel throughout Michigan.

CLASSIFICATION/TERMS OF EMPLOYMENT:

10-month, in-person, at-will, full-time, exempt level position. Pay rate and work schedule established by Choice Schools Associates, L.L.C., and approved by the academy board via the annual academy operating budget and calendar approval process. Includes benefits as outlined in the Choice Schools Associates LLC Employee Manual.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify, and ICHAT clearance.

EVALUATION:

The school leader will evaluate job performance through systematic input from various primary internal and external stakeholders for professional growth feedback and systems improvement.

SUPERVISOR: School Leader

SUPERVISES: Students

EMPLOYED BY: Choice Schools Associates, LLC

STATEMENT OF UNDERSTANDING:

I have reviewed this formal job description with my Supervisor. I understand the responsibilities of this position

Signature of Employee

Date Signed

Signature of Supervisor

Date Signed

BENTON HARBOR CHARTER SCHOOL ACADEMY

Student Services Coordinator

Job Description

Revised: February 6, 2024

JOB GOAL: As the Student Services coordinator, you are responsible for making sure that students' individual needs are being met academically and behaviorally through the careful construction and implementation of MTSS/PBIS, data collection to drive MTSS/PBIS success, and coordinating parent engagement and communication.

SUCCESS STATEMENTS:

The culture of the team is mission-driven, values-based, and maturing.

The student services coordinator acts to enhance or revise systems that do not serve the goals of learning and improved academic success.

The student services coordinator supports teachers and other staff in expecting greatness from students in a caring and supportive environment.

The student services coordinator recognizes and guarantees a safe learning environment for students, staff and families.

The student services coordinator creates systems and monitors family communication so that families feel involved and are regarded as a genuine partner in their child's education.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Mission-Driven Leadership:

- Embrace, champion, uphold, and operationalize the academy's mission, vision, and values within the school community, always serving as a role model for ethical behavior and cultural alignment.
- Align decision-making, policies, processes, and strategic initiatives with the overarching mission and values of the academy.

MTSS/PBIS and Academic Program Improvement:

- In coordination with Academy Leadership and Central Office, the Student Services coordinator guarantees that MTSS services are provided and maintained.

- The SSC collects data related to the MTSS and PBIS to inform the MICIP and to revise MTSS/PBIS systems and plans.
- The SSC plans and executes staff professional development around MTSS/PBIS and provides feedback in leadership meetings.
- The SSC provides expertise in maximizing student time-on-task, establishing schedules that support intervention and working with staff to maximize time during interventions and enhancements.
- The SSC uses the schools' SIS and/or the behavior support system to encourage positive behavior and track data.
- The SSC is up-to-date on effective practices in Restorative Justice, Responsive Classrooms, the use of Morning Meetings/Advisory to improve student belonging, self-perception, and learning and applies this learning to their work with teachers and families.
- The SSC reports to all stakeholders on student achievement with regard to MTSS/PBIS initiatives.

Parent Engagement:

- The SSC monitors efforts to improve parent engagement and involvement through the analysis of surveys, collecting data on parent communication, and coaching staff in how to communicate effectively with families.
- The SSC guarantees that weekly communications with families are conducted and advises and coaches on weekly family communications.

Reputation Enhancement:

- Act as spokesperson for the academy, enhancing its reputation through positive interactions with the community and stakeholders. This includes but is not limited to establishing and maintaining relationships with local community groups and individuals to foster understanding and support for overall academy objectives and programs.
- Model the development of collaborative and collegial parent partnerships through continuous communication and efficient follow-up.

Other:

- Is trained in Behavior Threat Assessment and CPI and serves on the BTAM and KIP Teams.
- Keep the school leader informed of routine matters related to families, instruction, local partnerships, or events and activities of an unusual nature.
- Assume other responsibilities as assigned by the school leader and superintendent.

QUALIFICATIONS:**Minimum Requirements:**

- Bachelor's degree in related field.
- Exemplary work habits verified by reference check.
- Understanding of PBIS, behavior intervention methods.
- Progressive leadership experience in an educational setting.

Desired Qualifications:

- Master's degree or additional coursework relevant to strategies related to MTSS and behavior intervention.
- Successful experience as a teacher.
- Knowledge and skills working with students from all backgrounds.
- Previous experience in a school behavioral intervention role.
- Excellent verbal and written communication using standard grammar and vocabulary.
- Strong interpersonal skills fostering a positive school culture.
- Self-awareness, adaptability, and continuous improvement mindset.
- Persistent problem-solving and proactive approach to overcoming obstacles and driving change.
- Exemplary work habits as verified by reference checks.

WORK ENVIRONMENT:

The work environment is typically a standard office/school setting, including standard office equipment (fax, copier, phone, computer, 10-key, etc.). The noise level in the work environment is usually low. While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to sit, use hands for fine manipulation, handle, and reach with hands and arms using a keyboard and video display terminal. The employee is required to walk, stand, stoop, kneel, and crouch. The employee must regularly lift and/or move up to 10 pounds and occasionally up to 25 pounds. Specific vision abilities required by this job include close vision.

TRAVEL:

Mileage will be reimbursed at the federal rate if a personal vehicle is used.

CLASSIFICATION/TERMS OF EMPLOYMENT:

10-month, at-will, full-time, exempt level position. Pay rate and work schedule as established by Choice Schools Associates, L.L.C., and approved by the academy board via the annual academy operating budget and calendar approval process. Includes benefits as outlined in the Choice Schools Associates LLC Employee Manual.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify, and ICHAT clearance.

EVALUATION:

The Choice Schools Associates, L.L.C. superintendent will evaluate job performance through systematic input from primary internal and external stakeholders for professional growth feedback and systems improvement.

SUPERVISOR: School Leader

EMPLOYED BY: Choice Schools Associates, LLC

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions, and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties, or responsibilities required of me as an employee.

Signature of Employee

Date Signed

Signature of Supervisor

Date Signed

SUBSTITUTE TEACHER

Job Description

Revised: June 2023

JOB GOAL: To seamlessly integrate into various classrooms, fostering a dynamic learning environment that maintains the continuity of education in the absence of the regular teacher. The aim is to adeptly execute provided lesson plans, ensuring engaged student participation and academic progress. With a commitment to upholding established routines and discipline, the substitute teacher creates a safe and respectful classroom atmosphere that promotes responsible citizenship and mutual respect. This position will support and uphold the mission and vision of the classical academy.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Classroom Management:

- Maintains a classroom environment conducive to effective learning.
- Upholds established routines and procedures of the school and assigned classroom.
- Provides a classroom atmosphere based on firm, fair, and consistent practices, fostering respect for individual children and responsible citizenship development.

Curriculum and Instruction:

- Follows lesson plans left by the absent teacher, ensuring seamless instruction.
- Instructs assigned classes at designated times and locations.
- Plans appropriate learning activities when lesson plans are incomplete, aligning with grade level and subject.

Student Behavior and Discipline:

- Oversees student behavior during class, between classes, and lunch periods.
- Implements the regular teacher's discipline plan.

Academic Engagement and Support:

- Motivates students to achieve their highest potential through assignments, activities, and relationships.
- Utilizes resources effectively to support learning within the classroom, Academy, and community.

Professionalism and Improvement:

- Demonstrates professionalism and ethical behavior.
- Strives for continuous improvement in teaching methods, techniques, and interpersonal relationships.
- Displays personal qualities that reflect positively on oneself, the Academy, and the collective group.

Additional Responsibilities:

- Assumes any duties assigned by the school leader.
- Promotes responsible citizenship through role modeling.
- Understands, communicates, and enforces the Student Code of Conduct.
- Uses technology effectively for instruction, record-keeping, and communication.
- Ensures safety and orderliness of the learning environment and appropriate use of facilities and equipment.
- Supports the overall effectiveness of the Academy by assisting during peak periods or when there's an overload of duties.

QUALIFICATIONS:

Minimum Requirements:

- A minimum of 60 college credits with a GPA of 2.0 or higher.
- Able to use technology as an instructional tool in the classroom, as a means of analyzing academic achievement data, and as a tool to aid effective communications.
- Exemplary work habits verified by reference check.

Desired Qualifications:

- Bachelor's degree or Valid Michigan Teacher's Certificate.
- Knowledge and skills working with staff, students and parents from all backgrounds.
- Strong interpersonal skills.
- Excellent verbal and written expression using proper grammar and vocabulary.

WORK ENVIRONMENT:

While performing duties of this job, the employee is exposed to weather conditions prevalent at the time. The noise level in the work environment is usually moderate. The lighting in the work environment is usually well lit and appropriate for a classroom setting.

TERMS OF EMPLOYMENT:

Non-Exempt, part-time or as needed. Hourly wage and work schedule established by Choice Schools Associates LLC and approved by the Academy Board via the annual school operating budget and calendar approval process.

LEGAL REQUIREMENTS:

Criminal Records Check, Unprofessional Conduct Disclosure Release, Sex Offender Registry Clearance, Employment Eligibility Verification using e-verify, and ICHAT clearance.

SUPERVISOR: School Leader

SUPERVISES: Students, and Code of Student Conduct.

EMPLOYED BY: Choice Schools Associates, L.L.C.

EVALUATION:

The School Leader and designated Choice Schools Associates LLC employees evaluate job performance through systematic input from various primary internal and external stakeholders.

STATEMENT OF UNDERSTANDING:

I have reviewed this job description with my Supervisor. I understand the requirements, essential functions and duties of this position. I also understand that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of me as an employee.

Signature of Employee

Date Signed

Printed Name of Employee

Date Signed

CONTRACT SCHEDULE 6

PHYSICAL PLANT DESCRIPTION

SCHEDULE 6

PHYSICAL FACILITIES ACKNOWLEDGEMENT

1. Applicable Law requires that a public school academy application and contract must contain a description of and the address for the proposed physical plant in which the public school academy will be located. [See MCL 380.502(3) (j), 380.503(5) (d) and (g), 380.512(3) (j) and 380.513(6) (d) and (g)].

2. Description and Address of Academy

Description:

Benton Harbor Charter School Academy
455 Riverview Dr
Benton Harbor, MI 49022

The existing single story school occupies approximately 62,767 square feet of a 90,533 square-foot building. The remaining space in the building was occupied as office space, but is currently vacant. The school includes approximately thirty-eight (38) classrooms. There is a cafeteria, eight (8) restrooms, gymnasium, office space, media center, multi-purpose room, non-production kitchen and storage. The school site also includes parking areas and playground areas.

Name of Local School District: Benton Harbor Area Schools

Name of Intermediate School District: Berrien RESA

3. It is acknowledged and agreed that the following information about this site is provided on the following pages, and must be provided to the satisfaction of the University Board to continue to operate as a public school in this state:
 - A. Size of building – as stated above
 - B. Floor plan – see attached
 - C. Description of rooms – on file at Ferris State University Charter Schools Office and at the Academy
 - D. Copy of lease or purchase agreement – on file at Ferris State University Charter Schools Office and at the Academy
 - E. Name of local school district in which school is located – as stated above
 - F. Name of intermediate school district in which school is located – as stated above



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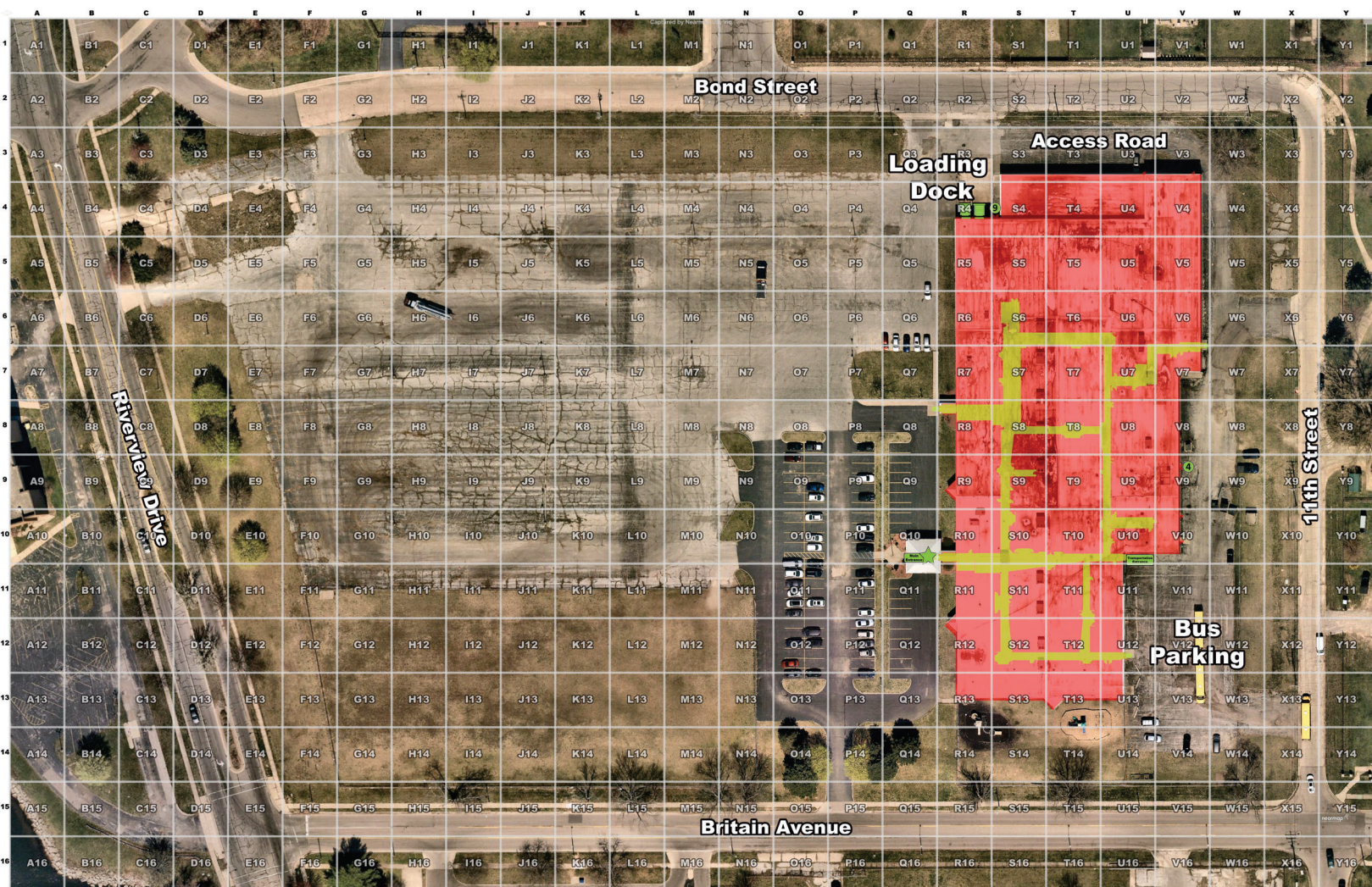
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Benton Harbor
Charter School Academy
455 Riverview Dr, Benton Harbor, MI 49022

School Code
MI-11903-08706



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Commissioned by: Benton Harbor Charter School Academy



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CONTRACT SCHEDULE 7

REQUIRED INFORMATION FOR PUBLIC SCHOOL ACADEMY

SCHEDULE 7

REQUIRED INFORMATION FOR PUBLIC SCHOOL ACADEMY

Required Information for Public School Academy. This Schedule contains information required by Parts 6A of the Michigan School Code. Every public school academy contract shall include the information contained in this Schedule 7.

