

**FERRIS
STATE
UNIVERSITY**

A

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

BETWEEN

PITTSFIELD ACRES ACADEMY
(A PUBLIC SCHOOL ACADEMY)

AND

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

AUTHORIZATION PERIOD:

JULY 1, 2022 – JUNE 30, 2027

TABLE OF CONTENTS

Contract Documents

Tab

Charter Schools Office Contract Policies

Resolution Establishing the Method of Selection,
Length of Term, and Number of Members of
Board of Directors of **PITTSFIELD ACRES ACADEMY**A

Terms and Conditions of Contract.....B

Contract Schedules.....C

 Schedule 1: Articles of Incorporation1

 Schedule 2: Bylaws.....2

 Schedule 3: Fiscal Agent Agreement.....3

 Schedule 4: Oversight Agreement4

 Schedule 5: Description of Staff Responsibilities5

 Schedule 6: Physical Plant Description6

 Schedule 7: Required Information for Public School Academy7

- Section a:
 Governance Structure
 of Public School Academy.....a
- Section b:
 Educational Goal Policiesb
- Section c:
 Curriculumc
- Section d:
 Methods of Pupil
 Assessmentd

Schedule 7: Required Information for Public School Academy (continued)

- Section e:
Admission Policy
and Criteriae

- Section f:
Public Notice
of Enrollment Proceduresf

- Section g:
School Calendar
and School Day Scheduleg

- Section h:
Age or Grade Range
of Pupils to be Enrolled.....h

Schedule 8: Information Available to the Public8

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: July 2021

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.

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

<u>DATE</u>	<u>SECTION</u>	<u>TITLE</u>
May 6, 2022 (Eff. July 1, 2022)	Amendments Tab, Tab A	“FSU Charter Contract Resolution Amendment: Allowance for Five-Member Boards of Directors”

May 6, 2022

4b. FSU Charter Contract Resolution Amendment: Allowance for Five-Member Boards of Directors

Moved by **Trustee Ramirez-Saenz**, supported by **Trustee Srivastava**, 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 (the “University”) Board of Trustees (the “University Board”) granted conditional approval to resolutions (the “Approval Resolution”) which conditionally authorized the execution of Contracts with the following public charter school academies (the “Academies”): Battle Creek Montessori Academy, Benton Harbor Charter School Academy, Blended Learning Academies Credit Recovery High School, Bridge Academy, Clara B. Ford Academy, Conner Creek Academy East, Creative Technologies Academy, Hope Academy of West Michigan, Hope of Detroit Academy, Huron Academy, Joy Preparatory Academy, Lighthouse Academy, Marshall Academy, Michigan Connections Academy, Muskegon Montessori Academy for Environmental Change, New Bedford Academy, Northridge Academy, Pittsfield Acres Academy and Voyageur Academy; and,

WHEREAS, the Approval Resolution for all of the above Academies states that the number of board member positions on the Academy’s Board of Directors shall be seven (7); and,

WHEREAS, Academy Boards are having difficulties recruiting board member candidates and maintaining a seven (7) member Board of Directors; and,

WHEREAS, the Ferris State University Charter Schools Office (“the CSO”) consulted with other authorizers of the Michigan Council of Charter School Authorizers (the “MCCSA”) regarding this matter; and,

WHEREAS, other authorizers of the MCCSA have five (5) or seven (7) member Academy Boards of Directors; and,

WHEREAS, the CSO consulted with attorney Jim Scales from Mika Meyers regarding this matter and he suggests the following language change in the Charter Contract Resolution:

4c. Number of Directors

1. “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.”

2. **Quorum:** “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:

<u># of Academy Board positions</u>	<u># required for Quorum</u>
Five (5)	Three (3)
Seven (7)	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.”

3. **Manner of Acting:** “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.”

NOW THEREFORE BE IT RESOLVED, that the Ferris State University Board of Trustees hereby approves the above language change in the Charter Contract Resolutions of Battle Creek Montessori Academy, Benton Harbor Charter School Academy, Blended Learning Academies Credit Recovery High School, Bridge Academy, Clara B. Ford Academy, Conner Creek Academy East, Creative Technologies Academy, Hope Academy of West Michigan, Hope of Detroit Academy, Huron Academy, Joy Preparatory Academy, Lighthouse Academy, Marshall Academy, Michigan Connections Academy, Muskegon Montessori Academy for Environmental Change, New Bedford Academy, Northridge Academy, Pittsfield Acres Academy and Voyageur Academy.

RESOLUTIONS

May 6, 2022

4b. FSU Charter Contract Resolution Amendment: Allowance for Five-Member Boards of Directors

Moved by **Trustee Ramirez-Saenz**, supported by **Trustee Srivastava**, 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 (the “University”) Board of Trustees (the “University Board”) granted conditional approval to resolutions (the “Approval Resolution”) which conditionally authorized the execution of Contracts with the following public charter school academies (the “Academies”): Battle Creek Montessori Academy, Benton Harbor Charter School Academy, Blended Learning Academies Credit Recovery High School, Bridge Academy, Clara B. Ford Academy, Conner Creek Academy East, Creative Technologies Academy, Hope Academy of West Michigan, Hope of Detroit Academy, Huron Academy, Joy Preparatory Academy, Lighthouse Academy, Marshall Academy, Michigan Connections Academy, Muskegon Montessori Academy for Environmental Change, New Bedford Academy, Northridge Academy, Pittsfield Acres Academy and Voyageur Academy; and,

WHEREAS, the Approval Resolution for all of the above Academies states that the number of board member positions on the Academy’s Board of Directors shall be seven (7); and,

WHEREAS, Academy Boards are having difficulties recruiting board member candidates and maintaining a seven (7) member Board of Directors; and,

WHEREAS, the Ferris State University Charter Schools Office (“the CSO”) consulted with other authorizers of the Michigan Council of Charter School Authorizers (the “MCCSA”) regarding this matter; and,

WHEREAS, other authorizers of the MCCSA have five (5) or seven (7) member Academy Boards of Directors; and,

WHEREAS, the CSO consulted with attorney Jim Scales from Mika Meyers regarding this matter and he suggests the following language change in the Charter Contract Resolution:

4c. Number of Directors

1. “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.”

2. **Quorum:** “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:

<u># of Academy Board positions</u>	<u># required for Quorum</u>
Five (5)	Three (3)
Seven (7)	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.”

3. **Manner of Acting:** “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.”

NOW THEREFORE BE IT RESOLVED, that the Ferris State University Board of Trustees hereby approves the above language change in the Charter Contract Resolutions of Battle Creek Montessori Academy, Benton Harbor Charter School Academy, Blended Learning Academies Credit Recovery High School, Bridge Academy, Clara B. Ford Academy, Conner Creek Academy East, Creative Technologies Academy, Hope Academy of West Michigan, Hope of Detroit Academy, Huron Academy, Joy Preparatory Academy, Lighthouse Academy, Marshall Academy, Michigan Connections Academy, Muskegon Montessori Academy for Environmental Change, New Bedford Academy, Northridge Academy, Pittsfield Acres Academy and Voyageur Academy.

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 18, 2022**, 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: **Amna P. Seibold, Ronald E. Snead, George K. Heartwell, Ana L. Ramirez-Saenz, and Rupesh K. Srivastava.**

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 21st day of February, 2022.





Karen K. Huisman
Secretary to the Board of Trustees

February 18, 2022

4g. Pittsfield Acres Academy – Conditional Authorization

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

RESOLUTION

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

WHEREAS, according to this enacted law, the Ferris State University Board of Trustees (“University Board”), as the governing board of a State public university, is an authorizing body empowered to issue contracts to organize and operate public school academies; and,

WHEREAS, Act No. 362 of Public Acts of 1993 has been ruled constitutional by the Michigan Supreme Court; and,

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

WHEREAS, the University Board has developed the following three (3) principles to guide its work in authorizing public school academies: compatibility and congruence of the academy’s educational program with the University mission; financial unnecessary risk; and curriculum and program quality for the academy that will reflect positively on the University; and,

WHEREAS, the University Board has received applications from organizing public school academies and reviewed the applications according to the provisions set forth by the Michigan Legislature and the University’s principles for authorizing public school academies; and,

WHEREAS, the University Board issues contracts to charter public school academies under Part 6a of the Revised School Code (“Code”); and,

WHEREAS, Global Educational Excellence (GEE), a management company headquartered in Ann Arbor, Michigan, submitted an application to the FSU Charter Schools Office (the “CSO”) for a new charter school, Pittsfield Acres Academy (the “Academy”) to be located at 4377 Textile Road, Ypsilanti, Michigan; and,

WHEREAS, the CSO reviewed the application which included an independent reviewer, conducted an applicant capacity interview and visited the proposed site of the Academy; and,

WHEREAS, the Academy's student population will consist of a high percentage of Middle Easterners English language learners and refugees assimilating to the United States; and,

WHEREAS, the Academy proposes to begin with 100 students in grades K-5; and,

WHEREAS, the Academy intends to add grades 6-8 in successive years; and,

WHEREAS, the CSO recommends the University Board grant a conditional authorization of the Academy.

NOW THEREFORE BE IT RESOLVED:

1. That the application for Pittsfield Acres Academy in Ypsilanti, Michigan, was submitted under Section 502 of the Code, subject to the conditions set forth herein, appears consistent with the requirements of applicable law and the University Board principles for authorizing public school academies, and is therefore approved for grades K-8 for a period of five years through June 30, 2027 contingent upon successful completion of the Charter School Office's application and school opening protocols;

2. 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 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 member positions on the Academy's Board of Directors shall be seven (7). The number of board member positions shall never be fewer than five (5) nor more than seven (7), as determined from time to time by the University Board. 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.

A vacancy may be left on the initial Academy Board for a parent or guardian representative to allow sufficient time for the Academy Board to interview and identify potential nominees.

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, 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. Initial Members of the Board of Directors. Provided that each initial member submits a completed Academy Board Application, successfully completes a criminal background/record and reference check, and if requested to do so, participates in a mutually satisfactory personal interview with the University Board of Trustees or its designee, the University Board appoints the following seven (7) persons to serve as initial members of the Academy's Board of Directors:

Douglas Abbott 3619 Roberts Meadow Drive S. Tecumseh, MI 49286 Term Ending: June 30, 2027	Jennifer Sanderson 1157 Bicentennial Parkway Ann Arbor, MI 48108 Term Ending: June 30, 2023
--	--

Ramsey Bishar 1401 Tammy Lane Ann Arbor, MI 48103 Term Ending: June 30, 2026	Vacant Term Ending: June 30, 2027
---	--

Hasan Mihyar 28 Colony Court Ypsilanti, MI 48197 Term Ending: June 30, 2025	Vacant Term Ending: June 30, 2026
--	--

John Stephens
2210 Kimberwicke Court
Ann Arbor, MI 48103
Term Ending: June 30, 2024

3. That the University Board approves and authorizes the execution of a contract with the Academy, substantially in the form of the draft contract to charter a public school academy which has been provided to the University Board in connection with its consideration of this Resolution, and authorizes the President of the University, or his designee, to execute the contract to charter a public school academy and related documents between the Academy and the University Board, provided that, before execution of the contract and any related documents, the Director of Charter Schools determines that all terms of the contract and any related documents have been agreed upon, a completed final application has been received by the University, all of the conditions set forth herein have been complied with, and the Academy is able to comply with all terms and conditions of the contract and related documents. The conditions upon which this application is approved, and upon which the Academy is authorized, include, but are not limited to, the following:

a. The Academy's proposed school site must be approved for occupancy as a school by the Office of Fire Safety. Additionally, the proposed site must be made the subject of an environmental assessment and audit acceptable to the FSU Director of Charter Schools.

b. The Academy's proposed school site must be approved for occupancy by the local County Health Department and receive accessibility certification from the appropriate governmental authority.

c. The Academy must submit a completed and satisfactory Board Questionnaire for each Board nominee.

d. The Academy must obtain approval by the FSU Director of Charter Schools:

1. A management contract for the Academy between the Academy Board and a management company, if the Academy Board chooses one;

2. A signed lease agreement between the Academy and the owner of the proposed school site, or a deed of ownership by the Academy, together with a detailed plan of the proposed school facilities;

3. A three-year projected budget which contains a full description of the financial resources available to the Academy for organizational and start-up purposes;

4. Documentation supporting the availability to the school of \$150,000 for start-up funds;

5. A list of quantifiably measurable educational goals and standards by which the Academy's goals will be monitored and held accountable, and an assessment plan by which the Academy's goals will be measured;

6. A satisfactory curriculum outline, which shall include a plan for specific grade level curriculum elements as developed by certified instructional staff;

7. A detailed description of the means by which the management company will be held accountable to the Academy Board for the day-to-day performance of its obligations under the management contract;

8. A complete and specific school calendar that includes the required number of pupil instructional hours and staff development days.

e. This conditional approval and authorization extended to grades kindergarten through 8th grade. Any variation from this schedule must be approved by the University's Director of Charter Schools.

4. If the Academy fails to open and commence regular student instruction on or before September 6, 2022, the CSO Director will have the option to require that the Academy's opening be delayed for a period of up to one year from that date, as determined by the CSO Director, in his sole discretion.

TERMS AND CONDITIONS

**TERMS AND CONDITIONS
OF CONTRACT**

DATED: July 1, 2022

BETWEEN

**PITTSFIELD ACRES ACADEMY
(A PUBLIC SCHOOL ACADEMY)**

AND

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

CONFIRMING THE STATUS OF

PITTSFIELD ACRES ACADEMY

AS A

PUBLIC SCHOOL ACADEMY

TABLE OF CONTENTS

Article I	Definitions	
Section 1.1	Certain Definitions.....	B-1
Section 1.2	Captions	B-4
Section 1.3	Gender and Number	B-4
Section 1.4	Statutory Definitions.....	B-4
Section 1.5	Schedules	B-4
Section 1.6	Application.....	B-4
Section 1.7	Conflicting Contract Provisions.....	B-4
Article II	Relationship Between the Academy and the University Board	
Section 2.1	Constitutional Status of Ferris State University.....	B-4
Section 2.2	Independent Status of the Academy	B-5
Section 2.3	Financial Obligations of the Academy are Separate from the State of Michigan, University Board and the University.....	B-5
Section 2.4	Academy Has No Power To Obligate or Bind State of Michigan, University Board or the University	B-5
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	B-5
Section 3.2	University Board as Fiscal Agent for the Academy	B-6
Section 3.3	Oversight Responsibilities of the University Board	B-6
Section 3.4	Reimbursement of University Board Costs	B-6
Section 3.5	University Board Approval of Condemnation.....	B-6
Section 3.6	Authorization of Employment	B-6
Section 3.7	CSO Director Review of Certain Financing Transactions Involving Pledge of State Aid.....	B-7
Section 3.8	University Board Contract Authorization Process.....	B-7
Section 3.9	CSO Director Review of ESP Agreement	B-8
Section 3.10	Certain Other Transactions Requiring Review by the CSO Director	B-10
Article IV	Requirement that the Academy Act Solely as Governmental Entity	
Section 4.1	Limitation on Actions in Performance of Governmental Functions.....	B-11
Section 4.2	Other Permitted Activities	B-11
Section 4.3	Academy Board Members Serve In Their Individual Capacity.....	B-11
Section 4.4	Incompatible Public Offices and Conflicts of Interest Statutes.....	B-11
Section 4.5	Prohibition of Identified Family Relationships.....	B-12
Section 4.6	Dual Employment Positions Prohibited.....	B-12
Section 4.7	Oath of Public Office	B-12

Article V Corporate Structure of the Academy

Section 5.1 Nonprofit Corporation B-12
Section 5.2 Articles of Incorporation..... B-13
Section 5.3 Bylaws..... B-13

Article VI Operating Requirements

Section 6.1 Governance Structure..... B-13
Section 6.2 Educational Goals, Programs and Curriculum..... B-13
Section 6.3 Method of Pupil Assessment B-13
Section 6.4 Application and Enrollment of Students; School Calendar
and School Day Schedule B-13
Section 6.5 Age/Grade Range of Pupils Enrolled..... B-14
Section 6.6 Collective Bargaining Agreements B-14
Section 6.7 Accounting Standards B-14
Section 6.8 Annual Financial Audit..... B-14
Section 6.9 Address and Description of Physical Plant; Process for
Expanding Academy’s Site Operations B-14
Section 6.10 Contributions and Fund Raising B-15
Section 6.11 Disqualified Organizational or Contractual Affiliations..... B-15
Section 6.12 Reporting Student Performance Levels B-15
Section 6.13 Method for Monitoring Academy’s Compliance with Applicable
Law and Performance of its Contractual Educational Goals B-15
Section 6.14 Matriculation Agreements B-15
Section 6.15 Posting of Accreditation Status..... B-15
Section 6.16 New Public School Academies Located Within the
Boundaries of a Community District B-16

Article VII Tuition Prohibited

Section 7.1 Tuition Prohibited; Fees and Expenses..... B-16

Article VIII Compliance with Applicable Laws

Section 8.1 Compliance with Applicable Law B-16

Article IX Amendment

Section 9.1 Amendments B-16
Section 9.2 Process for Amendment Initiated by the Academy B-17
Section 9.3 Process the Amendment Initiated by the University Board..... B-17
Section 9.4 Final Approval of Amendments..... B-17
Section 9.5 Change in Existing Law B-17
Section 9.6 Partnership Agreement..... B-17
Section 9.7 Emergency Action on Behalf of University Board..... B-17