Section a. Governance Structure of Public School Academy. The governance structure of the Academy is set forth in Schedule 2 and is outlined in "Section a" of this Schedule.

Section b. Educational Goals and Programs. The educational goals and programs of the Academy are set forth in "Section b" of this Schedule. These educational goals and programs fulfill at least one of the purposes set forth in the Code.

Section c. Curriculum. The curriculum of the Academy is set forth in "Section c" of this Schedule. The curriculum, together with the educational goals and programs, fulfills at least one of the purposes set forth in the Code.

Section d. Methods of Pupil Assessment. The methods of pupil assessment of the Academy are set forth in "Section d" of this Schedule.

Section e. Admission Policy and Criteria. The admission policy and criteria of the Academy are set forth in "Section e" of this Schedule.

Section f. Public Notice of Enrollment Procedures. The public notice of enrollment procedures is set forth in "Section f" of this Schedule.

Section g. School Calendar and School Day Schedule. The school calendar and school day schedule of the Academy are set forth in "Section g" of this Schedule.

Section h. Age or Grade Range of Pupils to Be Enrolled. The age or grade range of pupils to be enrolled by the Academy is set forth in "Section h" of this Schedule.

SECTION a

GOVERNANCE STRUCTURE OF PUBLIC SCHOOL ACADEMY

GOVERNANCE STRUCTURE

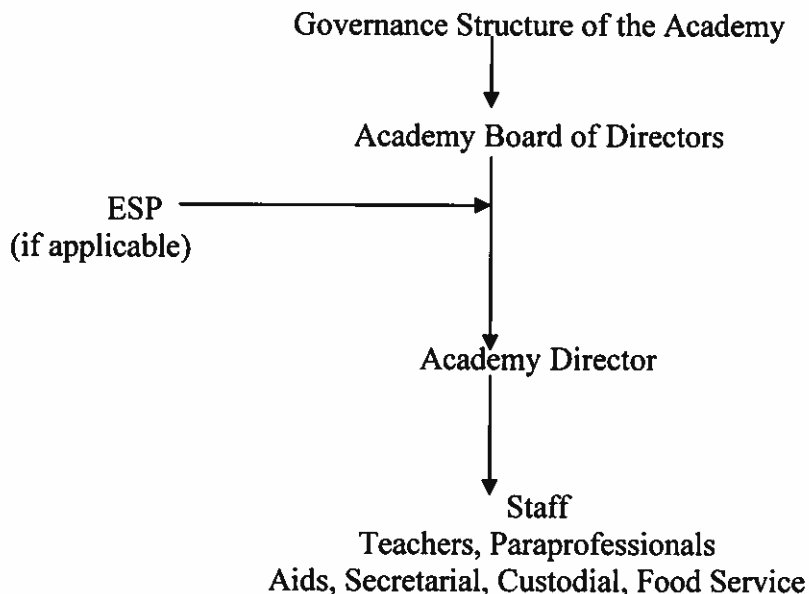
The University Board shall appoint the Board of Directors of the Academy ("Academy Board"). The Academy Board has all the powers and duties permitted by law to manage the business, property and affairs of the Academy. The Academy Board is responsible for assuring that the Academy operates according to the terms and conditions of this Contract and applicable law.

The method of selection and appointment, length of term, number of directors, oath of public office requirements, tenure, removal, resignation, compensation and prerequisite qualifications for and other matters pertaining to members of the Academy Board shall comply with the Resolution adopted by the University Board.

The Academy Board shall manage the business, property and affairs of the Academy. The Academy Board shall set all educational, fiscal, and administrative policies for the Academy.

After the issuance of this Contract, the Academy Board may contract with an Educational Service Provider (ESP) to implement the Academy's educational programs as set forth in Schedule 7c of this Contract. If the Academy Board retains an ESP, that ESP will be responsible for the performance of the Academy and will be accountable to the Academy Board. An ESP must report to the Academy Board at regularly scheduled times and upon any request by the Academy Board.

The day-to-day operation of the Academy will be the responsibility of the Academy Director (School Leader, Chief Academic Officer, Principal, Superintendent, etc.) who will have the authority to operate the school and supervise the staff. The ESP shall report directly to the Academy Board.



SECTION b

EDUCATIONAL GOALS AND PROGRAMS

FERRIS STATE UNIVERSITY

FERRIS FORWARD

Charter Schools Office Policy

Adopted: 2010

Revised: 2021

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: ≥ 70 Meets: ≥ 50 but < 70 Approaching: ≥ 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: ≥ 70 th Percentile Meets: ≥ 50 th but < 70 th Percentile Approaching: ≥ 30 th but < 50 th Percentile Does Not Meet: < 30 th Percentile

Are students making sufficient yearly academic growth to increase proficiency?

Target	Measure	Metric
The difference will be at least +3%	Percentage of students proficient on 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.

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: ≥ 70 Meets: ≥ 45 but < 70 Approaching: ≥ 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: ≤ 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)?

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: ≤ 0

Are students performing well on state examinations in relation to a benchmark standard?

Target	Measure	Metric
Math: 40%	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: 50%		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.

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.

SECTION c
CURRICULUM

CURRICULUM

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.2, the Academy shall implement, deliver and support the curriculum as identified in Schedule 7, Section c.

Academy Name provides the basic level of technology and internet access required by the State Board to complete the learning experience. Students complete at least one learning experience that is presented online. The Academy is not a cyber-school.

A complete description of the curriculum is on file at the Academy and at Ferris State University Charter Schools Office.



BHCSEA Curriculum Shareable Links

Grade Levels:	Subject:	Curriculum Link:	Login Information
K-8	Math	Eureka Math Edition 2	BHCSEA Clever Login with Google ferris@bentonharborcharter.com Choice2024 Select Great Minds
K-8	ELA	RedThread Course Standards Alignment	Do not yet have online access
K-5	Science	Mystery Science	Username: kristinmolyneux@choiceschools.com Password: Choice2023!
6-8	Science	OpenSciEd	No Login Required
K-5	Social Studies	Social Studies Weekly K-5 Standards Alignment	Do not yet have online access
6-8	Social Studies	MAISA Atlas Rubicon (MC3)	No Login Required
K-8	Health	Michigan Model for Health	Username: kristinmolyneux@choiceschools.com Password: Choice2023!
K-8	PE	MAISA Atlas Rubicon	No Login Required
K-8	Art	MAISA Atlas Rubicon	No Login Required
K-5	Technology	Michigan Integrated Technology Competencies for Students (MITECS)	No Login Required

CURRICULUM REQUIREMENTS

In accordance with applicable law and the Contract Terms and Conditions, including Article VI, Section 6.4, the school shall implement, deliver, and support the Curriculum identified in Schedule 7c. The submission is required to include a detailed written curriculum by grade or level covering each subject/course to be taught and represent a focused, coherent and rigorous learning agenda. At a minimum, the subjects to be taught, as required by law, shall include English language arts, mathematics, science, social studies, physical education and health for kindergarten through grade eight. High school programs are required to offer a course of study that meets the Michigan Merit Curriculum ([MCL 380.1278a](#), [380.1278b](#)).

The school's curricular submission must meet the following requirements. The curriculum will:

- Demonstrate a logical sequence of learning objectives aligned to state and national standards;
- Outline instructional resources and tools;
- Provide the essential vocabulary for each content area; and
- Specify the methods of assessment.

Specific Health requirements including, but not limited to:

- Health education ([MCL 380.1169](#), [380.1502](#) and [380.1170](#));
- Dangerous communicable diseases, including, but not limited to HIV/AIDS ([MCL 380.1169](#)); and
- Sex education, if it is part of the school's curriculum ([MCL 380.1506](#) and [380.1507](#)).

Other considerations:

- If the curriculum is web-based, the school is required to provide all necessary **login** and **password** information such that a representative of the MDE Public School Academies Unit may review the curriculum in its entirety;
- Within the curricular document, include a citation to the specific standard(s) to which the curriculum is aligned;
- Complete the course matrix (p 3 & 4), listing all the courses offered per grade or level; and
- Submit the written curriculum in a consistent format and as separate course documents clearly identified by school name, course title, and grade or level.

NON-CORE CURRICULUM REQUIREMENTS

Non-core curriculum is to be submitted in the same format as the core curriculum. The same template is required to be used, with a curricular document submitted for each grade, level and subject offered. As with the core curriculum, all non-core courses must be explicitly aligned with the state or national standards, representing a focused, coherent and rigorous learning agenda.

Health and Physical Education

Health curriculum must address the Michigan health education requirements ([MCL 380.1170](#) and [380.1502](#)) including the teaching of dangerous communicable diseases ([MCL 380.1169](#) and [380.1170](#)).

- If the school board adopts the Michigan Model for Health, only a module checklist is required.
- Physical education curriculum is required for each grade or level. Participation in extracurricular athletics at the high school level may constitute successful completion of this requirement ([MCL 380.1502](#)).

Visual, Performing and Applied Arts

A written curriculum must be submitted for each visual art, music, dance or theater course offered for each grade or level. The curriculum is required to explicitly indicate alignment to the Michigan Academic Standards. If state standards are not available for a given subject, alignment to national or international standards should be considered and referenced within the document. The standards can be accessed at: [Michigan Merit Curriculum: Visual Arts, Music, Dance, and Theatre](#).

World Languages

A written curriculum must be submitted for each world language course offered for each grade or level. World language is required for high school graduation. Students can meet this requirement by completing two years of a world language in grades nine through 12 or by completing an equivalent learning experience in grades kindergarten through eight, meeting all state proficiency requirements. The Michigan World Language Standards and Benchmarks can be accessed at: [Michigan Merit Curriculum: World Languages Standards and Benchmarks](#).

Technology and Online Learning Experience

A written curriculum must be submitted for each technology course offered for each grade or level. Technology curriculum must align to the Michigan Integrated Technology Competencies for Students (MITECS) 2017. These standards can be accessed at: [Michigan Integrated Technology Competencies for Students](#).

- If the online learning experience requirement for high school graduation is integrated into courses, submit documentation showing fulfillment of the online learning experience.

ADDITIONAL RESOURCES

Common Core State Standards Initiative / www.corestandards.org

Michigan Department of Education Public School Academies Unit
Curriculum Requirements – Schedule 7c

Academy	
Curriculum Contact	
Title	
Email	
Phone	

Elementary Courses:

Indicate all subjects/courses that will be offered, changing the course title to reflect the Academy courses.

- Mark with an "X" the grade or level the course will be offered.
- A written curriculum must be submitted for each course that is offered at the Academy.
- Non-core courses are not required to be included on the course matrix for kindergarten through eighth grade.

Course	K	1	2	3	4	5	6	7	8
English Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Health	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Physical Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

High School Courses

Indicate all subjects/courses that will be offered including the grade offered, adjusting course names to reflect Academy offerings. A written curriculum must be submitted for each course that is offered at the Academy. Michigan Merit Curriculum minimum requirements are identified on the below course matrix. Additional lines should be added, as needed.

*If students are not required to take a course at a specific grade level, indicate by using the word "any."

**Virtual Courses are any courses that are delivered using a web-based provider. List the course titles (attach additional pages as necessary); provide a password and login for verification.

***Off-Campus Courses: List the titles of all off-campus offerings (attach additional pages as necessary); submit a course description document with the curriculum submission.

Michigan Department of Education Public School Academies Unit
Curriculum Requirements – Schedule 7c

Course Name	Grade*	Course Name	Grade*
ENGLISH (min 4)		WORLD LANGUAGE (min 2)	
English 9			
English 10			
English 11			
English 12			
MATHEMATICS (min 4)		VISUAL, PERFORMING & APPLIED ARTS (min 1)	
Algebra I			
Geometry			
Algebra II			
*4 th year math credit – identify course(s)			
SCIENCE (min 3)		VISUAL, PERFORMING & APPLIED ARTS (min 1)	
Biology			
Chemistry or Physics			
*3 rd year science credit – identify course(s)			
SOCIAL STUDIES (min 3)		OTHER	
US History & Geography			
World History & Geography			
Civics/Government (.5)			
Economics (.5)			
PHYSICAL EDUCATION & HEALTH (min .5)		VIRTUAL COURSES**	
Physical Education			
Health			
		OFF CAMPUS COURSES***	

Standards		Weekly Issues
(H2) History- Living and Working Together Use historical thinking to understand the past.		
H2.0.1	Distinguish among the past, present, and future.	Week 27- Time Week 28- Changes Over Time
H2.0.2	Create a timeline using events from their own lives.	Week 29- Comparing Children Over Time
H2.0.3	Describe ways people learn about the past.	Week 30- Inventions Week 31- Transportation Over Time Week 32- Communication Over Time
(G1) Geography- The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.		
G1.0.1	Recognize that maps and globes represent places.	Week 15- Location
G1.0.2	Use directions or positional words to identify significant locations in the classroom.	Week 15- Location
(G2) Geography- Places and Regions- Understand how regions are created from common physical and human characteristics.		
G2.0.1	Identify and describe places in the immediate environment.	Week 16- Place: Physical mCharacteristics Week 17- Place: Human Characteristics
(G5) Geography- Environment and Society Understand the effects of human-environment interactions.		
G5.0.1	Describe ways in which the environment provides for basic human needs and wants.	Week 18- Human-Environment Interaction
(C1) Civics and Government- Purposes of Government- Explain why people create governments.		
C1.0.1	Identify and explain reasons for rules at home and in school.	Week 2- What Are Rules? Week 4- Learning and Working Together
(C2) Democratic Values and Constitutional Principles of American Government		
C2.0.1	Identify the American flag as an important symbol of the United States.	Week 9- Patriotism Week 10- National Symbols
C2.0.2	Explain why people do not have the right to do whatever they want.	Week 7- Important Documents
C2.0.3	Describe fair ways for groups to make decisions.	Week 7- Important Documents

Standards		Weekly Issues
(C5) Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.		
C5.0.1	Describe situations in which they demonstrated self-discipline and individual responsibility	Week 8- Citizens
(E1) Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.		
E1.0.1	Describe economic wants they have experienced.	Week 22- Needs and Wants
E1.0.2	Distinguish between goods and services.	Week 23- Good and Services
E1.0.3	Recognize situations in which people trade.	Week 23- Goods and Services
P3.1 Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.		
P3.1.1	Identify classroom issues.	Week 1- I Am A Member of a Community
P3.1.2	Use simple graphs to explain information about a classroom issue.	Week 1- I Am A Member of a Community
P3.1.3	Compare their viewpoint about a classroom issue with the viewpoint of another person.	Week 1- I Am A Member of a Community
P3.3 Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.		
P3.3.1	Express a position on a classroom issue.	Week 1- I Am A Member of a Community
P4.2 Civic Participation Act constructively to further the public good.		
P4.2.1	Develop and implement an action plan to address or inform others about a classroom issue.	Week 4- Learning and Working Together
P4.2.2	Participate in projects to help or inform others.	Week 4- Learning and Working Together