Article X Termination, Suspension and Revocation

Section 10.1 Grounds and Procedures for Academy Termination of Contract B-18
Section 10.2 Automatic Amendment of Contract; Automatic Termination
of Contract If All Academy Sites Closed; Economic Hardship
Termination..... B-18
Section 10.3 Grounds and Procedures for University Termination of Contract..... B-19
Section 10.4 Statutory Grounds for Revocation B-19
Section 10.5 Other Grounds for University Board Revocation B-19
Section 10.6 University Board Procedures for Revoking Contract B-20
Section 10.7 Contract Suspension..... B-23
Section 10.8 Venue; Jurisdiction B-23
Section 10.9 Conservator; Appointment by University President B-24
Section 10.10 State Board of Education Revocation Procedures B-24
Section 10.11 Emergency Action on Behalf of University Board..... B-25
Section 10.12 Academy Dissolution Account B-25

Article XI Provisions Relating to Public School Academies

Section 11.1 Employment Qualifications for Classroom Teachers B-25
Section 11.2 Criminal Background and History Checks; Disclosure of
Unprofessional Conduct..... B-25
Section 11.3 The Academy Budget; Transmittal of Budgetary Assumptions;
Budget Deficit; Enhanced Deficit Elimination Plan..... B-26
Section 11.4 Security Procedures B-27
Section 11.5 Student Conduct and Discipline..... B-27
Section 11.6 Professional Development of the Academy Faculty B-27
Section 11.7 Special Education..... B-27
Section 11.8 Americans With Disabilities Act B-28
Section 11.9 Insurance B-28
Section 11.10 Transportation B-28
Section 11.11 Intramural and Interscholastic Sports B-28
Section 11.12 Teacher Tenure B-28
Section 11.13 Library Services..... B-28
Section 11.14 Use of Information Technologies B-29
Section 11.15 Cooperation with Other Educational Organizations, Libraries
and Museums B-29
Section 11.16 Accreditation..... B-29
Section 11.17 Role of Parents and Guardians..... B-29
Section 11.18 School and Community Relations B-29
Section 11.19 Deposit of Public Funds by the Academy..... B-29
Section 11.20 Equal Opportunity Policies B-29
Section 11.21 Legal Liabilities and Covenant Against Suit B-29
Section 11.22 Non-Endorsement B-29
Section 11.23 Lease or Deed for Proposed Single Site B-30
Section 11.24 Occupancy and Safety Certificates B-30

Section 11.25	Management Agreements	B-31
Section 11.26	Environmental Matters.....	B-31
Section 11.27	Information Available to the Public; Information to be Provided by the Academy	B-32
Section 11.28	Limitations on Expenditures for Lease, Purchase, or Debt Service for Facilities	B-32
Section 11.29	Incompatible Public Offices and Conflicts of Interest Statutes	B-33
Section 11.30	Prohibition of Identified Family Relationships.....	B-33
Section 11.31	Dual Employment Positions Prohibited.....	B-34

Article XII General Terms

Section 12.1	Notices	B-34
Section 12.2	Severability	B-34
Section 12.3	Successors and Assigns.....	B-35
Section 12.4	Entire Contract.....	B-35
Section 12.5	Assignment	B-35
Section 12.6	Non-Waiver.....	B-35
Section 12.7	Governing Law	B-35
Section 12.8	Counterparts.....	B-35
Section 12.9	Term of Contract.....	B-35
Section 12.10	Indemnification of University.....	B-35
Section 12.11	Construction.....	B-36
Section 12.12	Force Majeure	B-36
Section 12.13	No Third Party Rights.....	B-36
Section 12.14	Non-Agency	B-36
Section 12.15	University Board and CSO Policies Shall Apply	B-36
Section 12.16	Survival of Provision	B-36
Section 12.17	Termination of Responsibilities.....	B-36
Section 12.18	Information Available to the Public.....	B-36
Section 12.19	Disposition of Academy Assets Upon Termination or Revocation of Contract	B-37
Section 12.20	Student Privacy	B-37
Section 12.21	Disclosure of Information to Parents and Legal Guardians.....	B-37
Section 12.22	List of Uses for Student Directory Information; Opt-Out Form; Notice to Student’s Parent or Legal Guardian	B-39
Section 12.23	Confidential Address Restrictions	B-39
Section 12.24	Partnership Agreement.....	B-39
Section 12.25	Statewide Safety Information Policy	B-39
Section 12.26	Criminal Incident Reporting Obligation	B-40
Section 12.27	Academy Emergency Operations Plan	B-40
Section 12.28	School Safety Liaison	B-40
Section 12.29	New Building Construction or Renovations	B-40
Section 12.30	Annual Expulsion Report and Website Report on Criminal Incidents.....	B-40

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 authorization of **PITTSFIELD ACRES ACADEMY** (the "Academy"), and has considered the academic progress of students attend the Academy and its fiscal operation and has approved the authorization of the Academy's operation under this Contract;

NOW, THEREFORE, pursuant to the Code the University Board 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 **PITTSFIELD ACRES ACADEMY** which is authorized as a public school academy pursuant to this Contract.

(b) "Academy Board" means the Board of Directors of **PITTSFIELD ACRES 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) “Charter Schools Director” or “CSO Director” means the person designated at the University to administer the operations of the Charter Schools Office.

(f) “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.

(g) “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).

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

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

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

(k) “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.

(l) “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.

(m) “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 Balancer Deficit.

(n) “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 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.

(o) “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 operation 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.

(p) “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.

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

(r) “Resolution” means the authorization or re-authorization Resolution adopted by the Ferris State University Board of Trustees on February 18, 2022, 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.

(s) “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.

(t) “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.*

(u) “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.

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

(w) “Terms and Conditions” means this document entitled “Terms And Conditions Of Contract, Dated July 1, 2022, Between **PITTSFIELD ACRES ACADEMY** (A Public School Academy) And Ferris State University Board of Trustees Confirming The Status Of **PITTSFIELD ACRES ACADEMY** As A Public School Academy.”

(x) “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.*

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

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

(aa) “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, 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 pledged for the payment of any Academy contract, 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, 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 under this Contract. 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 of receipt 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. 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) select and engage employees; (ii) pay their wages; (iii) dismiss employees; and (iv) 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 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 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. In lieu of reauthorization, the granting of a contractual extension of a period of generally three (3) years or less will be utilized in those situations in which there is not as great a degree of confidence in the performance of the Academy as in the case of a reauthorization. Appropriate conditions may be placed upon an extension of contract to achieve improvement and performance.

(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). If no response is made during that period, the Agreement shall be considered not have been disapproved. 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 are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the parties hereby promise to indemnify and hold harmless Ferris State University, Ferris State University Board of Trustees and its members, and their respective officers, employees, agents or representatives from all claims, demands, or liability, including attorney fees, and related expenses, 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 negligence of Ferris State 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 Academy Board's or the Educational Service Provider's preparation for and operation of the Academy, or which are incurred as a result of the reliance by Ferris State University, Ferris State University Board of Trustees or its members, or their respective officers, employees, agents or representatives, upon information supplied by the Academy Board or the Educational Service Provider, or which arise out of the failure of the Academy Board or the Education Service Provider to perform its

obligations under the Contract or Applicable Law. The parties expressly acknowledge and agree that Ferris State 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 either party to enforce its rights as set forth in this Agreement.”

“Agreement Coterminous with Academy’s Contract; Reconstitution. If:

- (i) the Academy’s Contract issued by the Ferris State University Board of Trustees is suspended, revoked or terminated; or
- (ii) the charter contract is not reauthorized or extended to the Academy after expiration of the Contract;
- (iii) termination of the ESP Agreement is required by the University in connection with reconstitution of the Academy;”

“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.”

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.

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 agency and shall not undertake any action inconsistent with its status as a body corporate 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 which have either (a) not been submitted for review, or (b) been submitted for review and disapproved, 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 school building 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.

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. The 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 comply with the application and enrollment policies, school calendar and school day schedule identified in Schedule 7. With respect to the Academy's pupil admissions process, the Academy shall provide any documentation or information requested by the CSO that demonstrates the following:

- (a) The Academy has made a reasonable effort to advertise its enrollment efforts to all pupils; and

(b) The Academy's open enrollment period was for a duration of at least two (2) weeks and permitted the enrollment of pupils by parents at times in the evening and on weekends.

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 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. By November 1 of each year, the Academy shall submit one (1) copy of the annual financial statement audit and auditor's management letters 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 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 Employees Relation Act, the Uniform Budgeting and Accounting Act, the Revised Municipal Finance Act of 2001, the Elliott-Larsen Civil Rights Act, the Michigan Handicappers' 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. 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 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 responsibilities and obligations of either the Academy Board 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 an Academy site is on the list of lowest performing schools prepared by the Michigan Department of Education (MDE), and the Superintendent proposes a Partnership Agreement with the Academy, the Academy shall work with the CSO to finalize an agreement that is acceptable to the MDE, the Academy and the CSO. 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 10.4 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, 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 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 10.6, 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 Consumer and Industry Services, 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.

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.

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 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 10.4(d), 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.

Section 10.9 Conservator; Appointment by University President. Notwithstanding any other provision of the Contract, in the event 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 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 and discipline employees of the Academy;
- (e) settle or compromise with any debtor or creditor of the Academy, including any 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 the Code or this Contract.

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.

ARTICLE XI

PROVISIONS RELATING TO PUBLIC SCHOOL ACADEMIES

Section 11.1 Employment Qualifications for Classroom Teachers. The Academy 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.

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 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, including distance learning, 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 Treasurer of the Academy shall deposit or invest all surplus funds received by the Academy in a bank, savings and loan association, or credit union which is eligible to be a depository of surplus funds belonging to the state under Sections 3 or 7 of Act No. 105 of the Public Acts of 1855, as amended by the Act, being Sections 21.143 and 21.147 of the Michigan Compiled Laws, or other Applicable Law.

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 faith and credit of the University or to enter into a contract that would bind 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 or any of its trustees, officers, employees, agents or representatives for any matters that arise under this Contract or otherwise. The University does 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 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 least 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 and these Contract 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 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 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; and

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

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.

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.

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:

Dr. John Stephens
2210 Kimberwicke Ct
Ann Arbor, MI 48103

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 five (5) academic years as determined by resolution of Ferris State University and shall terminate on June 30, 2027 unless sooner terminated according to the terms hereof. Increases in academic achievement for all groups of pupils shall be the most important factor in renewing the contract.

Section 12.10 Indemnification of University. The Academy agrees to indemnify and hold 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 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 negligence of the University and its trustees, officers, employees, agents or representatives, which arise out of or are in any manner connected with the Academy's operations or which are incurred as a result of the reliance of the University Board 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 by either party of its defense of governmental immunity.

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. 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) day's 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 contract 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.

PITTSFIELD ACRES ACADEMY

By: _____

Its: Board President

Date: _____

5-9-2022

**FERRIS STATE UNIVERSITY
BOARD OF TRUSTEES**

By: _____

University President
or his/her designee

Date: _____

5/16/22

CONTRACT SCHEDULES

Schedules

Articles of Incorporation 1

Bylaws 2

Fiscal Agent Agreement 3

Oversight Agreement 4

Description of Staff Responsibilities 5

Physical Plant Description 6

Required Information for Public School Academy 7

Information Available to the Public 8

CONTRACT SCHEDULE 1
ARTICLES OF INCORPORATION

MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS

FILING ENDORSEMENT

This is to Certify that the ARTICLES OF INCORPORATION

for

PITTSFIELD ACRES ACADEMY

ID Number: 802824931

received by electronic transmission on March 25, 2022 ***, is hereby endorsed.***

Filed on April 05, 2022 ***, 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 5th day of April, 2022.

Linda Clegg

Linda Clegg, Director

Corporations, Securities & Commercial Licensing Bureau



Form Revision Date 07/201

ARTICLES OF INCORPORATION For use by DOMESTIC NONPROFIT CORPORATION

Pursuant to the provisions of Act 162, Public Acts of 1982, the undersigned corporation executes the following Articles:

ARTICLE I

The name of the corporation is:

PITTSFIELD ACRES ACADEMY

ARTICLE II

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

1. The corporation is organized for the purposes of operating as a public school academy incorporated pursuant to Part 6a, Act 451, P.A. 1976.
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 are by a nonprofit corporation organized under the laws of the State of Michigan and subject to a Contract authorized under the Code.
3. Additionally, the corporation is organized for the purpose of 1) improving pupil achievement for all pupils, including, but not limited to, educationally disadvantaged pupils, by improving the learning environment; 2) stimulating innovative teaching methods; 3) creating new professional opportunities for teachers in a new type of public school in which the school structure and educational program can be innovatively designed and managed by teachers at the school site level; 4) achieving school accountability outcomes by placing full responsibility for performance at the school site level; and 5) providing parents and pupils with greater choices among public schools, both within and outside their existing school districts.
4. The corporation is authorized by Ferris State University, board of trustees.

ARTICLE III

The Corporation is formed upon basis.

If formed on a stock basis, the total number of shares the corporation has authority to issue is

If formed on a nonstock basis, the description and value of its real property assets are (if none, insert "none"):

None

The description and value of its personal property assets are (if none, insert "none"):

None

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

The Corporation is formed on a basis.

ARTICLE IV

The street address of the registered office of the corporation and the name of the resident agent at the registered office (P.O. Boxes are not acceptable):

2. Street Address: 2455 SOUTH INDUSTRIAL HIGHWAY
Apt/Suite/Other:
City: ANN ARBOR
State: MI Zip Code: 48104

3. Registered Office Mailing Address:
P.O. Box or Street Address: 2455 SOUTH INDUSTRIAL HIGHWAY
Apt/Suite/Other:
City: ANN ARBOR
State: MI Zip Code: 48104

ARTICLE V

The name(s) and address(es) of the incorporator(s) is (are) as follows:

Name	Residence or Business Address
HASAN MIHYAR	28 COLONY CT, YPSILANTI, MI 48197 USA
DOUG ABBOTT	3619 ROBERTS MEADOW DRIVE TECUMSEH, RAISIN TWP, MI 49286 USA
JENNIFER SANDERSON	1157 BICENTENNIAL PKWY, ANN ARBOR, MI 48108 USA
RAMSEY BISHAR	1401 TAMMY LANE, ANN ARBOR, MI 48103 USA
JOHN STEPHENS	2210 KIMBERWICKE CT., ANN ARBOR, MI 48103 USA

Article v

Effective Date: 03/25/2022

Signed this 25th Day of March, 2022 by the incorporator(s).

Signature	Title	Title if "Other" was selected
HASAN MIHYAR	Incorporator	
DOUG ABBOTT	Incorporator	
JENNIFER SANDERSON	Incorporator	
RAMSEY BISHAR	Incorporator	
JOHN STEPHENS	Incorporator	

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

CONTRACT SCHEDULE 2

BYLAWS

TABLE OF CONTENTS

PITTSFIELD ACRES ACADEMY

BYLAWS

Article I.	Name	2-1
Article II.	Form of Academy	2-1
Article III.	Offices	2-1
1.	Principal Office	2-1
2.	Registered Office	2-1
Article IV.	Board of Directors.....	2-1
1.	General Powers	2-1
2.	Method of Selection and Appointment.....	2-2
Article V.	Meetings.....	2-2
1.	Annual and Regular Meetings	2-2
2.	Special Meetings.....	2-2
3.	Notice; Waiver	2-2
4.	Quorum	2-2
5.	Manner of Acting	2-3
6.	Open Meetings Act	2-3
7.	Presumption of Assent	2-3
Article VI.	Committees	2-3
1.	Committees	2-3
Article VII.	Officers of the Board	2-3
1.	Number	2-3
2.	Election and Term of Office	2-3
3.	Removal	2-4
4.	Vacancies	2-4
5.	President.....	2-4
6.	Vice President	2-4
7.	Secretary	2-4
8.	Treasurer	2-4

9.	Assistants and Acting Officers.....	2-5
10.	Salaries.....	2-5
11.	Filling More Than One Office	2-5
Article VIII.	Contracts, Loans, Checks and Deposits; Special Corporate Acts	2-5
1.	Contracts	2-5
2.	Loans.....	2-5
3.	Checks, Drafts, etc.	2-6
4.	Deposits.....	2-6
5.	Voting of Gifted, Bequest or Transferred Securities Owned by this Corporation.....	2-6
6.	Contracts Between Corporation and Related Persons	2-6
Article IX.	Indemnification	2-7
Article X.	Fiscal Year	2-7
Article XI.	Amendments	2-7
Certification		2-8

BYLAWS
OF
PITTSFIELD ACRES ACADEMY
4377 Textile Road
Ypsilanti, MI 48197

ARTICLE I

NAME

This organization shall be called the PITTSFIELD ACRES 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 18, 2022.

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 May 9, 2022.
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.

Heather Miley
Academy Board of Directors Secretary

APPROVED BY:

Daniel Le Eicher
Designee of University Board

Dated: 5/16/22

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, 2022 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 PITTSFIELD ACRES ACADEMY ("Academy"), a public school academy.

Preliminary Recitals

WHEREAS, pursuant to the Code and the Contract dated July 1, 2022, 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, 2022.

(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 **PITTSFIELD ACRES ACADEMY**.

By: David Boyne
David Boyne, Director, State Finance Division
Bureau of State and Authority Finance
Michigan Department of Treasury

Date: May 6, 2022

CONTRACT SCHEDULE 4
OVERSIGHT AGREEMENT

SCHEDULE 4

OVERSIGHT AGREEMENT

This Agreement is made and shall become effective as of the 1st day of July, 2022, 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 PITTSFIELD ACRES 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, 2022.

(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



GLOBAL EDUCATIONAL EXCELLENCE

Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

www.careers.gee-edu.com

P: 734.369.9500 / F: 734.369.9499 / Email: hr@gee-edu.com

About Us: GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

Position: Principal at Pittsfield Acres Academy

FLSA Status: Exempt / **Employment Type:** Full Time / **Reports To:** GEE Director

Minimum Experience: Entry Level / **Salary:**

Benefits: health, dental, vision, supplemental insurance and 401k retirement plan.

Purpose:

Directs the activities of the Academy to provide for the proper instruction and supervision of students in accordance with the stated mission and goals of the Academy.