Standards		Weekly Issues
(H2) History-Individually and collaboratively, students will engage in planned inquiries to investigate family life in the past. Use historical thinking to understand the past.		
H2.0.1	Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.	Week 27- Time Week 28- Changes Over Time
H2.0.2	Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.	Week 21- Culture
H2.0.3	Use historical sources to draw possible conclusions about family or school life in the past.	Week 12- Sources
H2.0.4	Compare life today with life in the past using the criteria of family, school, jobs, or communication.	Week 29- Comparing CHildren Over Time Week 30- Inventions Week 31- Transportation Over Time Week 32- Communication Over time
H2.0.5	Identify the events or people celebrated during U.S. national holidays and why we celebrate them.	Week 10- National Holidays
(G1) Geography- The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.		
G1.0.1	Construct simple maps of the classroom to demonstrate aerial perspective.	Week 13- Map Skills
G1.0.2	Describe places using absolute location or relative location.	Week 15- Location
G1.0.3	Distinguish between landmasses and bodies of water using maps and globes.	Week 15- Location
(G2) Places and Regions Understand how regions are created from common physical and human characteristics.		
G2.0.1	Distinguish between physical and human characteristics of places.	Week 16- Place: Physical Characteristics Week 17- Place: Human CHaracteristics
G2.0.2	Describe the unifying characteristics and boundaries of different school regions.	Week 17: Place: Human Characteristics

Standards		Weekly Issues
(G4) Human Systems Understand how human activities help shape the Earth's surface.		
G4.0.1	Use components of culture to describe diversity in family life.	Week 21- Culture
(G5) Environment and Society Understand the effects of human-environment interactions.		
G5.0.1	Describe ways in which people are part of, modify, and adapt to their physical environments.	Week 18- Human-Environment Interaction
G5.0.2	Describe ways in which the physical environment in a place or region affects people's lives.	Week 18- Human-Environment Interaction
Civics and Government-(C1) Purposes of Government Explain why people create governments.		
C1.0.1	Explain the need for rules and purposes of rules.	Week 2- Rules and Laws
C1.0.2	Give examples of the use of power with authority and power without authority in school.	Week 2- Rules and Laws
(C2) Democratic Values and Constitutional Principles of American Government		
C2.0.1	Explain fair ways to make decisions and resolve conflicts in the school community.	Week 3- Principles of Democracy
C2.0.2	Identify important symbols of the United States of America and what they represent.	Week 8- Patriotism Week 9- National Symbols
(C5) Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.		
C5.0.1	Describe some responsibilities people have at home and at school.	Week 1- Community
C5.0.2	Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.	Week 2- Citizens

Standards		Weekly Issues
Economics (E1) Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.		
E1.0.1	Distinguish between producers and consumers of goods and services.	Week 24- Economic Choices Week 25- Economic Activities
E1.0.2	Describe ways in which families consume goods and services.	Week 23- Goods and Services Week 24- Economic Choices Week 25- Economic Activities Week 26- Spending and Saving
E1.0.3	Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).	Week 22- Needs and Wants Week 23- Goods and Services
E1.0.4	Describe reasons why people voluntarily trade.	Week 23- Goods and Services
E1.0.5	Describe ways in which people earn money.	Week 23- Goods and Services
E1.0.6	Describe how money simplifies trade.	Week 23- Goods and Services
(P3.1) Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.		
P3.1.1	Identify public issues in the school community.	Week 7- Citizens
P3.1.2	Use graphic data to analyze information about a public issue in the school community.	Week 7- Citizens
P3.1.3	Identify alternative resolutions to a public issue in the school community.	Week 7- Citizens
(P3.3) Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.		
P3.3.1	Express a position on a public policy issue in the school community and justify the position with a reasoned argument.	Week 7- Citizens
(P4.2) Civic Participation Act constructively to further the public good.		
P4.2.1	Develop and implement an action plan to address or inform others about a school issue.	Week 7- Citizens
P4.2.2	Participate in projects to help or inform others.	Week 7- Citizens

Standards		Weekly Issues
<p align="center">HISTORY</p> <p align="center">Individually and collaboratively, students will engage in planned inquiries to investigate the past in their own and other communities.</p> <p align="center">(H2) Living and Working Together in Communities</p> <p align="center">Use historical thinking to understand the past.</p>		
H2.0.1	Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.	Week 14- Sources
H2.0.2	Examine different perspectives of the same event in a community and explain how and why they are different.	Week 14- Sources
H2.0.3	Explain how individuals and groups have made significant historical changes.	Week 30- Innovations Over Time Week 31- Historic Figures: Inquiry
H2.0.4	Describe changes in the local community over time.	Week 1- Community
H2.0.5	Describe how community members responded to a problem in the past.	Week 30- Innovations Over Time
H2.0.6	Construct a historical narrative about the history of the local community from a variety of sources.	Week 14- Sources
<p align="center">GEOGRAPHY (G1) The World in Spatial Terms</p> <p align="center">Use geographic representations to acquire, process, and report information from a spatial perspective.</p>		
G1.0.1	Construct maps of the local community that contain symbols, labels, and legends denoting human and physical characteristics of place.	Week 15- Map Skills
G1.0.2	Use maps to describe the spatial organization of the local community by applying concepts including relative location, and using distance, direction, and scale.	Week 17- Location
G1.0.3	Use maps to describe the location of the local community within the state of Michigan in relation to other significant places in the state.	Week 15- Map Skills

Standards		Weekly Issues
(G2) Places and Regions Understand how regions are created from common physical and human characteristics.		
G2.0.1	Compare the physical and human characteristics of the local community with those of another community.	Week 18- Place: Physical Characteristics Week 19- Place: Human Characteristics
G2.0.2	Describe how the local community is part of a larger region.	Week 18- Place: Physical Characteristics Week 19- Place: Human Characteristics
(G4) Human Systems Understand how human activities help shape the earth's surface.		
G4.0.1	Describe land use in the community.	Week 19- Place: Human Characteristics Week 20- Human-Environment Interaction Week 21- Movement Week 23- Michigan Geography and Culture
G4.0.2	Describe the means people create for moving people, goods, and ideas within the local community.	Week 21- Movement
G4.0.3	Use components of culture to describe diversity in the local community.	Week 13- Sources Week 23- Michigan Geography and Culture
(G5) Environment and Society Understand the effects of human-environment interactions.		
G5.0.1	Suggest ways in which people can responsibly interact with the environment in the local community.	Week 20- Human-Environment Interaction Week 23- Michigan Geography and Culture
G5.0.2	Describe positive and negative consequences of changing the physical environment of the local community.	Week 20- Human-Environment Interaction Week 23- Michigan Geography and Culture
CIVICS AND GOVERNMENT Individually and collaboratively, students will engage in planned inquiries to investigate how local government affects people living in a community. (C1) Purposes of Government Explain why people create governments.		
C1.0.1	Explain why people form governments.	Week 5- Our Government
C1.0.2	Distinguish between government action and private action.	Week 6- Taxes and Government Services

Standards		Weekly Issues
(C2) Democratic Values and Constitutional Principles of American Government		
C2.0.1	Explain how local governments balance individual rights with the common good to solve local community problems.	Week 4- Important Documents Week 5- Our Government
C2.0.2	Describe how the Pledge of Allegiance reflects the Democratic Value of patriotism.	Week 3- Principles of Democracy Week 8- Patriotism Week 9- Patriotic Symbols
(C3) Structure and Functions of Government Describe the structure of government in the United States and how it functions.		
C3.0.1	Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.	Week 2- Rules and Laws
C3.0.2	Use examples to describe how local government affects the lives of people in a community.	Week 6- Taxes and Government Services
C3.0.3	Identify services commonly provided by local governments.	Week 6- Taxes and Government Services
(C5) Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.		
C5.0.1	Identify ways in which people participate in community decisions.	Week 7- Citizens
C5.0.2	Distinguish between personal and civic responsibilities and explain why they are important in community life.	Week 7- Citizens
C5.0.3	Design and participate in community improvement projects that help or inform others.	Week 32- Solving Community Problems
ECONOMICS Individually and collaboratively, students will engage in planned inquiries to investigate economic activity in their own and other communities. (E1) Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.		
E1.0.1	Identify the opportunity cost involved in a consumer decision.	Week 26- Economic Principles

Standards		Weekly Issues
E1.0.2	Describe how businesses in the local community meet economic wants of consumers.	Week 25- Goods and Services
E1.0.3	Describe the natural, human, and capital resources needed for production of a good or service in a community.	Week 24- Economic Resources
E1.0.4	Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence).	Week 27- Economic Activity
E1.0.5	Utilize a decision-making process to analyze the benefits and costs of a personal decision.	Week 28- Economic Choices
PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4) (P3.1) Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.		
P3.1.1	Identify public issues in the local community that influence people's daily lives.	Week 32- Solving Community Problems
P3.1.2	Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.	Week 32- Solving Community Problems
P3.1.3	Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the local community.	Week 3- Principles of Democracy
(P3.3) Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.		
P3.3.1	Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.	Week 32- Solving Community Problems
(P4.2) Civic Participation Act constructively to further the public good.		
P4.2.1	<i>Develop and implement an action plan to address or inform others about a community issue.</i>	Not Covered
P4.2.2	<i>Participate in projects to help or inform others.</i>	Not Covered

Standards		Weekly Issues
<p align="center">HISTORY</p> <p align="center">Individually and collaboratively, students will engage in planned inquiries to investigate early Michigan history.</p> <p align="center">(H3) The History of Michigan (Through Statehood)</p> <p align="center">Use historical thinking to understand the past.</p>		
H3.0.1	Identify questions historians ask in examining the past in Michigan.	Week 24- Sources Week 27- Engage in Your Own Inquiry Week 31- Michigan Statehood Week 32- Important Events to Michigan
H3.0.2	Explain how historians use primary and secondary sources to answer questions about the past.	Week 24- Sources Week 27- Engage in Your Own Inquiry
H3.0.3	Describe the causal relationships between three events in Michigan's past.	Week 32- Important Events to Michigan
H3.0.4	Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories.	Week 28- Indigenous People of Michigan
H3.0.5	Use informational text and visual data to compare how Indigenous Peoples and non-Indigenous Peoples in the early history of Michigan interacted with, adapted to, used, and/or modified their environments.	Week 28- Indigenous People of Michigan
H3.0.6	Use a variety of sources to describe interactions that occurred between Indigenous Peoples and the first European explorers and settlers in Michigan.	Week 29- Exploration of Michigan
H3.0.7	Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).	Week 30- Early Settlements of Michigan
H3.0.8	Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan (pre-statehood).	Week 30- Early Settlements of Michigan Week 31- Michigan Statehood
H3.0.9	Describe how Michigan attained statehood.	Week 31- Michigan Statehood
H3.0.10	Create a timeline to sequence and describe major eras and events in early Michigan history.	Week 31- Michigan Statehood Week 32- Important Events to Michigan

Standards		Weekly Issues
GEOGRAPHY Individually and collaboratively, students will engage in planned inquiries to investigate ways people have interacted with the environment of Michigan now and in the past, and consequences of those interactions. (G1) The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.		
G1.0.1	Use cardinal directions (north, south, east, west) to describe the relative locations of significant places in the immediate environment.	Week 8- Map Skills Week 10- Location
G1.0.2	Use thematic maps to identify and describe the physical and human characteristics of Michigan.	Week 8- Map Skills Week 10- Location Week 11- Place: Physical Characteristics
G1.0.3	Use a world map to describe North America in relation to the equator and other continents and oceans, and Michigan within North America.	Week 8- Map Skills Week 10- Location
(G2) Places and Regions Understand how regions are created from common physical and human characteristics.		
G2.0.1	Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.	Week 15- Regions of Michigan
G2.0.2	Describe different regions to which Michigan belongs.	Week 15- Regions of Michigan
(G4) Human Systems Understand how human activities help shape the Earth's surface.		
G4.0.1	Describe major kinds of economic activity in Michigan today, such as agriculture, forestry, manufacturing, services and tourism, and research and development, and explain the factors influencing the location of these economic activities.	Week 21- Michigan's Economy
G4.0.2	Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors).	Week 14- Movement Week 30- Early Settlements of Michigan
G4.0.3	Describe some of the current movements of goods, people, jobs, or information to, from, or within Michigan and explain reasons for the movements.	Week 14- Movement
G4.0.4	Use data and current information about the Anishinaabek and other Indigenous Peoples living in Michigan today to describe the cultural aspects of modern life.	Week 28- Indigenous Peoples of Michigan

Standards		Weekly Issues
(G5) Environment and Society Understand the effects of human-environment interactions.		
G5.0.1	Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan.	Week 13- Human-Environment Interaction
G5.0.2	Locate natural resources in Michigan and explain the consequences of their use.	Week 11- Place: Physical Characteristics
CIVICS AND GOVERNMENT Individually and collaboratively, students will engage in planned inquiries to investigate the structure and functions of Michigan's government and rights and responsibilities of citizenship.		
(C1) Purposes of Government Explain why people create governments.		
C1.0.1	Give an example of how Michigan state government fulfills one of the purposes of government.	Week 1- Government
(C2) Democratic Values and Constitutional Principles of American Government		
C2.0.1	Describe how the Michigan state government reflects the principle of representative government.	Week 1- Government
(C3) Structure and Functions of Government Describe the structure of government in the United States and how it functions.		
C3.0.1	Distinguish between the roles of tribal, state, and local governments.	Week 2- Structure of Government
C3.0.2	Identify goods and services provided by the state government and describe how they are funded.	Week 2- Structure of Government
C3.0.3	Identify the three branches of state government in Michigan and the powers of each.	Week 2- Structure of Government
C3.0.4	Explain how state courts function to resolve conflict.	Week 3- Conflict and Compromise
C3.0.5	Describe the purpose of the Michigan Constitution.	Week 6- Important Documents

Standards		Weekly Issues
(C5) Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.		
C5.0.1	Identify and explain rights and responsibilities of citizenship.	Week 4- Citizens
ECONOMICS Individually and collaboratively, students will engage in planned inquiries to investigate the economy of Michigan. (E1) Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.		
E1.0.1	Using a Michigan example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed.	Week 1- Government
E1.0.2	Identify incentives that influence economic decisions people make in Michigan.	Week 19- Economic Principles
E1.0.3	Analyze how Michigan's location and natural resources influenced its economic development.	Week 11- Place: Physical Characteristics Week 21- Michigan's Economy
E1.0.4	Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.	Week 21- Michigan's Economy
E1.0.5	Explain the role of entrepreneurship and business development in Michigan's economic future.	Week 21- Michigan's Economy
(E2) National Economy Use fundamental principles and concepts of economics to understand economic activity in the United States.		
E2.0.1	Using a Michigan example, explain how specialization leads to increased interdependence.	Week 21- Michigan's Economy
(E3) International Economy Use fundamental principles and concepts of economics to understand economic activity in the global economy.		
E3.0.1	Identify products produced in other countries and consumed by people in Michigan.	Week 21- Michigan's Economy

Standards		Weekly Issues
(P3.1) Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.		
P3.1.1	Identify public issues in Michigan that influence the daily lives of its citizens.	Week 4- Citizens
P3.1.2	Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.	Week 7- Take a Stand on a Public Issue
P3.1.3	Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in Michigan.	Week 3- Conflict and Compromise
(P3.3) Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.		
P3.3.1	Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.	Week 7- Take a Stand on a Public Issue
(P4.2) Civic Participation Act constructively to further the public good.		
P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	Week 7- Take a Stand on a Public Issue
P4.2.2	Participate in projects to help or inform others.	Week 7- Take a Stand on a Public Issue

Standards		Weekly Issues
HISTORY Individually and collaboratively, students will engage in planned inquiries to investigate post-statehood Michigan history. (H3) The History of Michigan (Beyond Statehood) Use historical thinking to understand the past.		
H3.0.1	Use historical inquiry questions to investigate the development of Michigan's major economic activities from statehood to present.	Week 29- Michigan's Economy
H3.0.2	Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.	Week 20- Immigration and Migration to Michigan
H3.0.3	Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.	Week 32- The Underground Railroad
H3.0.4	Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continue to affect the location and growth of Michigan cities.	Week 25- Resources
H3.0.5	Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same activity or a related activity in the past.	Week 29- Michigan's Economy
H3.0.6	Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan.	Week 30- The Automobile Industry
H3.0.7	Describe past and current threats to Michigan's natural resources and describe how state government, tribal and local governments, schools, organizations, and individuals worked in the past and continue to work today to protect its natural resources.	Week 18- Threats to Michigan's Environment

Standards		Weekly Issues
GEOGRAPHY Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people have interacted with the environment of Michigan now and in the past, and consequences of those interactions. (G1) The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.		
G1.0.1	Identify questions geographers ask in examining the United States.	Week 14- Five Themes of Geography Week 15- Map Skills
G1.0.2	Identify and describe the characteristics and purposes of a variety of technological geographic tools.	Week 15- Map Skills
G1.0.3	Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.	Week 23- Regions of Michigan
G1.0.4	Use maps to describe elevation, climate, and patterns of population density in the United States.	Week 16- Place Week 17- Human-Environment Interaction Week 19- Movement
G1.0.5	Use hemispheres, continents, oceans, and major lines of latitude to describe the relative location of the United States on a world map.	Week 15- Map Skills
(G2) Places and Regions Understand how regions are created from common physical and human characteristics.		
G2.0.1	Describe ways in which the United States can be divided into different regions.	Week 22- Regions of the United States
G2.0.2	Locate and describe human and physical characteristics of major U.S. regions and compare them to the Great Lakes region.	Week 16- Place Week 23- Regions of Michigan
G4 Human Systems Understand how human activities help shape the Earth's surface.		
G4.0.1	Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.	Week 20- Immigration and Migration to Michigan

Standards		Weekly Issues
G4.0.2	Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States.	Week 21- Culture
G4.0.3	Describe some of the movements of resources, goods, people, and information to, from, or within the United States, and explain the reasons for the movements.	Week 19- Movement
(G5) Environment and Society Understand the effects of human-environment interactions.		
G5.0.1	Assess the positive and negative consequences of human activities on the physical environment of the United States and identify the causes of those activities.	Week 17- Human-Environment Interaction
CIVICS AND GOVERNMENT Individually and collaboratively, students will engage in planned inquiries to investigate the structure and functions of Michigan's government, and rights and responsibilities of citizenship. (C1) Purposes of Government Explain why people create governments.		
C1.0.1	Identify questions political scientists ask in examining the United States.	Week 10- Michigan Government
C1.0.2	Describe the purposes of government as identified in the Preamble of the Constitution.	Week 6- Government
(C2) Democratic Values and Constitutional Principles of American Government		
C2.0.1	Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.	Week 8- Important Documents
C2.0.2	Describe how rights guaranteed by the Constitution, including the Bill of Rights, and Democratic Values are involved in everyday situations.	Week 9- Bill of Rights
(C3) Structure and Functions of Government Describe the structure of government in the United States and how it functions.		
C3.0.1	Give examples of ways the Constitution limits the powers of the federal government.	Week 8- Important Documents Week 9- Bill of Rights
C3.0.2	Give examples of powers exercised by the federal government, tribal governments and state governments.	Week 6- Government

Standards		Weekly Issues
C3.0.3	Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).	Week 6- Government
C3.0.4	Describe how the powers of the federal government are separated among the branches.	Week 6- Government
C3.0.5	Give examples of how the system of checks and balances limits the power of the federal government.	Week 6- Government
C3.0.6	Describe how the President, members of the Congress, Supreme Court Justices are elected or appointed.	Week 6- Government
C3.0.7	Explain how the federal government uses taxes and spending to serve the purposes of government.	Week 6- Government
(C5) Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.		
C5.0.1	Explain the responsibilities of members of American society.	Week 11- Citizens
C5.0.2	Explain rights of citizenship, why rights have limits, and the relationships between rights and responsibilities.	Week 11- Citizens
C5.0.3	Describe ways in which people can work together to promote the values and principles of American democracy.	Week 11- Citizens Week 12- Citizens and American Democracy
ECONOMICS Individually and collaboratively, students will engage in planned inquiries to investigate the economy of Michigan. (E1) Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.		
E1.0.1	Identify a good or service produced in the United States and apply the three economic questions all economies must address.	Week 25- Resources
E1.0.2	Describe characteristics of a market economy.	Week 26- Economic Principles
E1.0.3	Describe how positive and negative incentives influence behavior in a market economy.	Week 27- Personal Finance

Standards		Weekly Issues
E1.0.4	Explain how price affects decisions about purchasing goods and services.	Week 26- Economic Principles
E1.0.5	Explain how specialization and division of labor increase productivity.	Week 29- Michigan's Economy Week 30- The Automobile Industry
E1.0.6	Explain how competition among buyers results in higher prices, and competition among sellers results in lower prices.	Week 26- Economic Principles
E1.0.7	Describe the role of money in the exchange of goods and services.	Week 26- Economic Principles
E1.0.8	List goods and services governments provide in a market economy and explain how these goods and services are funded.	Week 28- Economic Systems
(E2) National Economy Use fundamental principles and concepts of economics to understand economic activity in the United States.		
E2.0.1	Explain how changes in the United States economy impact levels of employment and unemployment.	Week 28- Economic Systems
(E3) International Economy Use fundamental principles and concepts of economics to understand economic activity in the global economy.		
E3.0.1	Identify advantages and disadvantages of global competition.	Week 25- Resources
(P3.1) Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.		
P3.1.1	Identify public issues in the United States that influence the daily lives of its citizens.	Week 13- active Civic Participation
P3.1.2	Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.	Week 13- active Civic Participation

Standards		Weekly Issues
P3.1.3	Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the United States.	Week 11- Citizens
(P3.3) Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.		
P3.3.1	Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.	Week 5- Engaging in Your Own Inquiry Week 13- Active Civic Participation
(P4.2) Civic Participation Act constructively to further the public good.		
P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	Week 13- Active Civic Participation
P4.2.2	Participate in projects to help or inform others.	Week 13- Active Civic Participation

Standards

Weekly Issues

U1 USHG ERA 1 – BEGINNINGS TO 1620

Individually and collaboratively, students will engage in planned inquiries to understand how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.

(U1.1) Indigenous Peoples' Lives in the Americas

Describe the lives of the Indigenous Peoples living in North America prior to European contact.

U1.1.1	Use maps to locate peoples in the Eastern Woodland (the Woodland Peoples east of the Mississippi River), desert Southwest, the Pacific Northwest, and the nomadic nations of the Great Plains.	Week 10- Pre 1492- Life in America
U1.1.2	Compare how Indigenous Peoples in the Eastern Woodland and another tribal region adapted to or modified the environment.	Week 10- Pre 1492- Life in America
U1.1.3	Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land.	Week 10- Pre 1492- Life in America

U1.2 European Exploration

Identify the causes and consequences of European exploration and colonization.

U1.2.1	Explain the technological and political developments that made sea exploration possible.	Week 12- Explorers- Age of Encounters
U1.2.2	Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas.	Week 13- Explorers- Consequences of Contact

U1.3 African Life Before the 16th Century

Describe the lives of peoples living in West Africa prior to the 16th century.

U1.3.1	Use maps to locate the major regions of Africa (North Africa, West Africa, Central Africa, East Africa, Southern Africa).	Week 9- Africa Pre 16th Century
U1.3.2	Describe the life and cultural development of people living in West Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.	Week 9- Africa Pre 16th Century

Standards

Weekly Issues

(U1.4) Three World Interactions

Describe the environmental, political, and cultural consequences of the interactions among European, African, and Indigenous Peoples in the late 15th century through the 17th century.

U1.4.1	Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups.	Week 11- Pre 1492- American Indian Institutions
U1.4.2	Use primary and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.	Week 11- Pre 1492- American Indian Institutions
U1.4.3	Explain the cultural impact that occurred between the British, French, and Spanish on the lives of Indigenous Peoples.	Week 11- Pre 1492- American Indian Institutions
U1.4.4	Describe the Columbian Exchange and its impact on Europeans, Indigenous Peoples, and Africans.	Week 13- Explorers- Consequences of Contact

(U2) USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763)

Individually and collaboratively, students will engage in planned inquiries to understand how European values and institutions transferred to and modified in the colonies, and how slavery reshaped European and African life in the Americas.

(U2.1) European Struggle for Control of North America

Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies.

U2.1.1	<p>Describe significant developments in the Southern colonies, including:</p> <ul style="list-style-type: none"> • patterns of settlement and control, including the impact of geography (land- forms and climate) on settlement. • the establishment of Jamestown. • the development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia). • interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples. • the development of colonial representative assemblies (House of Burgesses). • the development of slavery. 	Week 14- The Colonies and their Founding
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Standards		Weekly Issues
U2.1.2	<p>Describe significant developments in the New England colonies, including:</p> <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (land-forms and climate) on settlement. • interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples, growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies. • the development of government, including the establishment of town meetings, development of colonial legislatures, and growth of royal government. • religious tensions in Massachusetts that led to the establishment of other colonies in New England. 	Week 14- The Colonies and their Founding
U2.1.3	<p>Describe significant developments in the Middle colonies, including:</p> <ul style="list-style-type: none"> • patterns of settlement and control, including the impact of geography (land- forms and climate) on settlement. • interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples. • the growth of economies in the Middle colonies, the Dutch settlement in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies. • immigration patterns leading to ethnic diversity in the Middle colonies. 	Week 14- The Colonies and their Founding
U2.1.4	Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies.	Week 14- The Colonies and their Founding
U2.1.5	Explain the economic, political, cultural, and religious causes of migration to colonial North America.	Week 14- The Colonies and their Founding
<p>(U2.2) European Slave Trade and Slavery in Colonial America Analyze the development of the slave system in the Americas and its impact.</p>		
U2.2.1	<p>Describe Triangular Trade, including:</p> <ul style="list-style-type: none"> • the trade routes. • the people and goods that were traded. • the Middle Passage. • the impact on life in Africa. 	Week 17- Colonial Life

Standards		Weekly Issues
U2.2.2	Describe the lives of enslaved Africans and free Africans, including fugitive and escaped slaves in the American colonies.	Week 17- Colonial Life
U2.2.3	Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities.	Week 17- Colonial Life
(U2.3) Life in Colonial America 47 Distinguish among and explain the reasons for regional differences in colonial America.		
U2.3.1	Locate the New England, Middle, and Southern colonies on a map.	Week 14- The Colonies and Their Founding
U2.3.2	Describe the daily lives of people living in the New England, Middle, and Southern colonies.	Week 14- The Colonies and Their Founding
U2.3.3	Describe colonial life in America from the perspectives of at least three different groups of people.	Week 14- The Colonies and Their Founding
U2.3.4	Describe the development of the emerging labor force in the colonies.	Week 14- The Colonies and Their Founding
U2.3.5	Make generalizations about the reasons for regional differences in colonial America.	Week 14- The Colonies and Their Founding
(U3) USHG ERA 3 REVOLUTION AND THE NEW NATION (1754-1800) Individually and collaboratively, students will engage in planned inquiries to investigate the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.		
(U3.1) Causes of the American Revolution Identify the major political, economic, and ideological reasons for the American Revolution.		
U3.1.1	Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy.	Week 18- French and Indian War Beginnings Week 19- French and Indian War Consequences
U3.1.2	Describe the causes and effects of events such as the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts.	Week 20- The Acts of Parliament and King George III

Standards		Weekly Issues
U3.1.3	Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government).	Week 23- Independence and revolution: The People
U3.1.4	Describe the role of the First and Second Continental Congresses in unifying the colonies.	Week 24- Independence and Revolution: The Military
U3.1.5	Use the Declaration of Independence to explain why many colonists wanted to separate from Great Britain and why they believed they had the right to do so.	Week 24- Independence and Revolution: The Military
U3.1.6	Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.	Week 24- Independence and Revolution: The Military Week 25- The Founders and the Process
U3.1.7	Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence.	Week 15- Jamestown Week 16- Plymouth Week 17- Colonial Life
U3.1.8	Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.	Week 15- Jamestown Week 16- Plymouth Week 21- The Actions of the Colonies
(U3.2) The American Revolution and its Consequences Explain the multi-faceted nature of the American Revolution and its consequences.		
U3.2.1	Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.	Week 21- The Actions of the Colonies
U3.2.2	Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution.	Week 22- The Shot Heard Round the World
U3.2.3	Investigate the role of women, enslaved and freed Africans, Indigenous Peoples, and France in helping shape the outcome of the war.	Week 23- Independence and Revolution: The People
U3.2.4	Describe the significance of the Treaty of Paris (establishment of the United States and its initial boundaries).	Week 24- Independence and Revolution: The Military

Standards		Weekly Issues
(U3.3) Creating New Government(s) and a New Constitution Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.		
U3.3.1	Describe the powers of the national government and state governments under the Articles of Confederation.	Week 25- The Founders and the Process
U3.3.2	Give examples of problems the country faced under the Articles of Confederation.	Week 25- The Founders and the Process
U3.3.3	Explain why the Constitutional Convention was convened and why the Constitution was written.	Week 25- The Founders and the Process
U3.3.4	Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution.	Week 26- The Constitution
U3.3.5	Give reasons why the Framers wanted to limit the power of government.	Week 26- The Constitution
U3.3.6	Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution.	Week 26- The Constitution
U3.3.7	Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.	Week 27- The Bill of Rights
U3.3.8	Describe the rights of individuals protected in the Bill of Rights (the first 10 amendments) to the U.S. Constitution.	Week 27- The Bill of Rights
(P3.1) Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.		
P3.1.1	Identify contemporary public issues related to the U.S. Constitution and their related factual, definitional, and ethical questions.	Week 32- Active Civic Participation: Inquiry
P3.1.2	Use graphic data and other sources to analyze information about a contemporary public issue related to the U.S. Constitution and evaluate alternative resolutions.	Week 29- Contemporary Constitutional Issues: Inquiry

Standards		Weekly Issues
P3.1.3	Give examples of how conflicts over Democratic Values lead people to differ on contemporary Constitutional issues in the United States.	Week 29- Contemporary Constitutional Issues: Inquiry
(P3.3) Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.		
P3.3.1	Compose a short essay expressing a position on a contemporary public-policy issue related to the Constitution and justify the position with a reasoned argument.	Week 32- Active Civic Participation: Inquiry
(P4.2) Civic Participation Act constructively to further the public good.		
P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	Week 32- Active Civic Participation: Inquiry
P4.2.2	Participate in projects to help or inform others.	Week 32- Active Civic Participation: Inquiry



Insight Middle Courses™ CCSS Course Alignment

Grade 6

Focus Standard: ♦

Covered Standard: x

Standard	Course				
	1	2	3	4	5
Reading: Literature					
Key Ideas and Details					
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	x	♦	x	x	
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	♦	♦	x	♦	x
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.		♦	x	♦	
Craft and Structure					
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	x	♦	♦	♦	♦
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	x	♦	x	♦	x
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	x	♦	♦	♦	x
Integration of Knowledge and Ideas					
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.		♦		♦	
RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		♦	x	♦	♦