Education & Job Requirements:

- Master's Degree in educational administration, curriculum and development or related field.
- Minimum of five years of experience in teaching, administration or supervision.
- Such alternatives to the above qualifications as the Academy Board may find appropriate and acceptable.
- Satisfactory criminal background check required
- All administrators or other person 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.

Tasks:

Instruction

- Serves as the educational leader for the Academy by developing, supervising and evaluating the Academy's instructional programs and recommending such changes and improvements as may be needed, including the formulation of curriculum objectives and selection, development and revision of curriculum materials.
- Reviews all curriculum guides and materials to be distributed among instructional staff, parents, etc.
- Supervises scheduling of the curriculum, facilities, personnel and students.
- Plans, develops and supervises testing programs within the Academy to measure the effectiveness of the total educational program.

Staff

- Assists in the recruitment of qualified personnel. Recommends hiring, placement and transfer of personnel. Supervises orientation and pre-service training of new personnel.
- Provides for effective communication and relations between the administration and staff and for building staff morale. Plans and conducts staff meetings.
- Supervises and evaluates the performance of the staff and makes recommendations to GEE regarding promotion, transfer and retention of staff.
- Supervises the activities of the office administration in the areas of office management, transportation, facility and maintenance and personnel administration.
- Plays a significant leadership role in fostering professional growth and providing professional assistance to staff as required.



GLOBAL EDUCATIONAL EXCELLENCE

Students

- Develops and supervises the implementation of an Academy-wide code of conduct and behavior to ensure the safety, proper discipline and conduct of students at all times.
- Plans and carries out an effective guidance and counseling program to meet the goals of the Academy.
- Organizes and supervises new pupil registration.
- Plans, develops and coordinates Academy-wide system of health services, including scheduling physical examinations of visual, hearing and other health-related concerns.
- Establishes effective liaisons with the various offices, agencies and institutions within the community that may provide specialized or professional help to students and their parents.
- Supervises the maintenance of accurate student and personnel records, including attendance, grades, etc.
- Ensures adequate communications with parents regarding student performance and conduct, Academy policies and procedures, activities, etc., through report cards, conferences, newsletters and other means.
- Reviews and evaluates Academy programs, facilities and activities to ensure compliance with state and local regulations.
- Assists in the development and monitoring of Academy policies and administrative rules and procedures.
- Oversees the activities and operation of the Academy's Parent Organization.

Miscellaneous

- Provides the Academy Board with a Principal's report at every Academy Board meeting and any other reports requested by the Academy Board.
- Performs such other duties as may be assigned.

Supervisory/Responsibilities

- Carries out supervisory responsibilities in accordance with the policies of the Academy Board and applicable law. These responsibilities include, but are not limited to, interviewing, hiring and training employees; planning, assigning and directing work; appraising staff performance; rewarding and disciplining employees; addressing complaints and resolving problems.

Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.



GLOBAL EDUCATIONAL EXCELLENCE

Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

www.careers.gee-edu.com

P: 734.369.9500 / **F:** 734.369.9499 / **Email:** hr@gee-edu.com

About Us: GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

Position: Elementary Teacher at Pittsfield Acres Academy

FLSA Status: Exempt / **Employment Type:** Full Time / **Reports To:** Academy Principal

Minimum Experience: Entry Level / **Salary:**

Benefits: health, dental, vision, supplemental insurance, merit pay bonus and 401k retirement plan.

Purpose:

Provide effective elementary classroom instruction for pupils as well as manage the materials and resources used for educating them. Educator is responsible for managing student behavior for the purpose of providing a safe and optimal learning environment.

Education & Job Requirements:

- Bachelor's Degree required
- Meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification requirements as defined by the Michigan State Board of Education. Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Satisfactory criminal background check required

Tasks:

A GEE teacher skillfully demonstrates:

- the strong desire and ability to achieve outstanding student achievement results in a short amount of time;
- the strong desire and ability to build meaningful, caring relationships with students in order to exert academic influence;
- the skill and willingness to leverage the student support network to ensure that students' social, emotional, nutritional and health needs are addressed;
- the ability to motivate students and influence their behaviors;
- the willingness and capacity to hold ongoing instructional-specific conversations designed to focus conversations and efforts on improving student learning;
- the ability to collaboratively create and execute clear, logical instructional plans that produce strong results in student learning;
- the commitment to coordinate instruction within and across grade levels;
- the aptitude to discuss subject specific content instruction and the drive to try out new ideas to improve student learning;
- the capacity to align curriculum, instruction and assessments while responding to the individual needs of students;
- the competence to collect and analyze data to inform instructional decisions;
- the ability and desire to design and utilize formative assessments to modify and adjust instruction on a daily basis;
- the skill to implement a tiered system of instruction within the classroom to meet the needs of all students;
- the ability to help create and thrive in a professional environment that is one of mutual respect, teamwork, and accountability;
- the ability to seek out knowledgeable peers, coaches or administrators for instructional support in the never-ending quest to deliver the vision of high quality subject-specific instruction in every class period every day

A GEE teacher has the confidence to lead and possesses the following competencies to:



GLOBAL EDUCATIONAL EXCELLENCE

- prioritize student-learning needs over the customs, routines, and established relationships that can stand in the way of necessary change;
- achieve results by taking risks and reflecting and acting on lessons learned;
- maintain his/her drive for results by demonstrating persistence, directness, and the ability to monitor and plan ahead;
- commit to the relentless pursuit of increasing student learning; and
- skillfully challenge the status quo.

Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

This job post is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.



GLOBAL EDUCATIONAL EXCELLENCE

Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

www.careers.gee-edu.com

P: 734.369.9500 / F: 734.369.9499 / Email: hr@gee-edu.com

About Us: GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

Position: Middle School Teacher (Math, Science, Social Studies, ELA, Technology, Arabic, Physical Education, Art) at Pittsfield Acres Academy

FLSA Status: Exempt / **Employment Type:** Full Time / **Reports To:** Academy Principal

Minimum Experience: Entry Level / **Salary:**

Benefits: health, dental, vision, supplemental insurance, merit pay bonus and 401k retirement plan.

Purpose:

Provide effective middle school classroom instruction in (subject) for pupils as well as manage the materials and resources used for educating them. Educator is responsible for managing student behavior for the purpose of providing a safe and optimal learning environment.

Education & Job Requirements:

- Bachelor's Degree required
- Meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification requirements as defined by the Michigan State Board of Education. Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Satisfactory criminal background check required

Tasks:

A GEE teacher skillfully demonstrates:

- the strong desire and ability to achieve outstanding student achievement results in a short amount of time;
- the strong desire and ability to build meaningful, caring relationships with students in order to exert academic influence;
- the skill and willingness to leverage the student support network to ensure that students' social, emotional, nutritional and health needs are addressed;
- the ability to motivate students and influence their behaviors;
- the willingness and capacity to hold ongoing instructional-specific conversations designed to focus conversations and efforts on improving student learning;
- the ability to collaboratively create and execute clear, logical instructional plans that produce strong results in student learning;
- the commitment to coordinate instruction within and across grade levels;
- the aptitude to discuss subject specific content instruction and the drive to try out new ideas to improve student learning;
- the capacity to align curriculum, instruction and assessments while responding to the individual needs of students;
- the competence to collect and analyze data to inform instructional decisions;
- the ability and desire to design and utilize formative assessments to modify and adjust instruction on a daily basis;
- the skill to implement a tiered system of instruction within the classroom to meet the needs of all students;
- the ability to help create and thrive in a professional environment that is one of mutual respect, teamwork, and accountability;
- the ability to seek out knowledgeable peers, coaches or administrators for instructional support in the never-ending quest to deliver the vision of high quality subject-specific instruction in every class period every day



GLOBAL EDUCATIONAL EXCELLENCE

A GEE teacher has the confidence to lead and possesses the following competencies to:

- prioritize student-learning needs over the customs, routines, and established relationships that can stand in the way of necessary change;
- achieve results by taking risks and reflecting and acting on lessons learned;
- maintain his/her drive for results by demonstrating persistence, directness, and the ability to monitor and plan ahead;
- commit to the relentless pursuit of increasing student learning; and
- skillfully challenge the status quo.

Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

This job post is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.



GLOBAL EDUCATIONAL EXCELLENCE

Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

www.careers.gee-edu.com

P: 734.369.9500 / **F:** 734.369.9499 / **Email:** hr@gee-edu.com

About Us: GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

Position: Secondary School Teacher (Math, Science, Social Studies, ELA, Technology, Arabic, Physical Education, Art) at Pittsfield Acres Academy

FLSA Status: Exempt / **Employment Type:** Full Time / **Reports To:** Academy Principal

Minimum Experience: Entry Level / **Salary:**

Benefits: health, dental, vision, supplemental insurance, merit pay bonus and 401k retirement plan.

Purpose:

Provide effective secondary school classroom instruction in (subject) for pupils as well as manage the materials and resources used for educating them. Educator is responsible for managing student behavior for the purpose of providing a safe and optimal learning environment.

Education & Job Requirements:

- Bachelor's Degree required
- Meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification requirements as defined by the Michigan State Board of Education. Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Satisfactory criminal background check required

Tasks:

A GEE teacher skillfully demonstrates:

- the strong desire and ability to achieve outstanding student achievement results in a short amount of time;
- the strong desire and ability to build meaningful, caring relationships with students in order to exert academic influence;
- the skill and willingness to leverage the student support network to ensure that students' social, emotional, nutritional and health needs are addressed;
- the ability to motivate students and influence their behaviors;
- the willingness and capacity to hold ongoing instructional-specific conversations designed to focus conversations and efforts on improving student learning;
- the ability to collaboratively create and execute clear, logical instructional plans that produce strong results in student learning;
- the commitment to coordinate instruction within and across grade levels;
- the aptitude to discuss subject specific content instruction and the drive to try out new ideas to improve student learning;
- the capacity to align curriculum, instruction and assessments while responding to the individual needs of students;
- the competence to collect and analyze data to inform instructional decisions;
- the ability and desire to design and utilize formative assessments to modify and adjust instruction on a daily basis;
- the skill to implement a tiered system of instruction within the classroom to meet the needs of all students;
- the ability to help create and thrive in a professional environment that is one of mutual respect, teamwork, and accountability;
- the ability to seek out knowledgeable peers, coaches or administrators for instructional support in the never-ending quest to deliver the vision of high quality subject-specific instruction in every class period every day



GLOBAL EDUCATIONAL EXCELLENCE

A GEE teacher has the confidence to lead and possesses the following competencies to:

- prioritize student-learning needs over the customs, routines, and established relationships that can stand in the way of necessary change;
- achieve results by taking risks and reflecting and acting on lessons learned;
- maintain his/her drive for results by demonstrating persistence, directness, and the ability to monitor and plan ahead;
- commit to the relentless pursuit of increasing student learning; and
- skillfully challenge the status quo.

Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

This job post is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.



GLOBAL EDUCATIONAL EXCELLENCE

Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

www.careers.gee-edu.com

P: 734.369.9500 / **F:** 734.369.9499 / **Email:** hr@gee-edu.com

About Us: GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

Position: Special Education Teacher at Pittsfield Acres Academy

FLSA Status: Exempt / **Employment Type:** Full Time / **Reports To:** Academy Principal

Minimum Experience: Entry Level / **Salary:**

Benefits: health, dental, vision, supplemental insurance, merit pay bonus and 401k retirement plan.

Purpose:

Provide effective instruction for pupils who have a variety of disabilities as well as manage the materials and resources used for educating them. Educator is responsible for managing student behavior for the purpose of providing a safe and optimal learning environment.

Education & Job Requirements:

- Bachelor's Degree required
- Meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification requirements as defined by the Michigan State Board of Education. Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Satisfactory criminal background check required

Tasks:

- Works with children with mild to moderate disabilities, using the general education curriculum, or modifying it, to meet the child's individual needs.
- Assists in the development of IEPs for each special education student.
- Coordinates the work of teachers, Paraprofessionals and related contracted personnel, such as therapists and Social Worker, to meet the individualized needs of the students within inclusive special education programs.
- Participates in Child Study Team meetings.

Record Keeping

- Keeps attendance and progress records as required by the MDE.
- Attends and participates in IEP/504 meetings.
- Reviews the IEP with the student's parents, school administrators and the student's general education teacher.
- Works closely with parents to inform them of their child's progress and suggests techniques to promote learning at home.

Discipline & Counseling

- Teaches and enforces Academy rules of conduct and behavior.
- Maintains order in classroom.
- Maintains classroom in a neat and clean manner.
- Counsels students when emotional or academic problems arise.

Other

- When students need special accommodations in order to take a test, ensures that appropriate ones are provided.
- Designs and teaches appropriate curricula; assigns work geared toward each student's needs and abilities; grades papers and homework assignments.



GLOBAL EDUCATIONAL EXCELLENCE

- Assists general educators in the adaption of curriculum materials and teaching techniques to meet the needs of students with disabilities.
- Attends staff meetings and other Academy-related events and activities.
- Participates in in-service training as assigned. Attends conferences and seminars and presents information to staff.
- Performs other duties as may be assigned.

Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

This job post is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.



GLOBAL EDUCATIONAL EXCELLENCE

Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

www.careers.gee-edu.com

P: 734.369.9500 / F: 734.369.9499 / Email: hr@gee-edu.com

About Us: GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

Position: ELL Teacher at Pittsfield Acres Academy

FLSA Status: Exempt / **Employment Type:** Full Time / **Reports To:** Academy Principal

Minimum Experience: Entry Level / **Salary:**

Benefits: health, dental, vision, supplemental insurance, merit pay bonus and 401k retirement plan.

Purpose:

Provide effective ELL classroom instruction support for pupils as well as manage the materials and resources used for educating them. Educator is responsible for managing student behavior for the purpose of providing a safe and optimal learning environment.

Education & Job Requirements:

- Bachelor's Degree required
- Meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification requirements as defined by the Michigan State Board of Education. Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Satisfactory criminal background check required

Tasks:

Essential Duties and Responsibilities:

- Carries out assessments of students' needs using the WIDA test/screener.
- Assesses students' progress based on classroom and teacher observations.
- Participates in Child Study Team meetings.
- Provides mainstream language support in the child's classroom.
- Co-operates with bilingual Paraprofessionals in working with the child in the mainstream classroom.
- Facilitates home/school liaison between staff and parents.
- Drafts and reviews institutional policies relating to the education of students with English as a second language.

Record Keeping

- Works with enrollment staff in proper identification of Limited English Proficiency students.
- Maintains records of individual student's progress during their three years in the ELL Program.

Discipline & Counseling

- Teaches and enforces Academy rules of conduct and behavior.
- Maintains order in classroom.
- Maintains classroom in a neat and clean manner.
- Reports needed repairs and maintenance to the Administrative Office.

Other

- Attends staff meetings and other Academy-related events and activities.
- Participates in in-service training as assigned. Attends conferences and seminars and presents information to staff.



GLOBAL EDUCATIONAL EXCELLENCE

- Performs other duties as may be assigned.

Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

This job post is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.



GLOBAL EDUCATIONAL EXCELLENCE

Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

www.careers.gee-edu.com

P: 734.369.9500 / F: 734.369.9499 / Email: hr@gee-edu.com

About Us: GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

Position: Instructional Coach – Grades K-5 at Pittsfield Acres Academy

FLSA Status: Exempt / **Employment Type:** Full Time / **Reports To:** Director of Curriculum and Instruction

Minimum Experience: Entry Level / **Salary:**

Benefits: health, dental, vision, supplemental insurance, merit pay bonus and 401k retirement plan.

Purpose:

The K-5 Instructional Coach position is an excellent opportunity for an experienced coach or classroom teacher who possesses special expertise in elementary education instruction and curriculum. The primary responsibility of the K-5 Instructional Coach is to work with teachers providing instructional support including curricular unit planning, co-teaching/modeling, data dissemination, creation of assessments as well as providing professional development opportunities to raise student achievement. To provide coaching and support to deepen teacher content knowledge and strengthen instruction.

The K-5 Instructional Coach will develop teacher growth goals aligned to the Danielson Instructional Framework in collaboration with the building principal. A primary goal of the K-5 Instructional Coach position is to build capacity for expert elementary instruction in every classroom.

Education & Job Requirements:

- Bachelor's Degree required, Masters preferred.
- Minimum of five years of successful teaching experience.
- Meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification requirements as defined by the Michigan State Board of Education. Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Satisfactory criminal background check required.

Qualifications

- Deep knowledge of the new Michigan state curriculum frameworks
- Strong content and pedagogical knowledge in mathematics, science and ELA
- Demonstrated teaching expertise in elementary education
- Experience with standards-based assessment and effective use of student data
- Demonstrated ability to work collaboratively and effectively with teachers
- Experienced in providing high-quality professional development for teachers
- Experienced in communicating with parents/guardians about how children learn science

Essential Attributes

- Holds an unwavering belief that every student can grow and succeed
- Is able to work collaboratively and flexibly as part of a building team
- Has a strong work ethic, is self-directed, and has the ability to work independently
- Self-reflects and accepts feedback with a growth mindset



GLOBAL EDUCATIONAL EXCELLENCE

Responsibilities

Coaching – Building Capacity

- Works with teachers one-on-one and in small groups to plan a unit/ sequence of lessons based on the Michigan Standards; assists teachers in implementing research-based instructional strategies, choosing a variety of materials, implementing curriculum with fidelity and including literacy objectives in learning experiences
- Introduces best practices in the area of elementary education through demonstration lessons, co-teaching, co-planning, peer observation, study groups, and professional development workshops
- Builds teacher capacity to interpret and use a range of assessment tools to plan lessons and address individual student needs
- Articulates goals, practices and district vision for excellence in core content areas as needed for staff and parents
- Meets frequently with the Principal to analyze data, complete Instructional Rounds, and discuss next steps for school-based professional development that supports growth
- Engages in advanced training opportunities designed to strengthen content knowledge, pedagogy, and coaching skills
- Meets with other instructional coaches to share information and best practices
- Supports the school data team in monitoring progress toward meeting grade-level and school wide goals
- Provides leadership in preparing and disseminating assessment data
- Other duties as assigned by Director of Curriculum and Instruction
- Performs other duties as may be assigned

Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

This job post is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.