Focus Standard: ◆

Covered Standard: x

Standard	Course				
	1	2	3	4	5
Range of Reading and Level of Text Complexity					
RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	x	◆	◆	◆	◆
Reading: Informational					
Key Ideas and Details					
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	x	x	◆	x	◆
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	◆	◆	◆	x	◆
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	x	x	x	x	◆
Craft and Structure					
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	x	x	◆	◆	◆
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	x	◆	◆	x	◆
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	x	◆	◆	◆	◆
Integration of Knowledge and Ideas					
RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	x	◆	◆	x	◆
RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.		x	◆		◆
RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).			◆	x	◆
Range of Reading and Level of Text Complexity					
RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	x	◆	◆	◆	x
Writing					
Text Types and Purposes					

Focus Standard: ♦

Covered Standard: x

Standard		Course				
		1	2	3	4	5
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.		♦	♦	♦	♦
	W.6.1.a Introduce claim(s) and organize the reasons and evidence clearly.		♦	♦	x	♦
	W.6.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		♦	♦	x	♦
	W.6.1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		♦	x	x	x
	W.6.1.d Establish and maintain a formal style.	♦	x	x	x	x
	W.6.1.e Provide a concluding statement or section that follows from the argument presented.		♦	♦	x	x
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			x		♦
	W.6.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			♦		♦
	W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			♦		♦
	W.6.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.			x	♦	x
	W.6.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.			x	♦	x
	W.6.2.e Establish and maintain a formal style.	♦				x
	W.6.2.f Provide a concluding statement or section that follows from the information or explanation presented.					♦
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		♦		♦	♦
	W.6.3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		x		♦	x
	W.6.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		♦		♦	x
	W.6.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		x		♦	x

Focus Standard: ♦

Covered Standard: x

Standard		Course				
		1	2	3	4	5
	W.6.3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.		x		♦	x
	W.6.3.e Provide a conclusion that follows from the narrated experiences or events.		x		♦	x
Production and Distribution of Writing:						
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	x	x	x	x	♦
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)	x	♦	♦	♦	♦
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	x	x	x	x	♦
Research to Build and Present Knowledge						
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	♦	♦	x	♦	♦
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	x	x	x	x	♦
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		♦	♦	♦	♦
	W.6.9.a Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").		x	x	x	x
	W.6.9.b Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").		x	x	x	♦
Range of Writing						
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	x	x	♦	x	x

Focus Standard: ◆

Covered Standard: x

Standard		Course				
		1	2	3	4	5
Speaking and Listening						
Comprehension and Collaboration						
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	x	x	◆	x	x
	SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		◆	◆	x	x
	SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.		x	x	◆	x
	SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		x	x	x	◆
	SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		◆	x	x	x
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	x	x	x		◆
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		x	x	◆	x
Presentation of Knowledge and Ideas						
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	◆	x	◆	x	◆
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	◆	◆	x		x
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	◆	x	x	x	x
Language						
Conventions of Standard English						
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	x	x	x	x	◆

Focus Standard: ◆

Covered Standard: x

Standard		Course				
		1	2	3	4	5
L.6.1.a	Ensure that pronouns are in the proper case (subjective, objective, possessive).		◆	◆	x	x
L.6.1.b	Use intensive pronouns (e.g., myself, ourselves).			◆	x	x
L.6.1.c	Recognize and correct inappropriate shifts in pronoun number and person.			x	◆	x
L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).		◆	◆	x	x
L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	x	x	x	x	x
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	x	x	◆	x	x
L.6.2.a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.		◆	◆	x	x
L.6.2.b	Spell correctly.	x	x	x	x	x
Knowledge of Language						
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	◆	x	x	x	x
L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.		◆	◆	◆	◆
L.6.3.b	Maintain consistency in style and tone.	x	x	x	x	x
Vocabulary Acquisition and Use						
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	x	x	x	x	◆
L.6.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	◆	◆	x	◆	x
L.6.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	◆	◆	◆	◆	x
L.6.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	x	x	◆	x	x
L.6.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	◆	x	x	◆	x
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	x	x	x	x	◆
L.6.5.a	Interpret figures of speech (e.g., personification) in context.		x	x	◆	◆

Focus Standard: ♦

Covered Standard: x

Standard		Course				
		1	2	3	4	5
	L.6.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		x	x	x	♦
	L.6.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).		x	x	♦	♦
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	x	x	x	x	x



Insight Middle Courses™ CCSS Course Alignment

Grade 7

Focus Standard: ♦

Covered Standard: x

Standard	Course				
	1	2	3	4	5
Reading: Literature					
Key Ideas and Details					
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	x	♦	x	x	x
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	♦	♦	x	♦	x
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		♦		♦	x
Craft and Structure					
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	x	♦	♦	♦	♦
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	♦	♦	x		♦
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	x	x		♦	♦
Integration of Knowledge and Ideas					
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	♦		♦	x	
RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.		♦		♦	
Range of Reading and Level of Text Complexity					
RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	x	♦	♦	♦	♦
Reading: Informational					
Key Ideas and Details					
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	x	x	♦	x	♦
RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	♦	♦	♦	♦	♦

Focus Standard: ◆

Covered Standard: x

Standard		Course				
		1	2	3	4	5
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		◆	◆	x	◆
Craft and Structure						
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	x	x	◆	x	◆
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.		◆	◆	x	◆
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	x	◆	◆	◆	◆
Integration of Knowledge and Ideas						
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	◆	x		◆	◆
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		◆	◆		◆
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		◆	◆	◆	◆
Range of Reading and Level of Text Complexity						
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	x	◆	◆	◆	◆
Writing						
Text Types and Purposes						
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.		◆	◆	◆	x
	W.7.1.a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.		◆	◆	x	x
	W.7.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		◆	◆	x	◆
	W.7.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.		◆	x	x	◆
	W.7.1.d Establish and maintain a formal style.	◆	x	x	x	x
	W.7.1.e Provide a concluding statement or section that follows from and supports the argument presented.		◆	◆	x	x
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			x	◆	x
	W.7.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			◆	x	◆
	W.7.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			◆	x	x
	W.7.2.c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.			x		◆
	W.7.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.			◆	x	x
	W.7.2.e Establish and maintain a formal style.	◆		x	x	◆
	W.7.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.			◆		x

Focus Standard: ♦

Covered Standard: x

Standard		Course				
		1	2	3	4	5
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	♦	♦		♦	
	W.7.3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	x	x		♦	
	W.7.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	♦	♦		x	
	W.7.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		x		♦	
	W.7.3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	x	x		♦	
	W.7.3.e Provide a conclusion that follows from and reflects on the narrated experiences or events.		x		♦	
Production and Distribution of Writing:						
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	x	x	x	♦	x
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)	x	♦	♦	♦	♦
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	x	x	x	x	♦
Research to Build and Present Knowledge						
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.		♦	♦	♦	♦
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		x	♦	x	♦
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		x	♦	x	x
	W.7.9.a Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").		x	x	x	
	W.7.9.b Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").		x	x	x	x
Range of Writing						
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	x	x	x	x	♦
Speaking and Listening						
Comprehension and Collaboration						
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	♦	x	x	♦	x

Focus Standard: ♦

Covered Standard: x

Standard		Course				
		1	2	3	4	5
SL.7.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		♦	x	x	x
SL.7.1.b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		x	♦	x	x
SL.7.1.c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.		x	♦	x	x
SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.		x	x	♦	x
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	x	x	x		♦
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	x	x	x	♦	x
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	♦		x	x	♦
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.			x		♦
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)	♦	x	x	♦	x
Language						
Conventions of Standard English						
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	♦	♦	x	x	x
L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.		♦	♦	x	x
L.7.1.b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	x	♦	♦	♦	♦
L.7.1.c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.		x	♦	♦	♦
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	x	x	x	♦	x
L.7.2.a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).		♦	x	x	x
L.7.2.b	Spell correctly.	x	x	x	x	x
Knowledge of Language						
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	x	x	x	x	x
L.7.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		x	x	♦	♦
Vocabulary Acquisition and Use						
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	x	x	x	♦	x
L.7.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	♦	♦	x	x	x

Focus Standard: ♦

Covered Standard: x

Standard		Course				
		1	2	3	4	5
	L.7.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	♦	♦	x	x	♦
	L.7.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	x	x	x	x	♦
	L.7.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	♦	♦	x	x	♦
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	x	x	x	x	♦
	L.7.5.a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.		x	x	♦	x
	L.7.5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.		x	x	x	♦
	L.7.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).		x	♦	x	♦
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	x	x	x	x	x



Insight Middle Courses™ CCSS Course Alignment

Grade 8

Focus Standard: ♦

Covered Standard: x

Standard	Course				
	1	2	3	4	5
Reading: Literature					
Key Ideas and Details					
RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	x	x	x	♦	x
RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	♦	♦	x	♦	x
RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	x	♦	x	♦	♦
Craft and Structure					
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	x	♦	♦	♦	♦
RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.				♦	
RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.		♦		♦	
Integration of Knowledge and Ideas					
RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.				♦	

Focus Standard: ♦

Covered Standard: x

Standard	Course				
	1	2	3	4	5
RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	x	♦	♦	x	
Range of Reading and Level of Text Complexity					
RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	x	♦	♦	♦	♦
Reading: Informational					
Key Ideas and Details					
RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	x	x	♦	x	x
RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	♦	♦	♦	♦	♦
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).		x	♦	x	♦
Craft and Structure					
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	x	x	♦	♦	♦
RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.		x	♦	x	♦
RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	x	♦	♦	x	♦
Integration of Knowledge and Ideas					
RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.			♦	♦	♦
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		♦	♦		♦
RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		x	♦	♦	♦

Focus Standard: ♦

Covered Standard: x

Standard		Course				
		1	2	3	4	5
Range of Reading and Level of Text Complexity						
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	x	♦	♦	♦	♦
Writing						
Text Types and Purposes						
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.	x	x	♦	x	♦
	W.8.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		x	x	x	♦
	W.8.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		♦	x	♦	x
	W.8.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		♦	♦	x	♦
	W.8.1.d Establish and maintain a formal style.	♦	x	x	x	♦
	W.8.1.e Provide a concluding statement or section that follows from and supports the argument presented.		♦	♦	x	♦
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			♦	x	
	W.8.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			♦	x	
	W.8.2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.			♦	♦	
	W.8.2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.			♦	x	
	W.8.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.			x	♦	
	W.8.2.e Establish and maintain a formal style.	♦		x	x	
	W.8.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.			♦	♦	
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		♦		♦	

Focus Standard: ♦

Covered Standard: x

Standard		Course				
		1	2	3	4	5
W.8.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		x		♦	
W.8.3.b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.		♦		♦	
W.8.3.c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.		♦		x	
W.8.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		♦		x	
W.8.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.		x		♦	
Production and Distribution of Writing:						
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	x	♦	x	♦	♦
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)	x	♦	♦	♦	♦
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	♦	x	x	♦	♦
Research to Build and Present Knowledge						
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	♦	♦	♦	♦	♦
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		x	♦	♦	♦
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		x	♦	x	x

Focus Standard: ♦

Covered Standard: x

Standard		Course				
		1	2	3	4	5
	W.8.9.a Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").		x		x	x
	W.8.9.b Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").		x	x	x	x
Range of Writing						
	W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	x	x	x	x	x
Speaking and Listening						
Comprehension and Collaboration						
	SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	♦	♦	x	x	♦
	SL.8.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		♦	x	x	x
	SL.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		x	♦	x	x
	SL.8.1.c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.		x	x	♦	x
	SL.8.1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.		x	♦	x	x
	SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	x		♦	x	x

Focus Standard: ♦

Covered Standard: x

Standard		Course				
		1	2	3	4	5
SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		x	x	x	♦
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	♦	x	x	x	♦
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	♦	♦		x	♦
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)	♦	x	x	x	x
Language						
Conventions of Standard English						
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	x	♦	x	x	x
	L.8.1.a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.			♦		x
	L.8.1.b Form and use verbs in the active and passive voice.			♦	x	♦
	L.8.1.c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.		♦	x	x	x
	L.8.1.d Recognize and correct inappropriate shifts in verb voice and mood.				♦	♦
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	x	♦	x	x	x
	L.8.2.a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.		♦	x	x	x
	L.8.2.b Use an ellipsis to indicate an omission.				♦	x
	L.8.2.c Spell correctly.	x	x	x	x	x
Knowledge of Language						
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	♦	x	x	x	x
	L.8.3.a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).			x	x	♦

Focus Standard: ♦

Covered Standard: x

Standard		Course				
		1	2	3	4	5
Vocabulary Acquisition and Use						
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	x	x	x	x	♦
	L.8.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	♦	x	♦	♦	x
	L.8.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	♦	x	x	♦	x
	L.8.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		x	♦	x	x
	L.8.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	♦	x	x	♦	x
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	x	x	x	x	♦
	L.8.5.a Interpret figures of speech (e.g. verbal irony, puns) in context.		x	x	♦	♦
	L.8.5.b Use the relationship between particular words to better understand each of the words.		x	x	x	♦
	L.8.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).		x	x	♦	x
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	x	x	x	x	x

SECTION d

METHODS OF PUPIL ASSESSMENT

FERRIS STATE UNIVERSITY

FERRIS FORWARD

Charter Schools Office Policy

Adopted: 2010

Revised: 2022

METHODS OF PUPIL ASSESSMENT

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

Ferris State University Charter Schools Office (CSO) requires authorized Academies to administer the following assessments. All academies must adhere to state and federal guidelines for the percent of students to be tested. For the CSO chosen nationally-normed assessment, 95% of students must be assessed.

Grade(s)	Assessment	Subjects
Grade K-2	State-Approved Benchmark Assessment	MDE Mandated Areas
Grades 2-10**	Nationally-Normed Assessment (NWEA MAP)	Math and Reading
Grades 8, 9-10	State-Aligned College Entrance Suite (PSAT 8/9, PSAT 10)	Evidence-Based Reading and Writing, Math
Grade 11	State-Mandated College Entrance and Career Readiness Exams (currently SAT/ACT WorkKeys)	As Mandated by State
Grades 3-8, 11	State-Mandated Assessment (M-STEP)	As Mandated by State (ELA, Math, Science, Social Studies)
*NWEA® MAP® for Reading, Math, and Language Usage will be provided to the Academies by the Charter Schools Office (CSO). While administration of the K-1 assessment is not required by the CSO, it is available for the Academies to utilize at no charge.		
**NWEA is not required for all academies in Grades 9 and 10. Academies follow their individual Goals and Measures.		

- All assessments must be in compliance with the Revised School Code.
- The Academy shall properly administer all state-mandated academic assessments identified in the Code.
- The Academy shall properly administer the academic assessments identified in the current contractual Terms and Conditions and adhere to the ethical standards and assessment procedures associated with these assessments in accordance with the requirements detailed in the Master Academic Calendar annually issued by CSO. The Academy must ensure that those individuals involved with the administration of these assessments are properly trained by attending any CSO-offered professional learning.

- The Academy shall authorize the CSO to have access to the Academy's Student/School Data Applications through the Center for Educational Performance and Information (CEPI), and the electronic reporting system administered by the Michigan Department of Education to access the Academy's state assessment results, as applicable.

Strict Discipline 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 goals will be mutually developed and agreed upon by the Academy and the CSO and shall be attached to the Contract. Written reports on the progress of the Academy's goals shall be submitted annually to Epicenter by June 30.