GLOBAL EDUCATIONAL EXCELLENCE

Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

www.careers.gee-edu.com

P: 734.369.9500 / **F:** 734.369.9499 / **Email:** hr@gee-edu.com

About Us: GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

Position: Reading Specialist at Pittsfield Acres Academy

FLSA Status: Exempt / **Employment Type:** Full Time / **Reports To:** Academy Principal

Minimum Experience: Entry Level / **Salary:**

Benefits: health, dental, vision, supplemental insurance, merit pay bonus and 401k retirement plan.

Purpose:

Design effective instructional programs to teach students with reading difficulties. Assist teachers in designing a variety of individualized and group instructional interventions or programs for students with reading problems.

Education & Job Requirements:

- Bachelor's Degree required
- Meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification requirements as defined by the Michigan State Board of Education. Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Satisfactory criminal background check required

Tasks:

- Provide intensive one-on-one literacy support to students. Also provide literacy support to students through small group instruction and co-teaching in classrooms based on the identified needs of students.
- Develop and maintain daily written lesson plans based on student's needs, interests and abilities administering tests to random sample students
- Develop and maintain accurate records of student progress indicative of an ongoing evaluation process as required by the Individual Reading Instruction Plan.
- Interact and communicate with the classroom teachers of students participating in solving classroom and school problems and seeking resolutions through appropriate channels.
- Perform other duties and responsibilities incidental to the position or as assigned by the principal.

Record Keeping

- Develop and maintain accurate records of student progress indicative of an ongoing evaluation process as required by the Individual Reading Instruction Plan.
- Complete required teacher/administrative reports promptly and accurately.

Discipline & Counseling

- Teach and enforce Academy rules of conduct and behavior.
- Maintain order in classroom.
- Maintain classroom in a neat and clean manner.
- Report needed repairs and maintenance to the Administrative Office.

Other

- Attend staff meetings and other Academy-related events and activities.



GLOBAL EDUCATIONAL EXCELLENCE

- Participate in in-service training as assigned. Attend conferences and seminars and present information to staff.

Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

This job post is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.



GLOBAL EDUCATIONAL EXCELLENCE

Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

www.careers.gee-edu.com

P: 734.369.9500 / F: 734.369.9499 / Email: hr@gee-edu.com

About Us: GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

Position: Paraprofessional at Pittsfield Acres Academy

FLSA Status: Non-Exempt / **Employment Type:** Part-Time / **Reports To:** Academy Principal

Minimum Experience: Entry Level / **Salary:**

Benefits: supplemental insurance options and 401k retirement plan.

Purpose:

- The primary focus of the paraprofessional is to assist in classroom instruction and management under the direction and supervision of the teacher.

Education & Job 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 passage of an approved formal state academic assessment in the following areas:
 - 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.
- The State Board of Education approved the following formal assessments by which a paraprofessional may choose to demonstrate this knowledge:
 - Passing the Basic Skills Examination
 - A passing score of at least 480 on the evidence-based reading and writing section of the SAT and 530 on the mathematics section in lieu of the Basic Skills Test or Professional Readiness Exam
 - ETS Parapro Assessment of a passing score of 460 is required
- Satisfactory criminal background check required

Tasks:

Curriculum

- Assists teacher in preparing lesson plans.
- Instructs, demonstrates and uses audiovisual teaching aids to present subject matter to class, at the direction and under supervision of the teacher.
- Assigns lessons and listens to oral presentations, at the direction and under supervision of the teacher.
- Provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher.
- Assists teacher in coordinating and supervising class field trips.
- Assists students with test preparation.
- Encourages level of learning.

Record Keeping

- At the direction of the classroom teacher.

Discipline & Counseling

- Teaches and enforces Academy rules of conduct and behavior.



GLOBAL EDUCATIONAL EXCELLENCE

- Maintains order in classroom, playground, hallway and lunchroom.
- Assists teacher in maintaining classroom in a neat and clean manner.
- Reports needed repairs and maintenance to the Administrative Office.
- Counsels students when emotional or academic problems arise.
- Communicates with teachers regarding students at risk.

Other

- Assists teacher in coordinating the work of volunteers in classroom.
- Assist teacher with translations.
- Provide support in a library or media center
- Attends staff meetings and other Academy-related events and activities.
- Participates in in-service training as assigned. Attends conferences and seminars and presents information to staff.
- Performs other duties as may be assigned.

Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.



GLOBAL EDUCATIONAL EXCELLENCE

Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

www.careers.gEE-edu.com

P: 734.369.9500 / **F:** 734.369.9499 / **Email:** hr@gEE-edu.com

About Us: GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

Position: Assessment Coordinator at Pittsfield Acres Academy

FLSA Status: Exempt / **Employment Type:** Full Time / **Reports To:** Principal

Minimum Experience: Entry Level / **Salary:**

Benefits: health, dental, vision, supplemental insurance and 401k retirement plan.

Purpose:

The Assessment Coordinator is responsible for coordinating, planning and organizing all aspects of the Academy's assessment program including common assessments, state and national standardized testing; performing initial analyses and interpretation of test results; and serving as liaison to testing agencies, administration and faculty.

Education & Job Requirements:

- Master's Degree in related education field or curriculum and development
- Minimum of three years of experience in teaching, administration or supervision.
- Such alternatives to the above qualifications as the Academy Board may find appropriate and acceptable.
- Satisfactory criminal background check required

Tasks:

- Provide leadership and assistance to the GEE Assessment Director and building administration to develop and implement District assessment goals, determine effectiveness of assessments and identify areas for improvement to ensure compliance with goals and objectives.
- Work collaboratively with principal and teachers to develop and evaluate common assessments to ensure their quality and effectiveness in driving instruction to meet the needs of all learners and identify areas for improvement.
- Analyze and interpret assessment results in order to assist principal and teachers to develop, plan and implement instructional strategies.
- Utilize assessment data to identify achievement gaps for sub-groups of students and assist principal and teachers in improved learning opportunities for these students.
- Coordinate scheduling and administration of all required state and national standardized testing; ensure proper handling, distribution and security of testing materials and recording of test scores.
- Design and implement procedures for administering tests and develop written resource materials.
- Work with teachers and principal to utilize systems to manage and analyze data by student, grade level, school and District.
- Serve as Academy resource person to administrators and teachers on all aspects of assessment.
- Develop charts and graphs to explain data and make comparisons in a meaningful way; present reports to Board of Education, principal and other groups as required.
- Attend meetings, workshops or conferences, study professional literature to maintain current knowledge of the latest trends and research on the appropriate and most effective use of assessment in the Academy's instructional program and on rules and procedures required to ensure the integrity of testing.
- Other duties as assigned.



GLOBAL EDUCATIONAL EXCELLENCE

Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.



GLOBAL EDUCATIONAL EXCELLENCE

Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

www.careers.gee-edu.com

P: 734.369.9500 / F: 734.369.9499 / Email: hr@gee-edu.com

About Us: GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

Position: Student Services/Advisor Coordinator at Pittsfield Acres Academy

FLSA Status: Exempt / **Employment Type:** Full Time / **Reports To:** Principal

Minimum Experience: Entry Level / **Salary:**

Benefits: health, dental, vision, supplemental insurance and 401k retirement plan.

Purpose:

The position is responsible for assisting the school principal in the leadership, coordination, supervision and management of the school program and operation.

Education & Job Requirements:

- Master's Degree in educational administration, curriculum and development or related field.
- Minimum of three years of experience in teaching, administration or supervision.
- Such alternatives to the above qualifications as the Academy Board may find appropriate and acceptable.
- Satisfactory criminal background check required
- All administrators or other person 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.

Tasks:

- Assist with supervision and evaluation of teachers and staff
- Oversee student test administration and coordination of all logistics including organization of assessment materials and scheduling
- Maintain all site-based data in electronic databases; monitor recordkeeping procedures and data files for accuracy
- Share responsibility for the overall safety and well-being of the students
- Assist with discipline enforcement
- Maintain accurate records and prepare written reports
- Handle classroom and school site discipline
- Provide interventions for student discipline issues
- Monitor student attendance and process information for the purpose of ensuring student compliance
- Meet and communicate with parents
- Escort students to the office when assistance is requested by school staff
- Reports all incidents that occur in the assigned school
- Assist school staff in enforcing school-wide management procedures (CHAMPS)
- Monitor arrival and dismissal times
- Monitor student activity in the hallway and cafeteria
- Draw up agreed upon action plans with learners, outlining the aims of student mentoring and monitoring their progress
- Setting up clubs and after school clubs as well as running extracurricular activities



GLOBAL EDUCATIONAL EXCELLENCE

Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.



GLOBAL EDUCATIONAL EXCELLENCE

Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

www.careers.gee-edu.com

P: 734.369.9500 / F: 734.369.9499 / Email: hr@gee-edu.com

About Us: GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

Position: School Social Worker at Pittsfield Acres Academy

FLSA Status: Exempt / **Employment Type:** Full Time / **Reports To:** Academy Principal

Minimum Experience: Entry Level / **Salary:**

Benefits: health, dental, vision, supplemental insurance and 401k retirement plan.

Purpose:

The primary focus of the school social worker is to assist students whose emotional/social problems interfere with their ability to obtain maximum benefit from the educational program. The social worker may also act as a liaison between parents/guardians, school, and public or private agencies responsible for student care and services in order to assist parents in taking advantage of services available in the school and community.

Education & Job Requirements:

- Master's Degree in School Social Work
- Minimum of 1-2 years of experience as a school social worker.
- Must qualify to obtain a temporary or full approval as a school social worker.
- Approval issued through the Office of Special Education.
- Satisfactory criminal background check required

Tasks:

- Conducts social work evaluations with students suspected of having emotional/behavioral problems which may qualify them for special education services.
- Participates in the Multi-Disciplinary Team meeting to review the results of a social work evaluation and makes a recommendation relative to eligibility in the special education category of emotional impairment.
- Participates in the Individual Educational Planning Team (IEPT) meeting to identify the amount of social work support a student may require and develops annual goals/short-term instructional objectives related to the social/emotional needs of an eligible student.
- Provides social work services as described in the IEP related to specific goals and objectives and provides written evaluations on student progress.
- Conducts functional behavior assessments and writes behavior intervention plans in cooperation with IEPT members.
- Provides training for staff and assists staff in carrying out behavior intervention plans.
- Maintains appropriate confidential records for each student served.
- Develops and plans activities with general education and collaborative teachers to facilitate inclusion of special education students with behavior problems in the general education classroom.
- Mentors social workers eligible for temporary approval as a school social worker during their first year of employment.
- Duties related to providing general social work services on a school-wide basis:
 - Provides pre-referral consultation to teachers and school leaders regarding students with behavior/adjustment issues and joins the child study team when students with behavior problems are referred for interventions.
 - Provides consultation to parents/guardians regarding family and community adjustment and utilization of community resources.
 - Assists teachers and provides training related to classroom management skills.



GLOBAL EDUCATIONAL EXCELLENCE

- Serves as a liaison between the school and community service agencies.
- Makes home visits for family consultation and evaluation.
- Assists school teams in developing and carrying out crisis response plans.
- Assists staff and parents in adjusting to crises/trauma.
- Assists the school team in developing and implementing school-wide behavior intervention strategies.
- Provides social skills training as part of school-wide behavior intervention strategies

Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.



GLOBAL EDUCATIONAL EXCELLENCE

Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

www.careers.gee-edu.com

P: 734.369.9500 / F: 734.369.9499 / Email: hr@gee-edu.com

About Us: GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

Position: School Psychologist at Pittsfield Acres Academy

FLSA Status: Exempt / **Employment Type:** Full Time / **Reports To:** Academy Principal

Minimum Experience: Entry Level / **Salary:**

Benefits: health, dental, vision, supplemental insurance and 401k retirement plan.

Purpose:

The school psychologist will be an integral part of the Special Education team. The psychologist will facilitate learning and help promote cognitive, personal, and social development and well-being of all students on the caseload. The position will consist of working with students and consultation to parents, the psychologist will work collaboratively towards program development, and must be able to communicate effectively with students, parents, administrators, and colleagues.

Education & Job Requirements:

- Master's Degree or Doctorate in Educational/School Psychology
- Entry level and new graduates are welcome to apply
- Must have Valid State License, Certification, Credentials
- Satisfactory criminal background check required

Tasks:

- Participates in the Multi-Disciplinary Team meeting to review the results of a social work evaluation and makes a recommendation relative to eligibility.
- Participates in the Individual Educational Planning Team (IEPT) meetings.
- Provide school psychological services to any pupil.
- Collaborate with staff in planning educational intervention, curriculum, behavioral management, and teaching strategies.
- Consult, counsel, and collaborate with pupils, parents, school personnel, and appropriate outside personnel regarding mental health, behavioral, and educational concerns utilizing psychological principles.
- Provide psychological evaluation for pupils referred as candidates for special education programs and provide reports to the appropriate educational authority.
- Perform systematic direct observations of pupils.
- Administer tests which may include intelligence, achievement, personality, adaptive behavior, and perceptual-motor tests.
- Interpret the psychological and other diagnostic data for professionals, parents, pupils, and appropriate others.
- Collaborate in program planning and evaluation services for decision-making purposes.
- Other duties

Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.



**GLOBAL
EDUCATIONAL
EXCELLENCE**

This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.



GLOBAL EDUCATIONAL EXCELLENCE

Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

www.careers.gee-edu.com

P: 734.369.9500 / **F:** 734.369.9499 / **Email:** hr@gee-edu.com

About Us: GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

Position: GSRP Lead Teacher at Pittsfield Acres Academy

FLSA Status: Exempt / **Employment Type:** Full Time / **Reports To:** Preschool Director

Minimum Experience: Entry Level / **Salary:**

Benefits: Health, Dental, Vision, Supplemental insurance options and 401k retirement plan.

Purpose:

The Great Start Readiness Program (GSRP) Teacher is responsible for all aspects of planning, assessing, and instructing 4-year olds, based on the needs of each child, and the requirements of the GSRP grant. The teacher is also responsible for maintaining program quality and documentation as outlined in the GSRP implementation Manual, Preschool Program Quality Assessment (PQA), and State/DHHS licensing guidelines.

Education & Job Requirements:

- Valid Michigan teaching certificate with early childhood (ZA or ZS) endorsement or Bachelor's degree in early childhood.
- Satisfactory criminal background check required
- Certification in CPR and first Aid.

Tasks:

Preferred Qualifications:

- Teaching experience with early childhood/ preschool children, particularly with at-risk children.
 - Training and experience with research-based preschool curricula with knowledge of early childhood standards of Quality for Pre-K (ECSQ-PK).
 - Certification in CPR and First Aid
 - Knowledge of current research on early childhood literacy
 - Knowledge of the Preschool Program Quality Assessment (PQA) and its relationship to quality experiences for young children.
 - Skill in providing effective learning experiences that foster academic growth in a developmentally appropriate manner.
 - Work well with diverse families and engage parents as full partners in their child's learning
 - Ability to act as a resource person for families
 - Strong communication and interpersonal skills to effectively interact with students, parents, and teachers
- Monitor the development of each child's skill using the COR assessment tool.

Responsibilities:

- Implement developmentally-appropriate instruction for children using research-based curriculum
- Follow the daily schedule as outlines in the curriculum and GSRP guidelines
- Conduct screening and ongoing assessment of children and provide age-appropriate instructional support
- Meet with Early childhood specialist as needed to ensure quality programming and maintain a high-level PQA rating
- Attend staff meetings, workshops, and other scheduled program activities as requested
- Consider the associate teacher an essential member of the teaching team



GLOBAL EDUCATIONAL EXCELLENCE

- Collaborate with the associate teacher in planning, team meetings, troubleshooting, and decision making
- Empower the associate teacher to monitor behavior and support the educational process in the classroom
- Participate in home visits with associate teacher to partner with parents to meet the educational needs of their children
- Organize and maintain records for grant and licensing purposes
- Create and update anecdotal records for grant and licensing purposes
- Complete required progress reports and other paperwork
- Participate in district recruitment efforts, including open houses and round ups, and assist in student selection
- Maintain inventory of classroom equipment, materials, and supplies
- Schedule parent/family activities
- Develop newsletters and informational materials for families
- Able to work Flexible hours as needed for family involvement activities, including homes visits, recruitment events, open house
- Perform other duties as assigned

Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.



GLOBAL EDUCATIONAL EXCELLENCE

Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

www.careers.gee-edu.com

P: 734.369.9500 / F: 734.369.9499 / Email: hr@gee-edu.com

About Us: GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

Position: GSRP Associate Teacher at Pittsfield Acres Academy

FLSA Status: Exempt / **Employment Type:** Part Time / **Reports To:** Preschool Director

Minimum Experience: Entry Level / **Salary:**

Benefits: Supplemental insurance and 401k retirement plan.

Purpose:

The GSRP Associate Teacher is responsible for working as a team member in providing a quality educational program for preschool children in planning, assessing, instructing students, maintaining required records, following grant compliance and licensing guidelines under the supervision of the lead teacher.

Education & Job Requirements:

- Associate's degree in early childhood education or child development or the equivalent; or a valid classroom CDA credential required.
- Satisfactory criminal background check required
- Certification in CPR and first Aid.

Tasks:

Preferred Qualifications:

- Experience in working with preschool children, particularly with at-risk children.
- Familiarity with research-based preschool curricula and preschool program quality assessment (PQA)
- Ability to be self-directed and take initiative when given a variety of task and responsibilities.
- Strong communication and interpersonal skills to effectively interact with students, parents, and teachers.
- Ability to work well with diverse families
- Ability to act as a resource person for families
- Outgoing, caring personality.

Responsibilities:

- Work as a team member in providing a quality educational preschool program
- Assist in planning, implementing, and monitoring curriculum and assessment
- Assist in establishing parent involvement activities
- Assist in home visits
- Assist in all daily operations of the program
- Work with individual and small groups of students
- Support children's emotional and social development, encouraging understanding of others and positive self-concepts
- Assist children with personal health care needs
- Work collaboratively and communicate with the classroom teachers to implement lessons plans, activities, and classroom tasks
- Assist lead teacher with monitoring behavior and supporting the educational process in the classroom



GLOBAL EDUCATIONAL EXCELLENCE

- Observe students' performance and record relevant data to assess progress
- Collect and document data regarding the student(s)
- Maintain accurate and complete student records
- Supervise students in classrooms, halls, cafeterias, and/or playground
- Participate in training and on-going professional development
- Monitor the development of each child's skill using COR assessment tool
- Inputting COR notes
- Able to work Flexible hours as needed for family involvement activities, including homes visits, recruitment events, open house
- Perform other duties as assigned

Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.



GLOBAL EDUCATIONAL EXCELLENCE

Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

www.careers.gee-edu.com

P: 734.369.9500 / F: 734.369.9499 / Email: hr@gee-edu.com

About Us: GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

Position: Family and Community Engagement Coordinator at Pittsfield Acres Academy

FLSA Status: Exempt / **Employment Type:** Full Time / **Reports To:** Academy Principal

Minimum Experience: Entry Level / **Salary:**

Benefits: health, dental, vision, supplemental insurance and 401k retirement plan.

Purpose:

Coordinates, organizes and heads efforts to represent the Academy and GEE favorably in the community. Plans programs that promote good will and fosters relationships with community leaders for establishing and maintaining partnerships. Supports families of current and prospective students at the assigned Academy through programs and involvement opportunities. Potentially supervises the charitable contributions, including coordinating the approval process, screening requests for financial support, and directing the disbursement of funds. Relies on extensive experience and judgment to plan and accomplish goals. Performs a variety of tasks. May lead and direct the work of others. A wide degree of creativity and latitude is expected.

Education & Job Requirements:

- Bachelors' Degree in related field.
- Minimum of 2-3 years of experience in outreach, public relations, fundraising and program management.
- Such alternatives to the above qualifications as the Academy Board may find appropriate and acceptable.
- Satisfactory criminal background check required

Tasks:

- Works in partnership with community organizations, corporate partners, GEE and academy staff to develop and implement programs that promote GEE, its academies and programs.
- Develops and promotes community relations opportunities that support the Academy, families and students.
- Represents the assigned academy at community meetings.
- Works with departments, GEE academies, community partners and family school organizations to develop community relations plans and promote new and ongoing initiatives.
- Works with community organizations, corporations, GEE, GEE Academies and community coalitions to develop programs, events and new initiatives that promote marketing and community relations objectives.
- Other duties as assigned

Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.



GLOBAL EDUCATIONAL EXCELLENCE

Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

www.careers.gee-edu.com

P: 734.369.9500 / F: 734.369.9499 / Email: hr@gee-edu.com

About Us: GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

Position: Administrative Assistant / Office Support Staff at Pittsfield Acres Academy

FLSA Status: Non-Exempt / **Employment Type:** Part-Time / **Reports To:** Academy Principal

Minimum Experience: Entry Level / **Salary:**

Benefits: supplemental insurance options and 401k retirement plan.

Purpose: The primary focus of the administrative assistant or office support staff is to perform secretarial and administrative functions for the Academy staff and community consistent with the goals and principles of the Academy.

Education & Job Requirements:

- High School Diploma or GED, Associates Degree preferred.
- At least two years of experience as an administrative assistant, preferably in a school setting.
- Satisfactory criminal background check required

Tasks:

State and Federal Requirements:

- Maintains Next K12 attendance and grades.
- Maintain the MSDS.
- Updates and monitors the CA-60s

Clerical:

- Primarily responsible for administrative office procedures and operations such as typing, bookkeeping, preparation of payroll, flow of correspondence, phone answering, filing, copying, requisition of supplies and other clerical services.
- Evaluates office procedures, revises procedures or devises material to improve efficiency of work flow; submits suggestions for improvements to Principal.
- Performs such duties as may be necessary to insure the safe and efficient operation of the Academy.

Miscellaneous:

- Implements school communications with parents through mailings, newsletters, etc.
- Contacts parents by 9:00am if their student is unexcused absent for that school day.
- Performs such other duties as may be assigned by the Principal or the Academy Board.
- Performs other duties as may be assigned.

Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.



GLOBAL EDUCATIONAL EXCELLENCE

Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

www.careers.gee-edu.com

P: 734.369.9500 / F: 734.369.9499 / Email: hr@gee-edu.com

About Us: GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

Position: Kitchen Aide at Pittsfield Acres Academy

FLSA Status: Non-Exempt / **Employment Type:** Part-Time / **Reports To:** Academy Principal

Minimum Experience: Entry Level / **Salary:**

Benefits: supplemental insurance options and 401k retirement plan.

Purpose: Performs responsibilities for preparing and serving food to pupils and the maintenance of the school kitchen and cafeteria.

Education & Job Requirements:

- High school diploma or GED preferred.
- ServSafe Certification required.
- Compliance with all applicable laws related to food service and preparation in a school setting
- Satisfactory criminal background check required.

Tasks:

Cafeteria Food Service

- Prepares and serves meals available to students in the cafeteria (both breakfast and lunch).
- Cleans kitchen and dining facilities within the cafeteria.
- Assists in maintenance of necessary records and forms relating to governmental programs.

Cafeteria Maintenance

- Maintains kitchen facilities and cafeteria, including minor maintenance and repairs. Notifies administration concerning need for other repairs or additions to kitchen and cafeteria.
- Informs administration regarding misuse or destruction of cafeteria property.
- Performs other duties as may be required.

Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to heavy lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.



GLOBAL EDUCATIONAL EXCELLENCE

Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

www.careers.gee-edu.com

P: 734.369.9500 / F: 734.369.9499 / Email: hr@gee-edu.com

About Us: GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

Position: Custodian at Pittsfield Acres Academy

FLSA Status: Non-Exempt / **Employment Type:** Part-Time / **Reports To:** Academy Principal

Minimum Experience: Entry Level / **Salary:**

Benefits: supplemental insurance options and 401k retirement plan.

Purpose: Maintains building, performing maintenance, minor repairs, and other related maintenance activities.

Education & Job Requirements:

- High School Diploma or GED
- Satisfactory criminal background check required.

Tasks:

- Informs administration regarding misuse or destruction of property.
- Notifies administration concerning need for repairs or additions to lighting, heating and ventilating equipment or other areas of the building or grounds.
- Attends meetings, in-service training, workshops, etc. for the purpose of gathering information required to perform job functions.
- Cleans assigned facilities and/or grounds (e.g. classrooms, offices, gym, restrooms, cafeteria, multipurpose rooms, pools, grounds, etc.) for the purpose of maintaining a sanitary, safe and attractive environment.
- Informs students and other site personnel for the purpose of providing information and direction regarding activities, safety issues and/or proper maintenance of facilities and equipment. Monitors activities in and around work areas (e.g. halls, multipurpose rooms, lunch room, restrooms, grounds, etc.) for the purpose of preventing injuries and ensuring site safety.
- Performs minor, job related, maintenance on custodial equipment, classroom furniture and fixtures (e.g. change vacuum cleaner belts, bags, etc.) for the purpose of ensuring proper functioning and usability of items.
- Performs summer maintenance (e.g. strip/wax floors, moves furniture, painting, etc.) for the purpose of completing and/or facilitating summer construction.
- Prepares site for daily operations (e.g. opening gates, raising flags, sweeping walkway, etc.) for the purpose of ensuring facilities are operational and hazard free.
- Replenishes classroom and rest room supplies (e.g. paper towels, soap, etc.) for the purpose of ensuring adequate quantities for daily use.
- Responds to immediate safety and/or operational concerns (e.g. facility damage, vandalism, alarms, etc.) for the purpose of taking appropriate action or notifying appropriate personnel for resolution.
- Responds to inquiries from staff, students, parents, and/or visitors for the purpose of providing information, taking appropriate action and/or directing to appropriate personnel for resolution.
- Secures facilities and grounds (e.g. doors, gates, alarms, lights, etc.) for the purpose of minimizing property damage, equipment loss and/or potential liability.
- Supports District maintenance staff (e.g. grounds, trades, general maintenance, etc.) for the purpose of completing site custodial activities.



GLOBAL EDUCATIONAL EXCELLENCE

- Other duties as assigned

Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.



GLOBAL EDUCATIONAL EXCELLENCE

Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

www.careers.gee-edu.com

P: 734.369.9500 / F: 734.369.9499 / Email: hr@gee-edu.com

About Us: GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

Position: Bus Driver at Pittsfield Acres Academy

FLSA Status: Non-Exempt / **Employment Type:** Part-Time / **Reports To:** Academy Principal

Minimum Experience: Entry Level / **Salary:**

Benefits: supplemental insurance options and 401k retirement plan.

Purpose: Performs responsibilities for picking up and dropping off pupils in a safe and responsible manner and in accordance with all applicable laws.

Education & Job Requirements:

- High school diploma or GED preferred.
- Must have a commercial driver's license and any other permit required for the operation of a school bus.
- Minimum of two years of experience or training.
- Compliance with all requirements set forth by the MDE.
- Compliance with all applicable laws related to school bus drivers.
- Satisfactory criminal background check required.

Tasks:

Transportation

- Picks up students at the beginning of the day and drops off students at the end of the day.
- Transports classes to field trips and other school outings.

Vehicle Maintenance

- Maintains school vehicles, performing routine maintenance. Responsible for fluids within vehicle.
- Informs administration regarding need for repairs or service.

Miscellaneous

- Transports school supplies and audio-visual equipment as needed.
- Performs other duties as may be required.

Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.



GLOBAL EDUCATIONAL EXCELLENCE

Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

www.careers.gee-edu.com

P: 734.369.9500 / F: 734.369.9499 / Email: hr@gee-edu.com

About Us: GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

Position: Hallway Monitor at Pittsfield Acres Academy

FLSA Status: Non-Exempt / **Employment Type:** Part-Time / **Reports To:** Academy Principal

Minimum Experience: Entry Level / **Salary:**

Benefits: supplemental insurance options and 401k retirement plan.

Purpose: Under the direction of the building administrators, the Hallway Monitor will be responsible to monitor students in the halls and grounds of the school.

Education & Job Requirements:

- High school diploma or GED preferred.
- Must possess excellent written and verbal communication skills and proven organizational skills.
- Demonstrated successful communication skills with students, staff, parent and community.
- Proficient use of computers including knowledge and use of Microsoft Office products especially Excel.
- Satisfactory criminal background check required.

Tasks:

- Assist administration in monitoring student behavior(s) and inappropriate conduct.
- Assist in the safety and security of the school by monitoring students and ensuring doors remain locked and secure.
- Ability to monitor students and positively impact their choices while making corrections to behavior and hallway/building student discipline issues.
- Work independently and cooperatively with administrators and teachers.
- Provides individual assistance with work assignments.
- Ability to plan and organize; good work habits.
- Perform other duties as assigned by administration.

Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.

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:

Pittsfield Acres Academy is a one-floor brick structure built in 1994 with a steel roof. The approximately 27,800 square foot academy facility sits on 10 acres of land with a parking lot.

Notation of Rooms:

19 regular classrooms

- Newly-renovated gymnasium with a stage at the north end
- Kitchen
- Staff workroom
- Four restrooms
- Office space
- media center

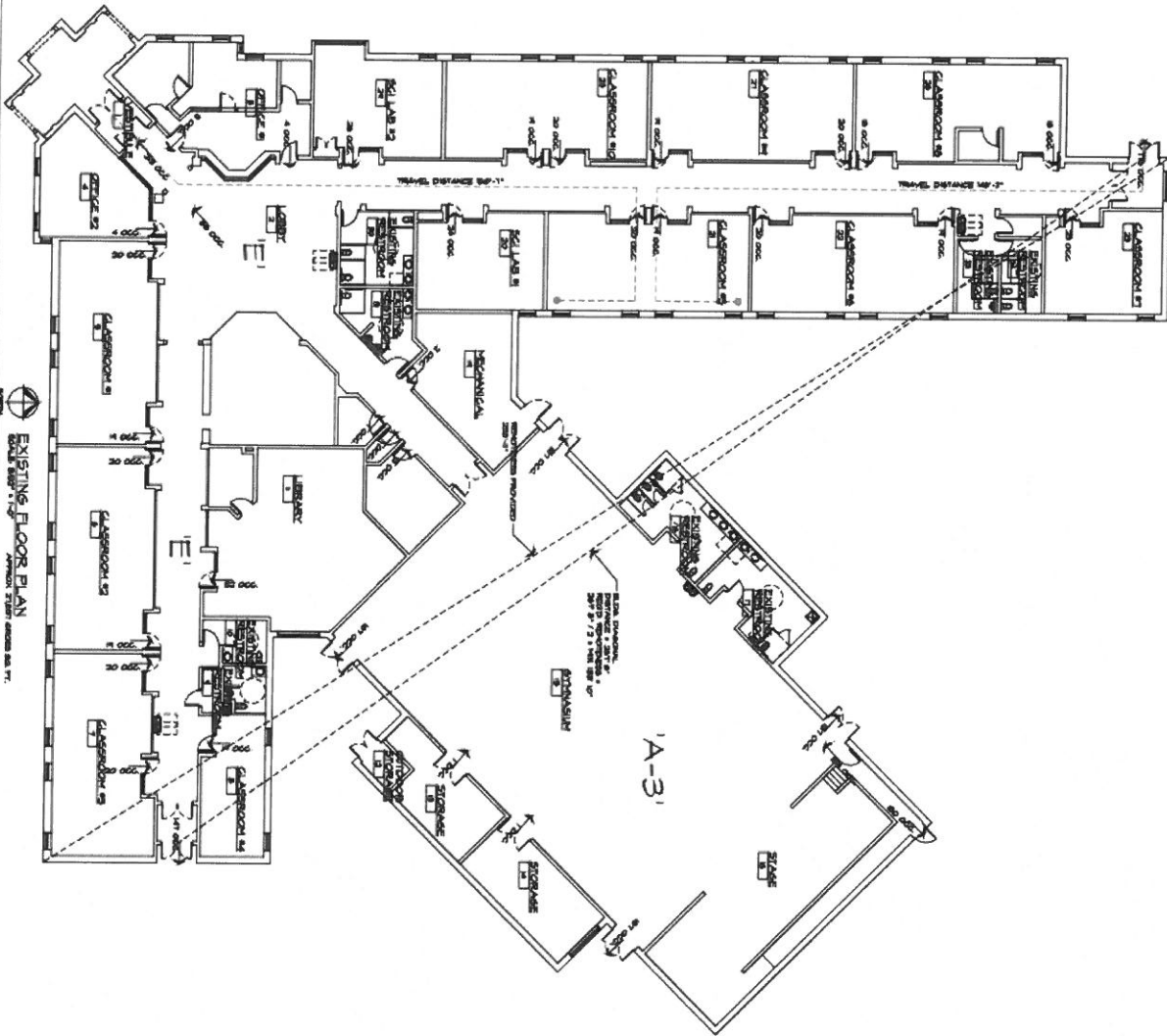
The facility can accommodate educational activity for students in kindergarten through grade twelve.