SECTION e

ADMISSION POLICY AND CRITERIA

ADMISSION POLICY AND CRITERIA

Revised: April 2018

Enrollment Information

Charter schools, legally known as public school academies (PSAs) can set maximum enrollment numbers but **cannot pick and choose which students to enroll**. MCL 380.504 (2) is very clear:

(2) A public school academy shall not charge tuition and shall not discriminate in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a student with a disability, or any other basis that would be illegal if used by a school district. However, a public school academy may limit admission to pupils who are within a particular range of age or grade level or on any other basis that would be legal if used by a school district and may give enrollment priority as provided in subsection (4).

(4) A public school academy may give enrollment priority to one (1) or more of the following:

(a) A sibling of a pupil enrolled in the public school academy.

(b) A pupil who transfers to the public school academy from another public school pursuant to a matriculation agreement between the public school academy and other public school that provides for this enrollment priority, if all of the following requirements are met:

(i) Each public school that enters into the matriculation agreement remains a separate and independent public school.

(ii) The public school academy that gives the enrollment priority selects at least 5% of its pupils for enrollment using a random selection process.

(iii) The matriculation agreement allows any pupil who was enrolled at any time during elementary school in a public school that is party to the matriculation agreement and who was not expelled from the public school to enroll in the public school academy giving enrollment priority under the matriculation agreement.

(c) A child of a person who is employed by or at the public school academy or who is on the board of directors of the public school academy. As used in this subdivision, "child" includes an adopted child or a legal ward.

All PSAs must have an Open Enrollment Period of at least two (2) weeks that include opportunities for students to enroll. Enrollment times must include some evening and weekend

times. (MCL 380.503 (6) (ii)) The Open Enrollment times and information must be advertised. The main purposes of Open Enrollment are to allow currently enrolled students to enroll for next year (guaranteeing them a spot if the family completes the enrollment process), allow new enrollees to submit applications, and establish preliminary student numbers so the school can make staffing and mandated decisions about student admission.

Before Open Enrollment, the **school needs to set enrollment maximums** by building or grade level(s). These grade/building level maximums should be available on the PSA's website, as well as included in their Open Enrollment posted advertisements. 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). The posting should also indicate that the PSA Board has the ability to change the maximum enrollment numbers per grade/building based on potential enrollees, available staff, and facility limitations.

When the Open Enrollment period ends, the building leader, with input from the Board, must determine if the number of new enrollees (students not currently enrolled) exceeds the number of open slots in a grade, combination of grades, the building, or the district. **The building leader must also add any new enrollees who are siblings of currently enrolled students, whose parent or legal guardian is employed by the school or who is currently on the board of directors, or new enrollees who are part of a matriculation agreement to the currently enrolled number.** These students get enrollment priorities based on MCL 380.504 4(c) and do not need to be placed into the lottery procedure. **If the number of new enrollees DOES NOT EXCEED the number of open slots, no lottery is needed. This means the school has the staff and facility capabilities to educate the combination of currently enrolled students plus the new enrollees. Within two (2) days after the Open Enrollment period ends, the school must submit into Epicenter the Lottery Notification Document. Using the Lottery Notification Document, the school selects "Enrollment maximum not exceeded, no lottery needed."**

If the number of new enrollees during the Open Enrollment period EXCEEDS the number of open slots, a lottery is needed and must be scheduled within two (2) weeks of the close of the Open Enrollment period. The building leader must inform the Ferris State University Charter Schools Office (CSO) field representative the time, date, and location of the lottery. **Within two (2) days after the Open Enrollment period ends, the school must submit into Epicenter the Lottery Notification Document. Using the Lottery Notification Document, the school selects "Enrollment maximum exceeded, lottery required."** Field Representatives or a CSO representative attends academics' lotteries to observe and verifies via School Visitation Report. Because an "impartial party" draws the student name cards, the CSO staff member should not actually pick the cards, but observe the process.

Field Representatives must remind their schools to follow the contractual lottery process:

LOTTERY PROCESS

Place the name and grade (or other system of grouping) of each student registered to enroll on a 3" x 5" card. Also on a card, place the name and grade (or group) of all siblings who have applied for admission.

Sort cards by grade (or group).

Start lottery with either highest grade offered or lowest grade offered.

Place cards, for group to be drawn, in an opaque container large enough to thoroughly mix the cards.

Mix the cards.

Have an impartial party draw the cards.

Announce the name of student drawn on each card and write the name on a numbered roster sheet for that group. (Note: roster sheets should provide for identifying the status that placed the student's name on the sheet, "Drawing" or "Sibling".)

Place sibling name(s) on the appropriate roster sheets. (Note: roster sheets should provide for identifying the status that placed the student's name on the sheet, "Drawing" or "Sibling".)

Remove sibling cards from their drawing group.

Continue the process until available seats for the group are filled.

Continue the process and place the remaining student names on a waiting-list roster for that group in the order they are drawn. (Note: **Do not remove sibling cards from their drawing group when a student is placed on the waiting list. They still have a chance of being selected during the drawing for their group or for another siblings group.**)

Continue the process until all names, for that group, have been drawn.

Repeat the process chronologically for each group until all names for all groups have been drawn and the lottery is concluded.

An initial waiting list is populated during the lottery process above based on the order the student's name was drawn after the grade or building enrollment limit was met. The waiting list for enrollees AFTER the lottery process or Open Enrollment period ends is populated by new enrollees in the order the enrollment process is completed based on date and time. These students are added to the initial waiting list based on the time and date of their enrollment.

Building leaders must inform their field representative when a waiting list is generated. **Field Representatives then inform the CSO that a waiting list has been created** (name of school, grades that have a waiting list, any known plans to add sections/staff/space to eliminate waiting list, etc.) Field representatives periodically review academies' waiting lists and verify on School Visitation Report. There are no Epicenter submissions for waiting lists.

SECTION f

PUBLIC NOTICE OF ENROLLMENT PROCEDURES

PUBLIC NOTICE OF ENROLLMENT PROCEDURES

Must contain a statement regarding nondiscrimination.

Revised: 2019

Recruitment and Public Notice. The Academy will take various steps for advertising its existence and intention to operate as a public school academy. These are listed below:

1. Distribution of flyers announcing the Academy throughout the surrounding community at area churches, community centers, day care institutions, local businesses, community-based organizations and other locations parents and students are likely to frequent.
2. News article in the major local newspapers as to the opening date, enrollment period, overview of the program, and other information pertinent to prospective students and families.
3. Public Service Announcements on local radio and cable.
4. Announcement of the Academy's opening in local area school and community publications.
5. Open House and Kick-Off for the enrollment period including tours of the Academy, overview of the program, examples of planned instructional activities, informal meetings with teachers and administrative staff, and information packets for interested parents.
6. Community Information Meetings to be held at various geographic locations around the county so that the greatest number of parents and students will be informed about the Academy's programs.

BENTON HARBOR CHARTER SCHOOL ACADEMY does not discriminate in its enrollment process based on:

- Race
- Color
- Religion or Creed
- National Origin
- Sex
- Sexual Orientation
- Gender Identity
- Marital Status
- Veteran or Military Status
- Height
- Weight
- Protected Disability
- Genetic Information
- Any other characteristic prohibited by applicable state or federal laws or regulations

SECTION g

SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE



**BENTON
HARBOR
CHARTER
SCHOOL
ACADEMY**

2024-2025 Calendar

Date	Description`
August 12th - August 23rd	Staff Professional Development
August 26th	First Day of School
August 30th - September 2nd	No School - Labor Day
September 3rd	Return to School
November 27th - November 29th	No School - Thanksgiving
December 2nd	Return to School
December 23rd - January 3rd	No School - Winter Break
January 3rd	Staff Professional Development
January 6th	Return to School
January 13th -- February 21	Re-enrollment
January 20th	No School - MLK Jr. Day
February 14th	Staff Professional Development
February 17th	No School - Presidents Day
February 24th	Open Enrollment Begins
March 31st - April 4th	No School - Spring Break
April 7th	Staff Professional Development
April 8th	Return to School
May 16	Open Enrollment Ends
May 22nd	Lottery for 25-26 if Necessary
May 26th	No School - Memorial Day
May 27th	Return to School
June 6th	Last Day of School
June 11th	Last Day for Staff
*Early release every Friday	
Student Days: 182, Instructional Hours 1,145	



**BENTON
HARBOR
CHARTER
SCHOOL
ACADEMY**

**2024-2025 Master
Daily Schedule**

Mon-Thurs	K-2	3-5	6-8
7:45 - 8:00 Arrival and Breakfast	Cafe to Classroom	Cafe to MPR	Cafe Community Circle
8:00 a.m.- 12:00 p.m.	Morning Meeting Literacy/Math Lunch 10:45 - 11:10 a.m. Recess	Morning Meeting ELA/Math Specials Lunch 11:25 - 11:50 a.m.	Homeroom/Advisory ELA Math SS Science
12:00 p.m. - 3:00 p.m.	Math/Literacy SS/Science Specials	Recess ELA/Math SS/Science	Lunch 12:05 - 12:30 p.m. Specials ELA/Math/Sci/SS

Friday	K-2	3-5	6-8
7:45 - 8:00 Arrival and Breakfast	Cafe to Classroom	Cafe to MPR	Cafe Community Circle
8:00 a.m.- 12:00 p.m.	Morning Meeting Literacy/Math Lunch 10:15 - 10:40 a.m. Recess Specials	Morning Meeting ELA/Math Specials Lunch 10:55 - 11:20 a.m.	Homeroom/Advisory ELA Math SS/Science Lunch 11:35 - 12:00 p.m.
12:00 - 1:00 p.m.	SS/Science	SS/Science	Specials
1:00 - 3:45 p.m.	Teacher Professional Development		

Monday - Thursday 8:00 a.m. - 3:00 p.m. (6.5 hours)

Friday Early Release 8:00 a.m. - 1:00 p.m. (4.5 hours)

SECTION h

AGE OR GRADE RANGE OF PUPILS TO BE ENROLLED

AGE OR GRADE RANGE OF PUPILS TO BE ENROLLED

Benton Harbor Charter School Academy is authorized to serve students in Grades Pre-K – 12. The Academy is enrolling student in Grades Pre-K – 8. All grades might not be enrolled every year.

CONTRACT SCHEDULE 8

INFORMATION AVAILABLE TO THE PUBLIC

SCHEDULE 8

INFORMATION TO BE PROVIDED BY THE ACADEMY AND/OR EDUCATIONAL SERVICE PROVIDER

Revised: 2019

- A. The following described categories of information are specifically included within those to be made available to the public and the CSO by the Academy in accordance with the current Terms and Conditions of the Contract:
1. Copy of the Contract
 2. Copies of the executed Constitutional Oath of public office form for each serving Director
 3. List of currently serving Directors with name, address, and term of office
 4. Copy of the Academy Board's meeting calendar
 5. Copy of public notice for all Academy Board meetings
 6. Copy of Academy Board meeting agendas
 7. Copy of Academy Board meeting minutes
 8. Copy of Academy Board approved budget and amendments to the budget
 9. List of bills paid for amounts of \$10,000.00 or more as submitted to the Academy Board
 10. Copy of the quarterly financial reports submitted to the authorizer
 11. Copy of curriculum and other educational materials given to the CSO
 12. Copy of School Improvement Plan (if required)
 13. Copies of facility leases, mortgages, modular leases and/or deeds
 14. Copies of equipment leases

15. Proof of ownership for Academy-owned vehicles and portable buildings
16. Copy of Academy Board approved management contract with Education Service Provider
17. Copy of Academy Board approved services contract(s)
18. Office of Fire Safety certificate of occupancy for all Academy facilities
19. MDE letter of continuous use (if required)
20. Local County Health Department food service permit (if required)
21. Asbestos inspection report and Asbestos management plan (if required)
22. Boiler inspection certificate and lead based paint survey (if required)
23. Phase 1 environmental report (if required)
24. List of current Academy teachers and school administrators with names and addresses and their individual salaries as submitted to the Registry of Educational Personnel
25. Copies of administrator and teacher certificates or permits for all current administrative and teaching staff
26. Evidence of fingerprinting, criminal background and record checks and unprofessional conduct check required by the Code for all Academy teachers and administrators
27. Academy Board approved policies
28. Copy of the annual financial audit and any management letters issued to the Academy Board as part of the audit
29. Proof of insurance as required by the Contract
30. Any other information specifically required under Public Act 277 of 2011

B. The following information is specifically included within the types of information available to the Academy by the Educational Service Provider (if any) in accordance with the current Terms and Conditions of the Contract:

1. Information Regarding Academy Teachers, Administrators, and Support Staff

- (a) Personal information (name, address, age, sex, marital status, if known)
- (b) Education (highest degree attained, alma mater, certifications, teaching certificates, years of experience in educational systems, etc.)
- (c) Employment record (occupation, rate of pay, seniority, salaries, benefits, disciplinary actions, if any, commendations, special projects directed, supervisory evaluations, etc.)

2. Information Regarding Academy Business Operations

- (a) Financial records and information concerning the operation of the Academy, including without limitation budgets and detailed records of funds received from the State and others, expenditure of those funds, investment of those funds, carryover, contractual arrangements and/or agreements, etc.)
- (b) Financial records and information concerning mortgages and loans to which the Academy is a party.

3. Other Information

- (a) Any information needed by the Academy in order to comply with its obligations to disclose the information listed under Part A above.

CONSOLIDATED PUBLIC SCHOOL ACADEMY (ALL TYPES) CONTRACT CHECKLIST

TO BE COMPLETED BY MICHIGAN DEPARTMENT OF EDUCATION PUBLIC SCHOOL ACADEMY UNIT	
Date Received by MDE	Academy District/Building Codes:

All information on this page is necessary to be eligible for State Aid and to complete the Educational Entity Master

AUTHORIZER INFORMATION

Name of Authorizing Body: <div style="border: 1px solid black; padding: 2px; min-height: 20px;">Ferris State University</div>	Federal Employer ID# of Authorizing Body: <div style="border: 1px solid black; padding: 2px; min-height: 20px;">38-600-5159</div>	TYPE OF AUTHORIZING BODY: <div style="border: 1px solid black; padding: 2px; min-height: 20px;">State Public University</div>
Contact Person: <div style="border: 1px solid black; padding: 2px; min-height: 20px;">Chris Loiselle</div>	Phone: <div style="border: 1px solid black; padding: 2px; min-height: 20px;">231-591-5807</div>	Email: <div style="border: 1px solid black; padding: 2px; min-height: 20px;">ChrisLoiselle@ferris.edu</div>

PSA ADMINISTRATIVE OFFICE

Academy Name: <div style="border: 1px solid black; padding: 2px; min-height: 20px;">Benton Harbor Charter School Academy</div>	Contract Start Date <div style="border: 1px solid black; padding: 2px; min-height: 20px;">07/01/2024</div>	Contract End Date <div style="border: 1px solid black; padding: 2px; min-height: 20px;">06/30/2027</div>	Duration <div style="border: 1px solid black; padding: 2px; min-height: 20px;">13 years</div>
State Corporate ID #: <div style="border: 1px solid black; padding: 2px; min-height: 20px;">760-975</div>	Federal Employer ID#: <div style="border: 1px solid black; padding: 2px; min-height: 20px;">38-3479046</div>	Unique Entity Identifier (UEI) <div style="border: 1px solid black; padding: 2px; min-height: 20px;">GDMLZXFMFA36</div>	

TYPE OF ACADEMY (select one) Chartered under Part 6a - Public School Academy (MCL 380.501)

Proposed Enrollment:	<div style="border: 1px solid black; padding: 2px; min-height: 20px;">500</div>	Grades to Start Academy:	<div style="border: 1px solid black; padding: 2px; min-height: 20px;">PK - 8</div>	Number of School Days:	<div style="border: 1px solid black; padding: 2px; min-height: 20px;">182</div>	SCHOOL CALENDAR (first year of contract) First Day: 08/26/2024 Last Day: 06/06/2025
Free/Reduced Eligible:	<div style="border: 1px solid black; padding: 2px; min-height: 20px;">89 %</div>	Grades Authorized:	<div style="border: 1px solid black; padding: 2px; min-height: 20px;">PK - 12</div>	Instructional Hours:	<div style="border: 1px solid black; padding: 2px; min-height: 20px;">1,145</div>	

Expansion comments, when applicable:

PSA Administrative Office Address: 455 Riverview Dr	City: Benton Harbor	Zip Code: 49022	Website URL: www.bentonharborcharter.com/
Contact Person: Ashley Smith	Position: Principal	Phone: 269-925-3807 Fax: 269-927-3673	E-Mail: ashleymsmith@choiceschools.com
County Name: Berrien	Intermediate School District: Berrien RESA		Local School District: Benton Harbor School District

EDUCATIONAL SERVICE PROVIDER/CHARTER MANAGEMENT ORGANIZATION INFORMATION

Educational Service Provider: Choice Schools Associates LLC	Mailing Address: 5251 Clyde Park Ave SW	City: Wyoming	State: MI	Zip Code: 49509
Type: For-Profit	Physical Address: 5251 Clyde Park Ave SW	City: Wyoming	State: MI	Zip Code: 49509

PSA BOARD PRESIDENT INFORMATION

Board President Name: Glenda Bell	Phone: 269-808-3380	E-mail: sugarpal7112@gmail.com
Address: 2117 Holly Road	City: Benton Harbor	Zip Code: 49022

CONSOLIDATED PUBLIC SCHOOL ACADEMY (ALL TYPES) CONTRACT CHECKLIST

MAIN SITE					
Academy Name: Benton Harbor Charter School Academy					
Address: 455 Riverview Drive			City: Benton Harbor		Zip Code: 49022
Contact Person: Ashley Smith		Position: Principal		Phone: Phone: 269-925-3807 Fax:	E-Mail: ashleymsmith@choiceschools.com
County Name: Berrien	Intermediate School District: Berrien RESA		Local School District: Benton Harbor School District		Grade Configuration: PK-9
LARA Certificate of Use and Occupancy: select one			Date Issued:		
SITE 2					
Academy Name:					
Address:			City:		Zip Code:
Contact Person:		Position:		Phone: Fax:	E-Mail:
County Name:	Intermediate School District:		Local School District:		Grade Configuration:
LARA Certificate of Use and Occupancy: select one			Date Issued:		
SITE 3					
Academy Name:					
Address:			City:		Zip Code:
Contact Person:		Position:		Phone: Fax:	E-Mail:
County Name:	Intermediate School District:		Local School District:		Grade Configuration:
LARA Certificate of Use and Occupancy: select one			Date Issued:		
SITE 4¹					
Academy Name:					
Address:			City:		Zip Code:
Contact Person:		Position:		Phone: Fax:	E-Mail:
County Name:	Intermediate School District:		Local School District:		Grade Configuration:
LARA Certificate of Use and Occupancy: select one			Date Issued:		

¹ Attach additional pages for additional sites, as needed.

CONSOLIDATED PUBLIC SCHOOL ACADEMY (ALL TYPES) CONTRACT CHECKLIST

	Description	Applicability	Sec /Page No. In Contract	Additional Comments
1	Authorizing body to submit contract to state within 10 days of issuance Date Issued: July 1, 2024 Date Received @ MDE: # Days:	All Academies <u>Part 6a:</u> 503(4) <u>Part 6c:</u> 528(1)(b) <u>Part 6e:</u> 561(1)(b) <u>1311b et seq:</u> 1311e(3)	Contract Cover Page	PDF pg 1
Applicant Information				
2	Identification of the person or entity applying for the contract.	All Academies <u>Part 6a:</u> 502(3)(a) <u>Part 6c:</u> 522(4)(a) <u>Part 6e:</u> 552(7)(a) <u>1311b et seq:</u> 1311d(3)(a)	Tab A - Resolutions	PDF pg 20
3	Indication that the “entity” applying for the contract is a nonprofit corporation that has been granted 509(a) tax-exempt status.	USHAs <u>Part 6c:</u> 521(2)(e)	n/a	
4	Indication of the state Superintendent of Public Instruction approval of Academy as a replication of a high-performing school or program.	H.P. School/Program <u>Part 6e:</u> 552(1)(a)	n/a	
5	Indication that the “entity” applying for the contract demonstrates experience in delivering a quality education program that improves academic achievement. In determining whether this requirement is met, an authorizing body shall refer to the standards for quality online learning established by the national association of charter school authorizers (see links below) or other similar nationally recognized standards for quality online learning. Make a copy, complete, & submit with Checklist. Self-rating for reauthorization - Cyber Schools Online Program Self-Evaluation Form - New Cyber Schools	Cyber Schools <u>Part 6e:</u> 552(2)(c)	n/a	
6	Indication that the Public School Academy chartered under Part 6a meets the eligibility criteria to be re-chartered as a School of Excellence (SOE) , as provided for by law.	Conversion of PSA to SOE <u>Part 6e:</u> 552(3); 552(4)	n/a	
Academy Organization and Incorporation				
7	Authorizing Body’s Contract Issuance Resolution adopted by authorizing body, including: Adopted: February 16, 2024 Effective Date: July 1, 2024	All Academies <u>Part 6a:</u> 502(3)(b); 503(5) <u>Part 6c:</u> 522(4)(b); 528(1)(c) <u>Part 6e:</u> 552(7)(b); 553(4) <u>1311b et seq:</u> 1311d(3)(b); 1311e(4); 1311(5)(d)	Tab A P. 2	PDF Pg 20
8	Board of Directors names and description of qualifications , as applicable.	All Academies <u>Part 6a:</u> 502(3)(b); 503(6)(d) <u>Part 6c:</u> 522(4)(b) <u>Part 6e:</u> 552(7)(b); 561(1)(c) <u>1311b et seq:</u> 1311d(3)(b); 1311e(4)(5)(d)	Tab A P. 7	PDF pg 25
9	Method of appointment or selection of members of the Board of Directors.	All Academies <u>Part 6a:</u> 503(5) <u>Part 6c:</u> 528(1)(c) <u>Part 6e:</u> 553(4); 561(1)(c) <u>1311b et seq:</u> 1311d(3)(b); 1311e(4); 1311(5)(d)	Tab A P. 4	PDF pg 22

CONSOLIDATED PUBLIC SCHOOL ACADEMY (ALL TYPES) CONTRACT CHECKLIST

Description		Applicability	Sec /Page No. In Contract	Additional Comments
10	Number of members of the Board of Directors.	<u>All Academies</u> <u>Part 6a:</u> 503(5) <u>Part 6c:</u> 528(1)(c) <u>Part 6e:</u> 553(4); 561(1)(c) <u>1311b et seq:</u> 1311e(4); 1311(5)(d)	Tab A P. 7	PDF pg 25
11	Length of term of members of the Board of Directors.	<u>All Academies</u> <u>Part 6a:</u> 503(5) <u>Part 6c:</u> 528(1)(c) <u>Part 6e:</u> 553(4); 561(1)(c) <u>1311b et seq:</u> 1311e(4); 1311(5)(d)	Tab A P. 5	PDF pg 24
12	Citizenship of members of the Board of Directors.	<u>All Academies</u> <u>Part 6a:</u> 503(5) <u>Part 6c:</u> 528(1)(c) <u>Part 6e:</u> 553(4)	Tab A P. 5	PDF pg 24
13	Articles of Incorporation as a Michigan Nonprofit Corporation File Date: State Corp. ID #: June 10, 2014 760-975	<u>All Academies</u> <u>Part 6a:</u> 502(3)(c) <u>Part 6c:</u> 522(4)(c) <u>Part 6e:</u> 552(7)(c) <u>1311b et seq:</u> 1311d(3)(c); 1311d(5)(d)	Tab 1 P. 5	PDF pg 81
14	Name of Academy.	<u>All Academies</u> <u>Part 6a:</u> 502(3)(c)(i) <u>Part 6c:</u> 522(4)(c)(i) <u>Part 6e:</u> 552(7)(c)(i) <u>1311b et seq:</u> 1311d(3)(c)(i)	Tab 1 P. 2	PDF pg 78
15	Purpose of Academy & pursuant to applicable law that the Academy is a governmental entity of the state.	<u>All Academies</u> <u>Part 6a:</u> 502(3)(c)(ii) <u>Part 6c:</u> 522(4)(c)(ii) <u>Part 6e:</u> 552(7)(c)(ii) <u>1311b et seq:</u> 1311d(3)(c)(ii)	Tab 1 P. 2	PDF pg 82
16	Academy bylaws.	<u>All Academies</u> <u>Part 6a:</u> 502(3)(d) <u>Part 6c:</u> 522(4)(d) <u>Part 6e:</u> 552(7)(d) <u>1311b et seq:</u> 1311d(3)(d)	Tab C2	PDF pg 88


CONSOLIDATED PUBLIC SCHOOL ACADEMY (ALL TYPES) CONTRACT CHECKLIST

Description		Applicability	Sec /Page No. In Contract	Additional Comments
Fiscal Agent				
17	Designation of fiscal agent . Note: Fiscal Agent Agreements should be sent to the Treasury. Send to: Wendy Lamphier (lamphierw@michigan.gov)	<u>All Academies</u> <u>Part 6a:</u> 507(3) <u>Part 6c:</u> 528(3) <u>Part 6e:</u> 561(3) <u>1311b et seq:</u> 1311l(1)	Tab C3 Sec. 1.01 P. 3-1	PDF pg 99
18	Duties of a fiscal agent.	<u>All Academies</u> <u>Part 6a:</u> 507(3) <u>Part 6c:</u> 528(3) <u>Part 6e:</u> 561(3) <u>1311b et seq:</u> 1311l(1)	Tab C3 Sec. 2.01-2.04 P. 3-2	PDF pg 100
19	Authorizer administrative fee of up to 3% of total State Aid.	<u>All Academies</u> <u>Part 6a:</u> 502(6) <u>Part 6c:</u> 522(7) <u>Part 6e:</u> 552(10) <u>1311b et seq:</u> 1311d(6)	Tab C4 Sec. 4.01 P. 4-5	PDF pg 110
Compliance with Applicable Law and Disclosure of Public Information				
20	Prohibition on the Academy charging tuition .	<u>All Academies</u> <u>Part 6a:</u> 504(2) <u>Part 6c:</u> 524(2) <u>Part 6e:</u> 556(2) <u>1311b et seq:</u> 1311g(2)	Tab B Sec. 7.1 P. B-17	PDF pg 49
21	To the extent disqualified under law, a prohibition from Academy being organized by church or other religious organization and having organizational or contractual affiliation with or constitute a church or other religious organization.	<u>All Academies</u> <u>Part 6a:</u> 502(1); 1217 <u>Part 6c:</u> 522(1); 1217 <u>Part 6e:</u> 552(5); 1217 <u>1311b et seq:</u> 1311d(1); 1217	Tab B Sec. 6.11 P. B-16	PDF pg 47
22	Certification/Agreement signed by an authorized member of the Academy Board stating they will comply with the contract and all applicable law .	<u>All Academies</u> <u>Part 6a:</u> 503(6)(i) <u>Part 6c:</u> 523(2)(d) <u>Part 6e:</u> 553(5)(h) <u>1311d:</u> 1311d(3)(h)	Tab B Sec. 8.1 P. B-18 and P. B-44	PDF Pgs 49, 75
23	The methods by which the Academy will be held accountable .	<u>All Academies</u> <u>Part 6a:</u> 503(6)(a) <u>Part 6c:</u> 523(2)(a) <u>Part 6e:</u> 553(5)(a) <u>1311b et seq:</u> 1311e(5)(a)	Tab B Terms and Conditions	PDF pgs 27-75
24	Description of method to be used to monitor the Academy's compliance with applicable law and its performance in meeting its targeted educational objectives .	<u>All Academies</u> <u>Part 6a:</u> 503(6)(b) <u>Part 6c:</u> 523(2)(b) <u>Part 6e:</u> 553(5)(b) <u>1311b et seq:</u> 1311e(5)(b)	Tab 7b	PDF pgs 232-237
25	Requirement that all Academy property must be insured .	<u>All Academies</u> <u>Part 6a:</u> 1269 <u>Part 6c:</u> 523(2)(k)(vi); 1269 <u>Part 6e:</u> 553(5)(l)(vi); 1269 <u>1311b et seq:</u> 1269	Tab B Sec. 11.9 P. B-23	PDF pg 61

CONSOLIDATED PUBLIC SCHOOL ACADEMY (ALL TYPES) CONTRACT CHECKLIST

	Description	Applicability	Sec /Page No. In Contract	Additional Comments
26	Requirement & procedure for annual CPA financial audit in accordance with generally accepted governmental auditing principles.	All Academies <u>Part 6a:</u> 503(6)(g) <u>Part 6c:</u> 523(2)(g) <u>Part 6e:</u> 553(5)(h) <u>1311b et seq:</u> 1311e(5)(h)	Tab B Sec. 6.8 P. B-15	PDF pg 46
27	Length of contract term and standards for reauthorization.	All Academies <u>Part 6a:</u> 503(6)(h) <u>Part 6c:</u> 522(3); 523(2)(p) <u>Part 6e:</u> 561(4) <u>1311b et seq:</u> 1311e(5)(i)	Tab A P. 4	PDF pg 22
28	Description of the process for amending the contract during the term of the contract.	All Academies <u>Part 6a:</u> 503(6)(c) <u>Part 6c:</u> 523(2)(c) <u>Part 6e:</u> 553(5)(c) <u>1311b et seq:</u> 1311e(5)(c)	Tab B Sec. 9.1-9.7 P. B-18, 19	PDF pg 49
29	Requirement that the Academy Board shall make information about its operation and management available to the public and authorizing body.	All Academies <u>Part 6a:</u> 503(6)(l) <u>Part 6c:</u> 523(2)(j) <u>Part 6e:</u> 553(5)(k) <u>1311b et seq:</u> 1311e(7)(f)	Tab 8	PDF pg 306
30	Requirement that the Board of Directors of a Public School Academy (including Cyber Schools) that operates an online or other distance learning program shall submit a monthly report to MDE, in a form and manner prescribed by MDE, that reports the number of pupils enrolled in the online or distance learning program, during the immediately preceding month.	All Academies <u>Part 6e:</u> 552(20)	Tab 7c P. 2	No online or other distance learning components.
31	Requirement that the Academy Board shall collect, maintain and make available to the public and authorizing body information concerning the operation and management of the Academy, as provided for by law.	All Academies <u>Part 6a:</u> 503(6)(m) <u>Part 6c:</u> 523(2)(k) <u>Part 6e:</u> 553(5)(l) <u>1311b et seq:</u> 1311e(7)(f)	Tab B Sec. 11.27 P. B-34	PDF pg 66
32	Requirement that the Board shall report to the authorizing body a current list of teachers and school administrators working at the Academy that includes their individual salaries.	All Academies <u>Part 6a:</u> 503(6)(m)(iv) <u>Part 6c:</u> 523(2)(k)(iv) <u>Part 6e:</u> 553(5)(l)(iv) <u>1311b et seq:</u> 1311e(7)(f)	Tab 8 P. 2	PDF pg 307
33	Statement that Academy shall comply with all applicable law .	All Academies <u>Part 6a:</u> 503(7); MCL 15.322 <u>Part 6c:</u> 523(3); 528(1)(d) <u>Part 6e:</u> 552(7)(h); 553(6) <u>1311b et seq:</u> 1311d(3)(h); 1311e(6)	Tab B Sec. 8.1 P. B-18	PDF pg 49
34	Statement that Academy Board shall ensure compliance with the requirements of 1968 PA 317 , MCL. 15.321 to 15.330.	All Academies <u>Part 6a:</u> 503(6)(j) <u>Part 6c:</u> 523(2)(h) <u>Part 6e:</u> 553(5)(i) <u>1311b et seq:</u> 1311e(7)(f)	Tab B Sec. 11.29 P. B-35	PDF pg 66