Address: 4377 Textile Rd, Ypsilanti, MI 48197

Name of Local School District: Ypsilanti Public Schools

Name of Intermediate School District: Washtenaw County ISD

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 – to be on file at Ferris State University Charter Schools Office and at the Academy
 - D. Copy of lease or purchase agreement – to be 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



EXISTING FLOOR PLAN
 JANUARY 27, 1988 - 10:00 AM '87

<p>GENERAL NOTES:</p> <p>1. ALL WORK SHALL BE IN ACCORDANCE WITH THE LATEST EDITIONS OF THE BUILDING CODES AND SPECIFICATIONS.</p> <p>2. THE CONTRACTOR SHALL BE RESPONSIBLE FOR OBTAINING ALL NECESSARY PERMITS AND APPROVALS FROM THE LOCAL AUTHORITIES.</p> <p>3. ALL MATERIALS AND WORKMANSHIP SHALL BE SUBJECT TO INSPECTION AND APPROVAL BY THE ARCHITECT.</p> <p>4. THE CONTRACTOR SHALL MAINTAIN ACCESS TO ALL ADJACENT PROPERTIES AT ALL TIMES.</p> <p>5. ALL UTILITIES SHALL BE PROTECTED AND MARKED PRIOR TO ANY EXCAVATION.</p> <p>6. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE PROTECTION OF ALL EXISTING UTILITIES AND STRUCTURES.</p> <p>7. ALL WORK SHALL BE COMPLETED WITHIN THE SPECIFIED TIME FRAME.</p> <p>8. THE CONTRACTOR SHALL MAINTAIN A NEAT AND ORDERLY WORK SITE AT ALL TIMES.</p> <p>9. ALL MATERIALS AND EQUIPMENT SHALL BE STORED IN AN APPROPRIATE MANNER.</p> <p>10. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE PROTECTION OF ALL EXISTING PLANTING AND LANDSCAPE.</p> <p>11. ALL WORK SHALL BE COMPLETED IN ACCORDANCE WITH THE SPECIFICATIONS AND DRAWINGS.</p> <p>12. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE PROTECTION OF ALL EXISTING STRUCTURES AND UTILITIES.</p> <p>13. ALL WORK SHALL BE COMPLETED WITHIN THE SPECIFIED TIME FRAME.</p> <p>14. THE CONTRACTOR SHALL MAINTAIN A NEAT AND ORDERLY WORK SITE AT ALL TIMES.</p> <p>15. ALL MATERIALS AND EQUIPMENT SHALL BE STORED IN AN APPROPRIATE MANNER.</p> <p>16. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE PROTECTION OF ALL EXISTING PLANTING AND LANDSCAPE.</p> <p>17. ALL WORK SHALL BE COMPLETED IN ACCORDANCE WITH THE SPECIFICATIONS AND DRAWINGS.</p> <p>18. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE PROTECTION OF ALL EXISTING STRUCTURES AND UTILITIES.</p> <p>19. ALL WORK SHALL BE COMPLETED WITHIN THE SPECIFIED TIME FRAME.</p> <p>20. THE CONTRACTOR SHALL MAINTAIN A NEAT AND ORDERLY WORK SITE AT ALL TIMES.</p> <p>21. ALL MATERIALS AND EQUIPMENT SHALL BE STORED IN AN APPROPRIATE MANNER.</p> <p>22. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE PROTECTION OF ALL EXISTING PLANTING AND LANDSCAPE.</p> <p>23. ALL WORK SHALL BE COMPLETED IN ACCORDANCE WITH THE SPECIFICATIONS AND DRAWINGS.</p> <p>24. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE PROTECTION OF ALL EXISTING STRUCTURES AND UTILITIES.</p> <p>25. ALL WORK SHALL BE COMPLETED WITHIN THE SPECIFIED TIME FRAME.</p> <p>26. THE CONTRACTOR SHALL MAINTAIN A NEAT AND ORDERLY WORK SITE AT ALL TIMES.</p> <p>27. ALL MATERIALS AND EQUIPMENT SHALL BE STORED IN AN APPROPRIATE MANNER.</p> <p>28. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE PROTECTION OF ALL EXISTING PLANTING AND LANDSCAPE.</p> <p>29. ALL WORK SHALL BE COMPLETED IN ACCORDANCE WITH THE SPECIFICATIONS AND DRAWINGS.</p> <p>30. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE PROTECTION OF ALL EXISTING STRUCTURES AND UTILITIES.</p>	
<p>LEGEND:</p> <p>1. EXISTING WALLS</p> <p>2. EXISTING DOORS</p> <p>3. EXISTING WINDOWS</p> <p>4. EXISTING CEILING</p> <p>5. EXISTING FLOOR</p> <p>6. EXISTING ROOF</p> <p>7. EXISTING UTILITIES</p> <p>8. EXISTING STRUCTURES</p> <p>9. EXISTING PLANTING</p> <p>10. EXISTING LANDSCAPE</p> <p>11. EXISTING DRIVEWAYS</p> <p>12. EXISTING PARKING</p> <p>13. EXISTING STAIRS</p> <p>14. EXISTING ELEVATORS</p> <p>15. EXISTING MECHANICAL</p> <p>16. EXISTING ELECTRICAL</p> <p>17. EXISTING TELEPHONE</p> <p>18. EXISTING FIRE ALARMS</p> <p>19. EXISTING SMOKE DETECTORS</p> <p>20. EXISTING SECURITY SYSTEMS</p> <p>21. EXISTING ACCESSIBILITY</p> <p>22. EXISTING SIGNAGE</p> <p>23. EXISTING LIGHTING</p> <p>24. EXISTING SOUNDING</p> <p>25. EXISTING VENTILATION</p> <p>26. EXISTING HEATING</p> <p>27. EXISTING COOLING</p> <p>28. EXISTING INSULATION</p> <p>29. EXISTING GLAZING</p> <p>30. EXISTING PAINTING</p>	
<p>PROPOSED RENOVATION FOR:</p> <p>CULTURAL CENTER</p> <p>4377 TEXTILE ROAD</p> <p>YPSILANTI, MICHIGAN</p>	

<p>GA ASSOCIATES ARCHITECTURAL RESIDENTIAL COMMERCIAL INDUSTRIAL</p>	<p>PROPOSED RENOVATION FOR: CULTURAL CENTER 4377 TEXTILE ROAD YPSILANTI, MICHIGAN</p>	<p>SCALE: 1/8" = 1'-0"</p> <p>SHEET TITLE: EXISTING FLOOR PLAN SHEET # 1</p> <p>A.101</p>
--	---	---

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

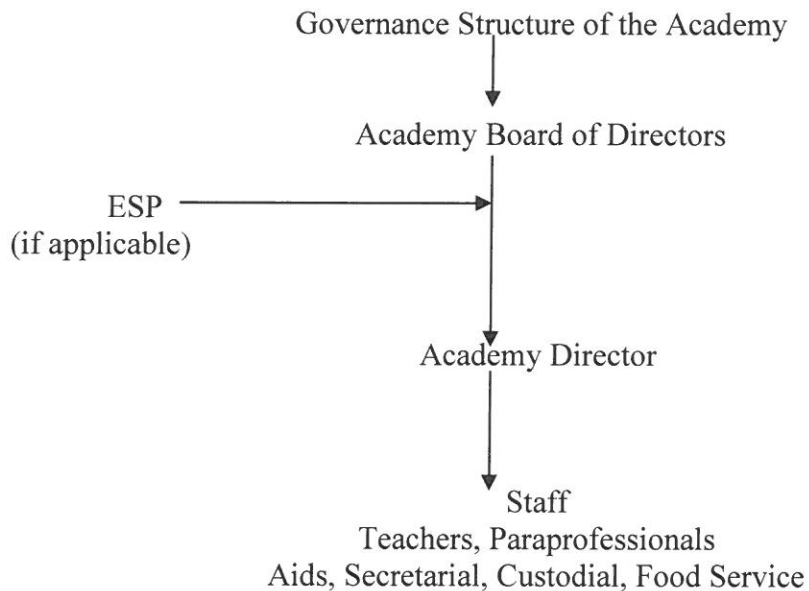
The University Board shall appoint the Board of Directors of the Academy (“Academy Board”). The Academy Board has all the powers and duties permitted by law to manage the business, property and affairs of the Academy. The Academy Board is responsible for assuring that the Academy operates according to 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 GOAL POLICIES

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% EBRW: 50%	The percentage of students meeting or surpassing grade-level college readiness benchmarks on the PSAT (9th & 10th grade) and SAT (11th grade) will be 40% in math and 50% in evidence-based reading and writing (EBRW).	Math: Exceeds: $\geq 50\%$ Meets: $\geq 40\%$ but $< 50\%$ Approaching: $\geq 30\%$ but $< 40\%$ Does Not Meet: $< 30\%$ EBRW: Exceeds: $\geq 60\%$ Meets: $\geq 50\%$ but $< 60\%$ Approaching: $\geq 30\%$ but $< 50\%$ Does Not Meet: $< 30\%$

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

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.

Pittsfield Acres Academy 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.



GLOBAL EDUCATIONAL EXCELLENCE

*Transforming educational communities by fostering academic excellence,
positive character and appreciation of cultures.*

K-12 EDUCATION PLAN 2022-2023

2455 S. Industrial Hwy. Ann Arbor, MI 48104
P: (734) 369-9500 F: (734) 369-9499
www.gee-edu.com

Table of Contents

- [Model of Continuous Improvement](#)
- [21st Century Skills](#)
- [Multi-Tiered Instructional Framework](#)
- [Champs](#)
- [Siop](#)
- [Instructional Coaches](#)
- [Moodle](#)
- [K-5 English Language Arts](#)
 - [Benchmark Advanced](#)
 - [Lexia Core 5](#)
 - [Heggerty K-5](#)
- [6-12 English Language Arts](#)
 - [SpringBoard](#)
 - [Lexia Power Up](#)
- [K-5 Math](#)
 - [Bridges in Mathematics](#)
- [6-12 Math](#)
 - [AgileMind](#)
- [DreamBox](#)
- [K-5 Social Studies](#)
 - [Pearson](#)
- [6-8 Social Studies](#)
 - [Pearson](#)
- [9-12 Social Studies](#)
 - [Pearson](#)
- [K-8 Science](#)
 - [Amplify](#)
- [9-12 Science](#)
 - [9th: inquiryHub Biology](#)
 - [10th & 11th: Interactions & CESE](#)
 - [Crafting Engagement for Science Environments](#)
- [High School Courses & Descriptions](#)
- [World Languages](#)
 - [Arabic Language](#)
- [English Learners](#)
 - [Vista Higher Learning](#)
 - [Nat.Geo.-Cengage](#)
- [Domestic Extra-Curricular Activities](#)
- [International Extra-Curricular Activities](#)
 - [Destination Jordan](#)
- [Technology](#)
- [Online Class Delivery](#)
- [Physical Education/Health Education Curriculum](#)
- [Art Curriculum](#)
- [Educational Development Plans \(EDPs\)](#)
- [Graduation Requirements](#)
- [Dual Enrollment](#)
- [Educational Assessment Plan](#)
- [Character Education](#)
- [Professional Development](#)
 - [Charlotte Danielson Framework for Teaching](#)
 - [Marzano School Leader Evaluation Model](#)
- [Summary](#)

Mission

The Academy's mission is to promote lifelong learning by nurturing academic excellence, positive character and an appreciation of cultures.

Beliefs

- All students are entitled to reach their highest potential and must be encouraged to strive for excellence through a meaningful educational experience.
- Academic work must be challenging for all students, taking them above and beyond state standards and tapping into their diverse learning styles.
- The Academy should provide an environment where students are comfortable with their unique heritage regardless of their ethnicity, religion, race or background.
- Learning is enhanced by diversity and the Academy must promote multicultural awareness.
- To be effective, the Academy must provide a safe, orderly and positive learning environment.
- Parents are partners in the learning process and educational success is most often achieved when parents seize opportunities for involvement and support.
- The Academy and community should be in a partnership that shares the responsibility of educating its citizens.
- Learning is a lifelong process.

INTRODUCTION

The Michigan Academic Standards (MAS) were used to guide the research, development and ultimate adoption of grade level curriculum across disciplines as well as a framework used by all GEE academies for prescribing instructional resources, methods and progressions.

Michigan adopted the [Common Core State Standards](#) (CCSS) for [Mathematics](#) and [English Language Arts](#) (ELA) in June, 2010. All GEE academies have adopted guaranteed and viable curriculum resources. That is, adopted curriculum resources covering all grade level standards, and there is adequate time created within Academy master schedules each day to implement the curriculum with fidelity. In addition to ELA and Math, all GEE academies have adopted guaranteed and viable curriculum resources for [Science](#) (NGSS), [Social Studies](#) (C3s) and Arabic.

MODEL OF CONTINUOUS IMPROVEMENT

GEE's Model of Continuous Improvement requires teams of teachers and administrators to examine student performance data, to design and implement instruction and monitor results. The curriculum review process uses a parallel process of continuous improvement that includes the examination of curriculum, driven by student results over time, to determine what students should know, be able to do and understand, when content should be taught, and when and how student mastery will be assessed.

Curriculum development and renewal is a dynamic and continuous process in which the Curriculum and Instruction team plans with a content committee representing teachers, instructional coaches, administrators, curriculum directors and academic coordinators. The team evaluates the educational programs in a systematic and data-driven way. This process helps ensure that the curricula expectations for the academy are rigorous, relevant and transparent. In addition, it guarantees that the curriculum is aligned with state and national standards. The [GEE Curriculum Review and Renewal Plan](#) outlines the process.

21ST CENTURY SKILLS

21st century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces. Generally speaking, 21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student's life.

The following list provides a brief illustrative overview of the knowledge, skills, work habits, and character traits commonly associated with 21st century skills, which are woven throughout the fabric of all GEE core curriculum, at all grade levels::

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces
- Information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming
- Civic, ethical, and social-justice literacy
- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Environmental and conservation literacy, ecosystems understanding
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety

MULTI-TIERED INSTRUCTIONAL FRAMEWORK

The Multi-Tiered System of Supports (MTSS) model is predicated on the notion that all students can make adequate growth and that core programs should meet the needs of at least 80% of the student population. If this is not the case, the team needs to strategize to close the gap toward grade level expectations. This means the School-wide MTSS team must evaluate the curriculums for implementation with fidelity, course assignments/schedules, time on task, classroom data and classroom climate. The team then engages in difficult yet productive conversations about whether the implementation of the curriculum is meeting the needs of 80% of all students, and plan prevention making sure that all students have access to high-quality developmentally appropriate tasks and intervention activities that target areas which data analysis suggests need attention (e.g., professional development, re-teaching of foundational skills, consistently re-emphasizing school rules and expectations, etc.).

The district academic and behavioral program is a multi-tiered plan, which includes three tiers of support designed to meet the instructional and behavioral needs of all children. Each level targets a specific group of learners, is supported by evidence-based instructional materials, provides differentiated instruction and routine monitoring of progress. Instructional decisions regarding level of services are based on student performance outcomes on the MTSS Screener and class assessments. To access the GEE MTSS Handbook, [click here](#).

CHAMPS

The [CHAMPS](#) program, a classroom management system that encourages students to be motivated, engaged, and responsible, outlines expected behavior for students in each activity throughout the daily schedule. The acronym CHAMPS describes C-Conversation (Voice Level), H-Help (What to do if you need help), A-Activity (What tasks the students should be doing), M-Movement (What is the level of movement required), P-Participation (How can teacher tell if they are participating in the activity), and S-Success (If teacher can tell that students are meeting these expectations then they achieve success). Teachers review the CHAMPS expectations for each activity throughout the school day to ensure that students are clear on what the teacher expects of them.

SIOP

Sheltered Instruction Observation Protocol (SIOP) is a research-based method of instruction targeted toward meeting the academic needs of English Learners (ELs). SIOP is an instructional model that contains [8 components and 30 features](#) used to ensure ELs have their content and language needs met in mainstream classrooms.

INSTRUCTIONAL COACHES

The K-12 GEE instructional coach team is composed of educational leaders who train teachers and provide resources, feedback, modeling (“I do,” “We do,” “You do”), and professional development to help schools meet instructional goals and school improvement goals. All GEE core teachers, across all GEE academies and grade, have an instructional coach whose responsibilities include, but are not limited to:

- Providing full-time, on-site, job-embedded professional development for classroom teachers.
- Providing awareness sessions at each school so that all staff members are informed of the Coach Program
- Collaborating with teachers to analyze student assessment data including achievement tests, classroom assessments, and student work samples through the data teams and MTSS teams
- Assisting in the establishment of building goals, strategies, and action steps, based on data analysis and work with staff.
- Documenting work performed, maintaining schedules, collecting data, and completing all other program requirements.
- Implementing GEE instruction and assessment strategies as presented in the PD sessions.
- Providing professional development for teachers through pre- and post-lesson conference sessions, team teaching, analysis of student work and assessment data, and discussion of researched-based practices.

- Assisting teachers in learning content, pedagogy, and assessment strategies to improve student learning and achievement.
- Attending all professional development sessions in their entirety each month.
- Honoring confidentiality of teacher and student data, documents, and communication.
- Informing teachers and Principal at least 24 hour before a change in schedule if possible.
- Providing awareness and facilitating attendance at professional development.

MOODLE

All GEE academies use Moodle as their universal Learning Management System (LMS). Instructional coaches and principals need only learn and support one LMS. Master Moodle courses have been created by a GEE teacher team of master Moodle course creators. Over 10,000 daily Moodle lessons have been created for each core subject at each grade K-12. Master Moodle courses are available to all teachers, paraprofessionals and substitutes. All GEE teachers are expected to begin their lesson planning using their grade/subject(s) master Moodle lessons and then modify/differentiate in accordance with their students' unique learning needs.

CURRICULUM RESOURCES

Curriculum Resource	Online/Print	Grade Levels
English Language Arts		
Benchmark Advance	Online/Print	K-5
Lexia Core 5	Online	K-5
Heggerty	Online/Print	K-12
Lexia Power Up	Online	6-12
SpringBoard	Online/Print	6-12
Mathematics		
Bridges in Mathematics	Online/Print	K-5
Dreambox	Online	K-12
Agile Mind	Online/Print	6-12
Algebra Nation	Online/Print	9-12
Science		
TCI	Online/Print	K-5
PBI Science	Online/Print	6-8
GEE Science Curriculum	Online	9-12
Social Studies		
RESA	Online/Print	K-5
Pearson myWorld Interactive	Online/Print	6-8
Pearson Realize	Online/Print	9-12
English Language Learner		
Get Ready!	Online/Print	K-12
Reach Higher		6-8
Lift	PriOnline/Printnt	9-12
Arabic		

GEE Arabic Curriculum	Online/Print	K-11
Art		
GEE Art Curriculum	Online/Print	K-12
Abacadoodle	Print	K-12
PE/Health		
Michigan Model for Health	Online	K-12
Credit Recovery		
Edgenuity	Online	9-12

CORE CURRICULUM GRADES K-12

K-5 ENGLISH LANGUAGE ARTS

Benchmark Advanced

Benchmark Literacy program is a comprehensive, research-proven program that empowers both experienced and beginning teachers with best-practice tools for vertically aligned K-5 reading, writing, speaking, listening and language instruction:

- Pre-, ongoing, and post-assessment
- Gradual-release mini-lessons with built-in choice
- High-quality informational, narrative, and opinion/argument texts
- Complex texts for close reading applying text-dependent strategies
- Differentiated support for English learners and special needs students
- Customized professional development services
- State-of-the-art interactive technology
- Builds foundational skills—such as phonics, word study and fluency—to produce proficient readers
- Scaffolds ALL students to access complex informational and literary texts during whole- group lessons
- Guides students to use text evidence in close reading
- Provides opportunities for students to develop collaborative conversations
- Develops writers by teaching writing process and writing to sources

Lexia Core 5

Lexia Reading Core5 provides a personalized, data-driven approach through a system of student-driven learning online, and targeted instruction by a teacher or paraprofessional. It empowers students of all abilities in grades pre-K-5 to build their fundamental literacy skills through technology and direct instruction.