CONSOLIDATED PUBLIC SCHOOL ACADEMY (ALL TYPES) CONTRACT CHECKLIST

Description		Applicability	Sec /Page No. In Contract	Additional Comments
Academy Governance, Operation, and Educational Program				
35	Governance structure of the Academy.	All Academies <u>Part 6a:</u> 503(6)(d) <u>Part 6c:</u> 522(4)(e)(i) <u>Part 6e:</u> 552(7)(e)(i) <u>1311b et seq:</u> 1311d(3)(e)(i); 1311e(5)(d); 1311d(3)(v)(f)	Tab 7a	PDF pg 231
36	The role of the contract administrator of the Academy, if applicable.	USHAs <u>Part 6c:</u> 529(c)	n/a	
37	Educational goals of the Academy that include demonstrated improved pupil academic achievement for all groups of pupils.	All Academies <u>Part 6a:</u> 502(3)(e)(ii); 503(6)(a) <u>Part 6c:</u> 522(4)(e)(ii); 523(2)(a) <u>Part 6e:</u> 552(7)(e)(ii); 553(5)(a) <u>1311b et seq:</u> 1311d(3)(e)(ii); 1311e(5)(a)	Tab 7b	PDF pgs 232-237
38	Curricula offered at the Academy. This section must contain the entire curriculum.  Curriculum Schedule 7d	All Academies <u>Part 6a:</u> 502(3)(e)(ii) <u>Part 6c:</u> 522(4)(e)(ii) <u>Part 6e:</u> 552(7)(e)(ii) <u>1311b et seq:</u> 1311d(3)(e)(ii); 1311e(5)(d)	Tab 7c	PDF pgs 239-290
39	Methods of pupil assessment at the Academy (M-STEP and SAT, as applicable, as a minimum).	All Academies <u>Part 6a:</u> 503(6)(a) <u>Part 6c:</u> 522(4)(c)(ii); 523(2)(a) <u>Part 6e:</u> 552(7)(e)(ii); 553(5)(a) <u>1311b et seq:</u> 1311d(3)(e)(ii); 1311e(5)(a)	Tab 7d	PDF pgs 292-293
40	Student admission policy, criteria and enrollment process , as applicable per type of academy.	All Academies <u>Part 6a:</u> 503(6)(d) <u>Part 6c:</u> 522(4)(e)(iii); 523(2)(m); 528(1)(g) <u>Part 6e:</u> 552(7)(e)(iii); 553(5)(o); 561(1)(g) <u>1311b et seq:</u> 1311d(3)(e)(ii); 1311e(5)(d)	Tab 7e	PDF pgs 295-298
41	Matriculation agreement , if applicable.	All PSAs; All SOEs 20 U.S.C. 7221i(1)(k) <u>Part 6a:</u> 504(4)(b) <u>Part 6e:</u> 556(4)(b)	Tab B Sec. 6.14 P. B-17	PDF pg 48

CONSOLIDATED PUBLIC SCHOOL ACADEMY (ALL TYPES) CONTRACT CHECKLIST

Description		Applicability	Sec /Page No. In Contract	Additional Comments
42	School calendar and school day schedule.	All Academies, except Cyber Schools <u>Part 6a:</u> 502(3)(e)(iv) <u>Part 6c:</u> 522(4)(e)(iv) <u>Part 6e:</u> 552(7)(e)(iv) <u>1311b et seq:</u> 1311d(3)(e)(iv); 1311e(5)(d)	Tab 7g	PDF pg 302
43	Observance of holidays and other required commemorative occasions.	All Academies <u>Part 6a:</u> 1175 <u>Part 6c:</u> 1175 <u>Part 6e:</u> 1175 <u>1311b et seq:</u> 1175	Tab 7g	PDF pg 302
44	Age or Grade range of students to be enrolled.	All Academies <u>Part 6a:</u> 502(3)(e)(v) <u>Part 6c:</u> 522(4)(e)(v) <u>Part 6e:</u> 552(7)(e)(v) <u>1311b et seq:</u> 1311d(3)(e)(v)	Tab 7h	PDF pg 304
Academy Location				
45	Identification of LEA and ISD where the academy will be located.	All Academies MCL 388.1620 <u>Part 6a:</u> 502(3)(g) <u>Part 6c:</u> 522(4)(c)(v) <u>Part 6e:</u> 552(7)(g) <u>1311b et seq:</u> 1311d(3)(e)(v); 1311e(5)(d)	Tab C6 P. 1	PDF pg 225-227
46	Description of and address of proposed building(s) where Academy will be located.	All Academies <u>Part 6a:</u> 502(3)(i) <u>Part 6c:</u> 522(4)(g) <u>Part 6e:</u> 552(7)(i); 553(5)(f) <u>1311b et seq:</u> 1311d(3)(j); 1311e(5)(g)	Tab C6 P. 1	PDF pg 225-227
47	Financial commitment of the applicant to the Academy's facility.	USHAs <u>Part 6c:</u> 522(4)(g); 523(2)(f)	n/a	
48	A statement that the Academy will operate at single site or multiple sites with specific addresses and respective grade configurations as provided for in the contract and with applicable law, including the Academy's central administrative offices if applicable.	All Academies <u>Part 6a:</u> 504(1) <u>Part 6c:</u> 524(1) <u>Part 6e:</u> 556(1) <u>1311b et seq:</u> 1311g(1)	Tab B Sec. 6.9 P. B-15 Sec. 11.23 P. B-31	PDF pg 46, 66
49	A requirement that the board of directors of the public school academy shall collect, maintain, and make available to the public and the authorizing body, in accordance with applicable law and the contract, information concerning the operation and management of the public school academy including copies of facility leases or deeds, or both, and of any equipment leases.	All Academies <u>Part 6a:</u> 503(6)(m)(vii) <u>Part 6c:</u> 523(2)(k)(vii) <u>Part 6e:</u> 553(5)(1)(vii) <u>1311b et seq:</u> 1311e(6)(f)	Tab 8	PDF pg 307

CONSOLIDATED PUBLIC SCHOOL ACADEMY (ALL TYPES) CONTRACT CHECKLIST

Description		Applicability	Sec /Page No. In Contract	Additional Comments
Staffing and Position Descriptions				
50	Descriptions of staff responsibilities.	All Academies <u>Part 6a:</u> 503(6)(d) <u>Part 6c:</u> 524(f) <u>Part 6e:</u> 552(7)(f) <u>1311b et seq:</u> 1311d(3)(f)	Tab C5	PDF pgs 112-220
51	Requirement specifying prohibited family relationships consistent with applicable law.	All Academies <u>Part 6a:</u> 503(6)(k) <u>Part 6c:</u> 523(2)(i) <u>Part 6e:</u> 553(5)(j) <u>1311b et seq:</u> 1311e(6)(f)	Tab B Sec. 11.30 P. B-35	PDF pg 67
52	Academy shall use certificated teachers according to state board rule.	All Academies <u>Part 6a:</u> 505(1) <u>Part 6c:</u> 526(1) <u>Part 6e:</u> 553a(3); 559(1) <u>1311b et seq:</u> 1311j(1)	Tab B Sec. 11.1 P. B-27	PDF pg 61
53	Academy may use non-certificated teachers as the law allows.	All Academies <u>Part 6a:</u> 505(1); 505(2) <u>Part 6c:</u> 526(1); 526(2) <u>Part 6e:</u> 559(1); 559(2) <u>1311b et seq:</u> 1311j(1); 1311j(2)	Tab B Sec. 11.1 P. B-27	PDF pg 61
54	Academy shall use certified administrators and chief business officials pursuant to applicable law, including superintendent, principal, assistant principal, or other person whose primary responsibility is administering instructional programs.	All Academies <u>Part 6a:</u> 1246(1) <u>Part 6c:</u> 1246(1) <u>Part 6e:</u> 1246(1) <u>1311b et seq:</u> 1246(1)	Tab B Sec. 11.1 P. B-27	PDF pg 61
55	Requirement that the authorizing body must review and may disapprove any agreement between the Academy Board and an educational management company before the agreement is final and valid.	All Academies <u>Part 6a:</u> 503(6)(n) <u>Part 6c:</u> 523(2)(l) <u>Part 6e:</u> 553(5)(m) <u>1311b et seq:</u> 1311e(6)(f)	Tab B Sec. 3.9 P. B-8	PDF pg 40
56	If authorized by a LEA, assurance of employee collective bargaining for positions in similar districts should be addressed in the contract.	All SDAs <u>1311b et seq:</u> 1311d(3)(i)	n/a	
57	Requirement that prohibits any individual from being employed by the Academy in more than one full-time position and simultaneously compensated at a full-time rate for either position.	All Academies <u>Part 6a:</u> 503(6)(p) <u>Part 6c:</u> 523(2)(n) <u>Part 6e:</u> 553(5)(o) <u>1311b et seq:</u> 1311e(6)(f)	Tab B Sec. 11.31 P. B-36	PDF pg 67

CONSOLIDATED PUBLIC SCHOOL ACADEMY (ALL TYPES) CONTRACT CHECKLIST

Description		Applicability	Sec /Page No. In Contract	Additional Comments
Reconstitution and Revocation				
58	Procedures and grounds for revoking the contract provided for in applicable law, including: (see 59-62 below)	All Academies <u>Part 6a:</u> 503(6)(e) <u>Part 6c:</u> 523(2)(e) <u>Part 6e:</u> 561(4) <u>1311b et seq:</u> 1311e(5)(f)	Tab B Sec. 10.1-10.12 P. B-20 thru 27	PDF pg 51-52
59	<input type="checkbox"/> Failure of the Academy to demonstrate improved pupil academic achievement for all groups of pupils or meet the educational goals as set forth in the contract.	All Academies <u>Part 6a:</u> 507(4)(a) <u>Part 6c:</u> 528(4)(a) <u>Part 6e:</u> 561(4)(a) <u>1311b et seq:</u> 1311l(1)(a)	Tab B Sec. 10.4(a) P. B-21	PDF pg 52
60	<input type="checkbox"/> Failure of the Academy to comply with all applicable law.	All Academies <u>Part 6a:</u> 507(4)(b) <u>Part 6c:</u> 528(4)(b) <u>Part 6e:</u> 561(4)(b) <u>1311b et seq:</u> 1311l(1)(b)	Tab B Sec. 10.4(b) P. B-21	PDF pg 52
61	<input type="checkbox"/> Failure of the Academy to meet generally accepted public sector accounting principles and demonstrate sound fiscal stewardship.	All Academies <u>Part 6a:</u> 507(4)(c) <u>Part 6c:</u> 528(4)(c) <u>Part 6e:</u> 561(4)(c) <u>1311b et seq:</u> 1311l(1)(c)	Tab B Sec. 10.4(c) P. B-21	PDF pg 52
62	<input type="checkbox"/> The existence of 1 or more other grounds for revocation as specified in the contract.	All Academies <u>Part 6a:</u> 507(4)(d) <u>Part 6c:</u> 528(4)(d) <u>Part 6e:</u> 561(4)(d) <u>1311b et seq:</u> 1311l(1)(d)	Tab B Sec. 10.4(d) P. B-21	PDF pg 52
63	Procedures for mandatory revocation of Academy contract if Academy is designated as a persistently low-achieving school (in the bottom 5%) and is in the 2nd year of restructuring. Procedures must specify which school (s) are subject to closure and which are not based on exceptions for situations involving individualized education plan subgroups, and individual schools currently undergoing reconstitution.	All Academies (except SDA) <u>Part 6a:</u> 507(5) <u>Part 6c:</u> 528(5) <u>Part 6e:</u> 561(5)	Tab B Sec. 10.2 P. B-20	PDF pg 51
64	Procedures for the authorizing body to reconstitute the Academy.	All Academies (except SDA) <u>Part 6a:</u> 507(7) <u>Part 6c:</u> 528(7) <u>Part 6e:</u> 561(7)	Tab B Sec. 10.6(d) P. B-23	PDF pg 54

CONSOLIDATED PUBLIC SCHOOL ACADEMY (ALL TYPES) CONTRACT CHECKLIST

Description		Applicability	Sec /Page No. In Contract	Additional Comments
Cyber Schools				
65	A contract for a cyber school shall include all of the provisions required under section 553a as well as the following: (see items 66 through 71 below)	Cyber Schools <u>Part 6e: 553a</u>	n/a	
66	<input type="checkbox"/> A teacher who holds appropriate certification according to state board rule will be responsible for all of the following for each course in which a pupil is enrolled: <ul style="list-style-type: none"> <input type="checkbox"/> (i) Improving learning by planned instruction. <input type="checkbox"/> (ii) Diagnosing the pupil's learning needs. <input type="checkbox"/> (iii) Assessing learning, assigning grades, and determining advancement. <input type="checkbox"/> (iv) Reporting outcomes to administrators and parents or legal guardians 	Cyber Schools <u>Part 6e: 553a(2)(a)</u>	n/a	
67	<input type="checkbox"/> A cyber school will make educational services available for a minimum of at least 1,098 hours during a school year and ensure that each pupil participates in the educational program for at least 1,098 hours during a school year.	Cyber Schools <u>Part 6e: 553a(2)(b)</u>	n/a	
68	<input type="checkbox"/> A cyber school shall have maximum enrollment limitations based on years of operation	Cyber Schools <u>Part 6e: 552(2)(d)</u>	n/a	
69	<input type="checkbox"/> Cyber school must offer each pupil's family a computer and subsidize the cost of internet access.	Cyber Schools <u>Part 6e: 552(2)(e)</u>	n/a	
70	<input type="checkbox"/> Cyber school may not enroll any new pupils in the school of excellence that is a cyber school in a school year that begins after MDE determines that the combined total statewide final audited membership for all pupils in membership in schools of excellence that are cyber schools for a state fiscal year that exceeds a number equal to 2% of the combined total statewide final audited membership for all pupils in membership in public schools for the 2011-2012 State Fiscal Year. 2011-2012 total statewide Final audited membership = 1,582,168. Maximum statewide cyber school enrollment = 31,643.	Cyber Schools <u>Part 6e: 552(15)(b)</u>	n/a	
71	<input type="checkbox"/> The requirement for the Academy Board of school of excellence that is a cyber school to ensure that every pupil that enrolls, along with his or her parent or legal guardian, are provided with a parent-student orientation. If the pupil is at least 18 or is an emancipated minor, the orientation may be provided to just the pupil.	Cyber Schools <u>Part 6e: 552(21)</u>	n/a	