Lexia Reading Core5 covers the six areas of reading instruction (phonological awareness, phonics, structural analysis, automaticity, vocabulary and comprehension), including activities focused on academic vocabulary through structural analysis. This begins with oral language and listening comprehension, building to reading comprehension. The program aligns to rigorous reading standards, including the Common Core State Standards.

Heggerty K-5

Heggerty Phonemic Awareness lessons supplement the Benchmark Advance curriculum. Lessons are taught consistently each day with explicit teacher modeling and scaffolded support, so teachers see improvement in students' reading, spelling, and writing, as the students learn to hear the sounds in words.

Heggerty lessons cover all consonants, short vowels, digraphs, blends, vowel words and rime patterns. In addition, lessons cover long vowels, R-controlled vowels, special vowel sounds, multisyllabic words and include decoding and increased complexity of words and tasks for multiple skills.

Heggerty Phonemic Awareness also includes systematic phonemic awareness intervention lessons for students during remediation block time. These lessons are used in small groups or with individual students who struggle to decode words automatically.

6-12 ENGLISH LANGUAGE ARTS

SpringBoard

SpringBoard is the CollegeBoard's comprehensive instructional program in ELA and English language development for all students in 6th through 12th grades. The program has been specifically developed for students and educators and aligns with college readiness standards. SpringBoard is carefully scaffolded, vertically aligned and the program is designed to build English language skills and content knowledge for all learners. SpringBoard integrates:

- High-quality instructional materials in print and digital formats;
- Formative and summative assessments that drive instruction;
- Using the Understanding by Design model, each unit includes activities that build skills and knowledge along with Advanced Placement (AP) and college readiness connections, suggestions for independent reading or work, and comprehensive resources.
- Meaningful, purposeful assessments that inform and guide instruction and activities and ask students to demonstrate the mastery needed for success on high-stakes tests.
- Deep research foundation using strategies and models developed by leading curriculum innovators and practitioners.
- Deliberate, scaffolded instructional design.
- In the ELA/ELD programs, reading content provides a variety of texts, balancing contemporary and canonical works worthy of close reading to build skills in critical thinking and writing based on textual evidence.

The program is built on the same rigorous strategies and skills found in AP classes—critical thinking, problem solving and deep contextual understanding. SpringBoard makes rigorous standards accessible to all students and helps to prepare students for success in postsecondary opportunities.

Lexia Power Up

Lexia PowerUp Literacy is designed to help students in grades 6 and above become proficient readers and confident learners. PowerUp helps educators simultaneously address gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyze, evaluate, and compare increasingly complex literary and informational texts. Blending online student-driven explicit instruction with offline teacher-delivered lessons and activities, Lexia PowerUp empowers secondary teachers to:

- Address the instructional needs of a wide range of reader profiles
- Engage, challenge, and motivate students to take ownership of their learning
- Help students develop the skills they need to succeed in content-area classes

K-5 MATH

Bridges in Mathematics

The elementary Bridges in Mathematics program lays the groundwork for mathematical literacy at an early age. The students are introduced to strands in algebra, data and probability, geometry, measurement, numeration, patterns and functions. The instruction is structured to provide multiple exposures to topics and frequent opportunities to review and practice skills.

Bridges in Mathematics is a comprehensive K-5 curriculum that equips teachers to fully implement the MAS

for mathematics in a manner that is rigorous, coherent, engaging and accessible to all learners.

The curriculum focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills and ability to solve complex and novel problems. *Bridges* blends direct instruction, structured investigation and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually and kinesthetically rich as it is mathematically powerful.

6-12 MATH

AgileMind

The secondary AgileMind mathematics program prepares students for life after high school, in college and in the career world, by demonstrating the many applications of mathematics. Students apply mathematical reasoning skills to other subject areas and solve real-world problems. The mathematics program at the Academy helps students develop a large mathematical vocabulary and enhances the ability to express mathematical ideas.

With rigorous support for teachers and real-world contexts that help students understand new ideas, the AgileMind program deepens students' understanding of foundational concepts for success in higher level mathematics.

Middle school mathematics programs for grades 6, 7, and 8 provide powerful foundations in ratios, proportionality, and algebraic and geometric thinking. Students use graphing technology, manipulatives, and other mathematical tools to develop conceptual understanding as they tackle and solve interesting problems.

The AgileMind high school curriculum programs enable teachers to move all students from the concepts and skills they learn in middle school to the higher-order problem-solving and rigorous expectations of high school mathematics. Our comprehensive programs blend content in print and digital formats. Interactive animations and extended explorations develop students' understanding of key concepts. Online and paper-and-pencil problem solving fosters students' skill fluencies and cements their learning.

Throughout our programs, students will:

- Strengthen their understanding of key mathematical operations and use equivalent fractions as a basis for understanding ratios and proportional reasoning
- Begin formal work with expressions and equations as they use variables to represent relationships and solve problems
- Develop their understanding of variables from two perspectives—as placeholders for specific values and as sets of values represented in algebraic relationships
- Gain fluency with geometric concepts, such as area, surface area, and volume

DREAMBOX

DreamBox is a supplemental K-8 digital math program designed to complement both Bridges and AgileMind and is used in grades 9-12 when appropriate. The DreamBox platform combines a rigorous, research-based, pedagogically sound curriculum aligned to the Common Core and state standards with a highly motivating learning environment. Gaming fundamentals are leveraged to motivate students to persist and progress, which leads to increased understanding and achievement. The Intelligent Adaptive Learning technology tracks each student interaction and evaluates the strategies used to solve problems. It then immediately adjusts the lesson and the level of difficulty, scaffolding, sequencing, number of hints, and pacing as appropriate. This allows students, whether struggling, at grade level, or advanced, to progress at a pace that best benefits them and deepen conceptual understanding.

K-5 SOCIAL STUDIES

Pearson

Pearson's myWorld Social Studies for Grades K-5 engages students through storytelling, literacy instruction, and flexible resources. Stories from our world engage students and help develop thoughtful,

literate citizens. Lessons apply inquiry processes, practice reading and writing, and involve collaboration and communication skills. Blended learning experiences include an interactive Student Worktext and digital courseware. The program teaches the story of our democratic ideals, communities, and people. With myWorld Social Studies, students read and write during every lesson; practice active reading; build academic vocabulary; write for an audience; and carry social studies across disciplines. The program integrates songs and videos, digital eText, hands-on activities, and digital game-like practice, making learning experiential.

6-8 SOCIAL STUDIES

Pearson

Pearson's myWorld Interactive series for grades 6-8 inspires students to develop global competencies for active, informed citizenship. The series emphasizes project-based learning to explore the world's places, systems, and cultures. The programs include strong ELA/literacy connections and multiple teaching options. Lessons promote critical thinking, problem solving, evidence-based reasoning, and communications skills. *myWorld Interactive* is the student-centered curriculum that helps implement the MAS and the College, Career, and Civic Life (C3) Framework for Social Studies to create active, responsible citizens who can make a difference.

9-12 SOCIAL STUDIES

Pearson

The *Pearson* program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready. It uses a research tested four-part learning model to enhance teaching and understanding. The program is made accessible for today's students through clear, appealing narrative and engaging activities, questions, and primary sources. The program helps students build an essential, life-long understanding of core principles, featuring motivating, hands-on activities, interactive graphics, animations, and videos to help build relevant social studies literacy.

K-8 SCIENCE

Amplify

Amplify science is a phenomena-based science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers.

9-12 SCIENCE

9th: inquiryHub Biology

Guided by the Next Generation Science Standards (NGSS), inquiryHub High School Biology, a joint science curriculum research and development initiative by the University of Colorado and Northwestern University, embeds community science into curriculum. Using research-based approaches to teaching science in a deeply digital environment, students contribute resources, observations, data, and analyses to solve larger scientific problems.

inquiryHub Biology is designed to go beyond traditional science content. By focusing on phenomena relevant to students' lives and communities, the course provides opportunities to authentically engage with science and engineering practices. The combination of community science, technology, and a focus on science and engineering practices has been shown to help students feel more like scientists, including the belief that their ability to do science can make a difference in their world

10th & 11th: Interactions & CESE

Crafting Engagement for Science Environments
Physical Science, Chemistry, Physics (w/Earth Science)

The Interactions and CESE curriculum introduce students to science as an endeavor, a process we engage in, rather than solely a set of discoveries by others. Through engaging in modeling and scientific explanation, students explore curious aspects of the everyday

world. Topics include , but are not limited to atomic level interactions, energy transformations, matter and force and motion.

As project-based science curricula, Interactions and CESE engage students in:

1. Pursuing a solution to a meaningful question;
2. Engaging in three-dimensions to achieve learning goals;
3. Using scientific practices to figure out phenomena;
4. Engaging in collaborative and data-driven activities with peers;
5. Using learning technologies to explore ideas typically beyond their ability; and
6. Developing artifacts – tangible products – that address the driving question and represent what they have learned.

Students are introduced to phenomena and start their explorations by asking their own questions and discussing what they already know. They observe phenomena, engage in hands on activities and use online simulations to collect evidence. From their evidence, they construct mental models of the forces that drive interesting phenomena and test their models by predicting future events.

In Interactions and CESE , it is students who conduct research, gather evidence and collaborate with peers to solve relevant problems and explain natural phenomena. Students develop artifacts – such as evidence-based explanations and scientific models – to demonstrate what they have learned, and engage with scientific readings throughout the course organized as units. This process supports students in developing important skills such as critical thinking, written and oral communication, and scientific literacy – both in the capacity to conduct research, and to read and write scientific literature.

HIGH SCHOOL COURSES & DESCRIPTIONS

To access a comprehensive list of high school courses and descriptions, [click here](#).

WORLD LANGUAGES

Arabic Language

The Academy has developed a comprehensive kindergarten through eleventh grade standards- based Arabic curriculum focused on Michigan’s 5 Cs (i.e. Communication, Cultures, Connections, Comparisons and Communities). The Arabic language courses provide students with the tools necessary to communicate in real-life situations, to enhance cultural awareness and to inspire lifelong learning in a global society.

Arabic is offered to all students on a daily basis. Proficiency levels are based on American Council of the Foreign Languages’ (“ACTFL”) pyramid beginning with novice (e.g., low, mid and high), continuing on to intermediate (e.g., low, mid and high) and ending with pre-advanced (e.g., low, mid and high).

Arabic thematic unit materials have been developed and are used in the classrooms. One theme per month is covered for eight consecutive months, allowing the month of June for review. Arabic language skills are developed sequentially and progressively from letters to words, phrases, sentences, paragraphs and final essay compositions. Unit assessments are teacher-made assessments and used with every unit.

Furthermore, two proficiency assessments are given to measure annual progress in listening, reading and writing language skills.

The Arabic language curriculum:

1. Provides assessment goals at each proficiency level aligned with national and state standards.
2. Provides a progression of communicative functions in the target language.
3. Recommends opportunities for authentic practice in communication.
4. Provides resources on a variety of cultural topics.
5. Promotes divergent and critical thinking.

6. Identifies cross-curricular activities.
7. Supports academic achievement in other disciplines.
8. Reinforces skills in the students' first language (reading comprehension, grammar/mechanics and writing/speaking).
9. Promotes awareness of a diverse multicultural society.
10. Provides opportunities for interpersonal interaction using the target language with native speakers.
11. Prepares the students to be global citizens by broadening the students' understanding of the world.

ENGLISH LEARNERS

Vista Higher Learning

Get Ready! is a comprehensive K-12 EL program for newcomer and beginning-level proficiency students. The curriculum is built on specialized knowledge necessary for working with culturally and linguistically diverse learners, the assets they bring into the classroom, and the academic challenges they face. This multi-level program engages students with age-appropriate, motivating communicative presentations, as well as literary and informational lessons.

Nat.Geo.-Cengage

Reach Higher & Lift

National Geographic and Cengage's Reach Higher and Lift guide students to learn English, learn about the world, and learn about themselves through authentic content with a global perspective. Students develop the academic language skills and content knowledge they need to get an education in English. The cross-curricular, six-level program showcases original fiction, science, and social studies content to develop English literacy skills. Academic skill-building with phonics support develops students' understanding of different cultures while fostering independent learning. Read on Your Own phonics readers use fiction and non-fiction texts to reinforce the phonics and high-frequency words in Reach Higher through science and social studies content.

ONLINE CURRICULUM RESOURCES

Subject	Grade	Resource	Use/Need addressed
ELA	K-5	Jen Jones Hello Literacy	Guided Reading video series
All	K-12	Khan Academy	
ELA	K-5	Florida Center for Reading Research	Literacy instruction and assessment resources
ELA	K-5	Markers and Minions	More practice
Math	6-12	Desmos	Online Graphing
Technology	K-12	Dance Mat Typing	Typing
ELA	K-12	ReadWorks	Extra text aligned to subject/standard with differentiated text
Intervention SPED	K-5	Words Their Way	Sorts for lowest foundational reading skills
Math	6-12	KutaSoftware	Additional Skill Practice
Science	6-12	PhET	Science simulations
ELA	K-12	NewsELA	Supplement to SpringBoard Zinc
ELA	K-5	Epic	More independent reading books
Math	K-12	Illuminations	Online math games

Math	6-12	GeoGebra	Online Constructions and Explorations
All	K-12	SchoolTube	Video sharing platform, specifically designed for students and educators
All	K-12	Youtube for teachers	Tips and tricks for bringing YouTube into the classroom, as well as over 400 video playlists aligned with the Common Core
All	K-12	Edutopia	Evidence and practitioner-based learning strategies that empower you to improve K-12 education.
All	K-12	Discovery Education	Students will be empowered by exciting new ways to explore, share, and collaborate with an ocean of curated, multimodal content. Teachers can differentiate their instruction to meet the needs of all learners across grade levels with research-based strategies, helping them make the most of their lessons.
Math Science	K-12	Study Jams!	Introduce and reinforce more than 200 math and science topics with videos, slideshows, step-by-step tutorials, and other activities
Math	6-12	Deltamath.com	Extra practice with models and explanations
All	K-12	Scholastic news	Real-world applications for all subjects
Sci./S.S.	K-12	National Geographic	
Art Culture	K-12	Google Arts & Culture	Online platform through which the public can view high-resolution images and videos of artworks and cultural artifacts from partner cultural organizations throughout the world. Teachers provide individualized, real-time feedback and grading with an array of tools—directly on the canvas, in the help center or with pointed stickers.

E-LEARNING TOOLS/APPLICATIONS

e-Learning Tool/Application	Use/Need addressed
Classkick	Shows teachers in real-time exactly what students are doing on their computers and who needs help so they can provide instant feedback.
Class Dojo	Communication platform that teachers, students, and families use every day to build close-knit communities by sharing what's being learned in the classroom home through photos, videos, and messages
Peardeck	Pear Deck is a digital tool that allows teachers more in-depth and graphic control when using Google Slides
Learning A-Z	Suite of literacy applications with: leveled and interactive e-books; personalized differentiated reading instruction and practice; and assessment
Quill	Web-based tool that provides personalized, interactive writing and grammar activities
Flipgrid	A video tool that allows teachers to post "Topics" that are essentially videos with some accompanying text. This is then shared with students, who can be prompted to respond
Seesaw	A digital app-based platform that allows students, teachers, and parents or guardians to complete and share classroom work.
Loom	Loom is a screen recording tool that lets users record audio, video,

DOMESTIC EXTRA-CURRICULAR ACTIVITIES

Co-curricular and the extra-curricular programs are integral parts of the Academy and provide a rich variety of activities for children to participate in after the academic program has finished, and during school hours. Sports, clubs, and activities are encouraged to enhance the personal, social, and physical skills of students as well as to support students as they explore various global cultures and strengthen their cognitive skills. Based on student interest, some of the offerings may include soccer, science, special art workshops, speech and debate teams, personality development classes, Foreign Language as well as other sports based on student and parent interest. Current Global Educational Excellence co- and extra-curricular activities in its United States academies include: Art, Honor Society, National Honor Society, Robotics, Environmental Awareness, Student Council, Peer Mediation and numerous athletic opportunities, both inter- and intra-scholastic. Some activities are held weekly while others are offered periodically or as community resources and opportunities present themselves to enrich the students' experience.

The Academy students in the upper grades are encouraged to work in the local community as a part of the character education program in the curriculum. This will not only prepare the older students for the world of work and higher education, but also to give back to the community.

INTERNATIONAL EXTRA-CURRICULAR ACTIVITIES

Destination Jordan

To support foreign language studies and cultural awareness, the Academy's Educational Service Provider, Global Educational Excellence (GEE), has cultivated an overseas partnership with The University of Jordan to develop the Global Passage program. The purpose of the program, when funding is available, is to enhance student learning of the Arabic language by immersing students in an Arabic-speaking country.

The program is available to high school seniors who are selected by a GEE committee through an application process. To assist in the process, a local university uses the Academy-developed rubric to review applications and determine final student selections. A planned course of study occurs in the summer months and includes four hours of daily foreign language instruction, led by The University of Jordan instructors and four hours of daily cultural activities. In addition, the cultural awareness component elevates and deepens the student's understanding of Arab culture through various cultural field trips (i.e. the Dead Sea, city tours, Petra, Jarash and museums).

TECHNOLOGY

The Academy's guidelines for technology instruction are designed to equip students with the technology skills to use 21st Century tools to develop learning skills. The Academy has identified key computer technology topics with which students will demonstrate proficiency as students progress through the grades.

Code.org is dedicated to expanding access to computer science in schools and increasing participation by women and underrepresented minorities. Every student in every academy has the opportunity to learn computer science, just like biology, chemistry or algebra, Code.org provides the leading curriculum for K-12 computer science in the largest school districts in the United States and Code.org also organizes the annual Hour of Code campaign which has engaged 10% of all students in the world.

ONLINE CLASS DELIVERY

The Academy utilizes Edgenuity as a teacher-supervised online delivery program that is aligned with state and national curriculum standards. The Edgenuity virtual courses are customized to meet students' individual academic needs. The online delivery program provides students with the opportunity to fulfill graduation requirements through credit recovery for courses previously failed, original credit for courses not yet taken and Advanced Placement (AP) courses for gifted and talented students.

PHYSICAL EDUCATION/HEALTH EDUCATION CURRICULUM

The physical education curriculum is based on Michigan's physical education content expectations. The Academy uses the GEE Physical Education curriculum which is aligned to national and state standards. This curriculum is developed to instruct students in physical education and promote lifelong physical activity. The health education program includes requirements set forth by the State of Michigan. The Academy uses the Michigan Model for Health, which has been developed by Michigan educators to meet the state requirements for teaching health.

ART CURRICULUM

The art curriculum follows the MAS for Visual Arts, Music, Dance and Theatre for credit guidelines. To ensure students have a foundation and experience in the creative/artistic process, the units are developed as either stand-alone units or units that are incorporated into the core content curriculum. Each unit includes opportunities to engage in the dynamic artistic process using questions, problems, reflections and revisions to craft and shape the artistic vision. Students explore the history of artistic expression from a variety of time periods and cultures to develop a critical stance. Additionally, students use a variety of mediums (e.g., sculpture, painting, photography, calligraphy, graphic arts and textile design) to draft preliminary designs and revise/edit the preliminary work to meet the demands of a particular technique or concept. Students also engage in collaborative discussion and critiques to better refine creative work.

EDUCATIONAL DEVELOPMENT PLANS (EDPs)

The State of Michigan requires schools to provide an opportunity for students to begin developing an Educational Development Plan (EDP) in Grade 7 and requires that every student has an EDP before entering high school. By preparing the initial EDP in middle school, students can better plan their high school curriculum to meet their post- school goals. The EDP is a secondary/postsecondary planning tool to direct the student's educational plan and career planning activities. The Academy uses a Web-based system, Xello, to help students write their education and career goals, including strategies and high school classes that will help them reach these goals. The development of the EDP is completed with the assistance of a school counselor, adept in career development facilitation. All students in grade 7 are required to develop an EDP with guidance from school advisors which is reviewed again in grade 8. When applicable, parents and community contacts are also included. EDPs are "living" documents, updated as student interests and abilities become more obvious and focused. A student's EDP is reviewed and updated on at least an annual basis. An EDP process could also include yearly work samples that document the student's progress toward anticipated goals and accomplishments. The academy establishes times to annually review EDPs and update them as students choose and change high school courses or career pathways.

GRADUATION REQUIREMENTS

The Michigan Merit Curriculum will be met and exceeded by completing the Academy's high school graduation requirements. The Academy requires students to earn twenty-three (23) academic credits and to complete at least seventy-five hours of community service.

Department	Credits	Clarification
English	4.0	Students take four courses of English.
Mathematics	4.0	Students take four courses of math: Algebra I, Geometry, Algebra II and one other math course. One of those must be taken senior year.
Science	3.0	Students take Biology, Chemistry and Physics.
Social Studies	3.0	Students take U.S. History and Geography, Civics, Economics, and World History and Geography.
Arabic/Foreign Language	3.0	Students take three credits of Arabic.
Visual/Performing Arts	1.0	Students take at least one credit of visual arts
Physical Education/Health	1.0	.5 credit of each is required
Electives	3.0	Students may take Math and English labs, or online optional courses. All

		students must take Career Exploration.
Online Learning		Throughout the high school required course of study, students must use technology as part of a course, as the primary means or as an integrated learning experience.
Community Service		75 hours of Community Service are required.

DUAL ENROLLMENT

The Academy provides high school students, who meet specific academic requirements, the opportunity to earn college credit through dual enrollment. Dual enrollment students take courses not offered by the Academy for post-secondary credit. Eligibility for students in ninth through twelfth grades include meeting, PSAT, SAT scores as well as cumulative grade point average criteria.

Grade Level	Overall GPA	Assessment	Test Selection Content Area	Minimum Dual Enrollment Qualifying Score
Freshmen	3.75 (Sem. 2 only)	NWEA	Mathematics	233
			Reading	221
		PSAT 8/9	Mathematics	510
			Reading & Writing	460
Sophomore	3.75	PSAT NMSQT PSAT 10	Mathematics	510
			Reading & Writing	460
Junior/Senior	3.50	PSAT NMSQT SAT	Mathematics	530
			Reading & Writing	480

Note: Minimum Dual Enrollment Qualifying Score is pulled from the MDE's Dual Enrollment section on the State website. The Academy does not disqualify a student from dual enrollment if the student does not meet one of the criteria.

EDUCATIONAL ASSESSMENT PLAN

Grade Level	Assessment	When Administered
K-12	WIDA	Spring
K-11*	EasyCBM	Continuously as needed
K-11	Northwest Evaluation Association™ (“NWEA™”) reading and math	Fall, Winter and Spring
K-5	Fountas & Pinnell Benchmark Assessment System	Fall, Winter & Spring
K-5	Unit Common Assessments	Ongoing
3-8 and 11	Applicable State Assessment (MSTEP)	Spring
8-10	PSAT	Fall and Spring
11	PSAT NMSQT	Fall
11	Michigan Merit Exam (MME), SAT	Spring

**For students with IRIPs or in need of intervention*

Assessments are used to guide instruction for teachers, students and parents to plan learning throughout the school year. Each assessment provides teachers, students and parents with targets that prepare students for the challenges of college, work and life. The assessments are given at designated times throughout the school year and students receive regular feedback on academic progress. The Academy-based summative and formative assessments include developed pre- and post-unit assessments for all core content areas to determine students' progress in mastering the MAS. In addition, teachers meet biweekly in data teams to review students' progress toward the mastery of standards and develop tiered instruction to meet the needs of both struggling students and students who need to be challenged.

The NWEA MAP assessment is the primary diagnostic and interim assessment used to determine the

academic strengths and weaknesses of students. The detailed reports inform the administrator, teacher, parent and student of the areas of strength as well as areas where academic support is needed. Teachers and students develop an individual learning plan with annual goals for each student after the administration of the NWEA MAP assessment. The NWEA MAP assessment assists teachers and students in determining the focused areas of study for improvement during the year. Students are then assessed in the winter and spring of the same school year to determine academic progress. This data is also used in the classroom and with online programs, such as *Dreambox*, *Algebra Nation* and *Lexia Core 5* and *Power Up*. The online programs, accessed both at Academy and home, are used to improve mastery of concepts on specific standards.

In addition to standardized assessments and teacher-created formative and/or summative assessments, students are encouraged to ask questions, to inquire, explore and research in order to develop a broader sense of the world. With the support of instructional staff, students are able to make connections between the theoretical learning of the classroom and the application required in the community outside the Academy.

CHARACTER EDUCATION

The Academy places an emphasis on character development and cultural awareness on a global scale. Students learn about the values of Respect, Responsibility, Appreciation, Commitment, Cooperation, Creativity, Curiosity, Empathy, Integrity, Tolerance, which are integrated into the curriculum.

The Academy also uses the Positive Action program – a comprehensive coherent program that has components for all parts of the school, the family, and the community. It works on many levels of the school—from the individual to the classroom to the entire school system. It addresses all areas of the self: the physical, intellectual, and social/emotional. It is both a content area and a teaching method. Within its curriculum, it teaches standards of achievement in every content subject area directly and applied. It is also integrated into all subject areas.

It is taught at every level of learning: cognitive, affective, and behavioral. It goes to the very heart of why we do things—to feel good about ourselves. It also brings all the power of positiveness to all participants so potential is reached and barriers are removed. It brings feelings of joy, accomplishment and satisfaction to all participants. The synergy of all these dynamics working together improves behavior, school performance, self-concepts and attendance.

PROFESSIONAL DEVELOPMENT

GEE believes that teaching is a unique combination of art and science requiring an understanding of the interrelationship of students, subject matter, school, and community. A growing body of research describes the science of teaching by delineating practices, philosophies, and dispositions that have proven to be effective in enhancing student learning and development.

When teachers consider their professional growth and development, it is important to reflect on the subtleties and nuances of the art of teaching while examining the skills and techniques of the science of teaching. An appreciation of both the art and science of teaching is at the heart of understanding the complexities of the profession.

Dialogue, reflection, and feedback about teaching are of utmost importance to the growth and development of teachers.

GEE academies use the *Charlotte Danielson Framework for Teaching* for teachers:

Charlotte Danielson Framework for Teaching

DOMAIN 1: Planning and Preparation

DOMAIN 2: The Classroom Environment

<p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy <p>1b: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage <p>1c: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners <p>1d: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • For classroom • To extend content knowledge • For students <p>1e: Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>1f: Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning 	<p>2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students <p>2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Importance of content • Expectations for learning and achievement • Student pride in work <p>2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals <p>2d: Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring behavior • Response to misbehavior <p>2e: Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and resources
<p>DOMAIN 4: Professional Responsibilities</p>	<p>DOMAIN 3: Instruction</p>
<p>4a: Reflecting on Teaching</p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p>4b: Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records <p>4c: Communicating with Families</p> <ul style="list-style-type: none"> • About instructional program • About individual students • Engagement of families in instructional program <p>4d: Participating in a Professional Community</p> <ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school <p>4e: Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge / pedagogical skill • Receptivity to feedback from colleagues • Service to the profession <p>4f: Showing Professionalism</p> <ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation 	<p>3a: Communicating With Students</p> <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language <p>3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation <p>3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing <p>3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring <p>3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students <p>Persistence</p>

GEE academies use the *Marzano School Leader Evaluation Model* for principals :

Marzano School Leader Evaluation Model

Domain 1: A Data-Driven Focus on School Improvement	Domain 2: Instruction of Viable and Guaranteed Curriculum	Domain 3: Continuous Development of Teachers and Staff
<p>Element 1: The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.</p> <p>Element 2: The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.</p> <p>Element 3: The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.</p>	<p>Element 1: The school leader provides a clear vision for how instruction should be addressed in the school.</p> <p>Element 2: The school leader continually examines and provides updates so that all teachers use the instructional model.</p> <p>Element 3: The school leader ensures that school curriculum and accompanying assessments align with state and district standards.</p> <p>Element 4: The school leader ensures that the school curriculum is focused on essential standards so it can be taught in the time available to teachers.</p> <p>Element 5: The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.</p>	<p>Element 1: The school leader effectively hires, supports and retains personnel who continually demonstrate growth through reflection and growth plans.</p> <p>Element 2: The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.</p> <p>Element 3: The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.</p>
Domain 4: Community of Care and Collaboration	Domain 5: Core Values	Domain 6: Resource Management
<p>Element 1: The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.</p> <p>Element 2: The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.</p> <p>Element 3: The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.</p> <p>Element 4: The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.</p>	<p>Element 1: The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.</p> <p>Element 2: The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.</p> <p>Element 3: The school leader ensures that the school is perceived as safe and culturally responsive.</p>	<p>Element 1: The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.</p> <p>Element 2: The school leader utilizes systematic processes to engage district and external entities in support of school improvement.</p> <p>Element 3: The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.</p>

In addition to the daily training afforded by the instructional coaching staff, GEE provides timely, job-embedded and targeted professional development on the continuum:

- August PD days are held in “mini-conference” break-out session format wherein teachers select

from myriad PD topics for which sessions are created and led by master teachers, consultants and/or instructional coaches.

- Three hours are reserved each Friday for needs-assessment-based PD (Curriculum, Instruction, Classroom management, content specific et al) and/or [Teacher Collaboration Time](#).

SUMMARY

Global Educational Excellence believes that all students are capable of great things. The [GEE Academy Strategic Plan](#) outlines Academy goals and objectives. These goals and objectives are student-centered and focused on helping students grow academically, physically, socially and emotionally. All Academy material and human resources are prioritized to address the individual needs of the whole child. The myriad components of this Education Plan are as numerous and varied as they are connected and interdependent.

**Pittsfield Acres Academy
Sample Schedule**

	M	T	W	R	F
8:30 AM	ELA	ELA	ELA	ELA	ELA
9:15 AM	Math	Project Lead The Way	Math	Project Lead The Way	Math
10:00 AM	Math	Math	Math	Math	Math
10:45 AM	Art/Music/PE	Math	Art/Music/PE	Math	Remediation/Acceleration
11:30 AM	Art/Music/PE	Math	Art/Music/PE	Math	Remediation/Acceleration
12:15 PM	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:00 PM	Remediation/Acceleration	Remediation/Acceleration	Remediation/Acceleration	Remediation/Acceleration	Early Release Teacher Professional Development
1:45 PM	Art/Music/PE	Art/Music/PE	Art/Music/PE	Art/Music/PE	
2:30 PM	Arabic	Arabic	Arabic	Arabic	
3:15 PM	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	
4:00 PM	Dismissal	Dismissal	Dismissal	Dismissal	

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 academies' 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.

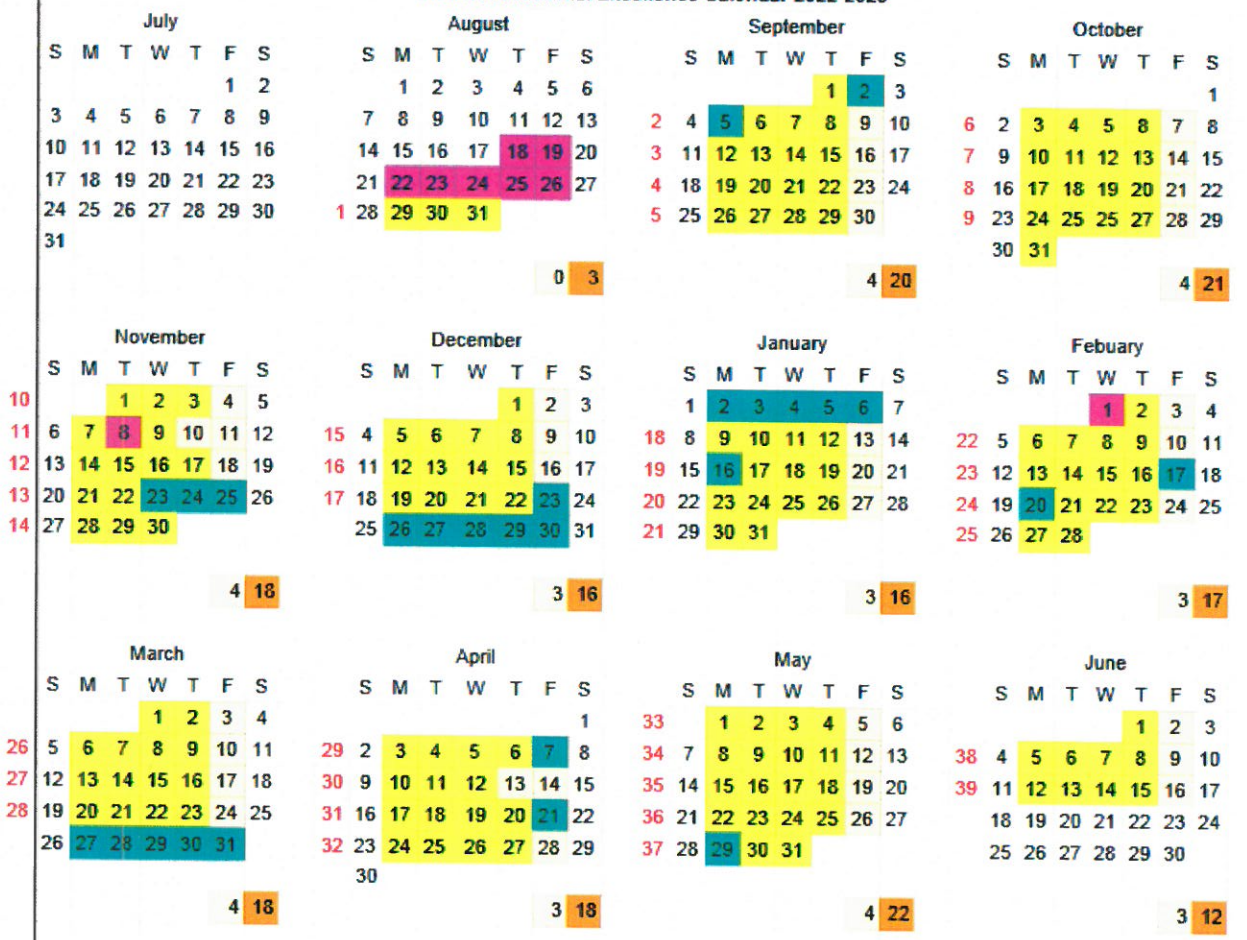
Pittsfield Acres Academy does not discriminate in its enrollment process based on:

- 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

Global Educational Excellence Calendar 2022-2023



Total Days	181	1150 Total Hours
Full Days	146	1,010 Hours
Early Release	35	140 Hours
Days Off	27	
Professional Days	9	

Notes

- August 18-19 New Staff Professional Development
- August 22-26 All Staff Professional Development
- September 2-5 Labor Day Break
- November 4 End Quarter 1/Teacher Records Day PM
- November 8 Election Day/Professional Development
- November 10-11 Parent-Teacher Conferences
- November 23-25 Thanksgiving Break
- December 23 January 6 Winter Break
- January 16 Martin Luther King Day
- January 27 End Semester 1
- February 1 Professional Development
- February 6 - 20 Re-enrollment
- February 17-20 Mid-Winter Break
- February 21 - March 7 Open enrollment
- March 27 - 31 Spring Break
- April 7 Good Friday/End Quarter 3
- April 13 - 14 Parent Teacher Conferences
- April 21 Eid
- May 29 Memorial Day
- June 16 Last Day of School

SCHOOL DAY SCHEDULE
2022 -2023 PITTSFIELD ACRES ACADEMY

Pittsfield Acres Academy grade K – 8 begin classes at 7:45 a.m. and end at 4:00 p.m., Monday through Friday.

SECTION h

AGE OR GRADE RANGE OF PUPILS TO BE ENROLLED

AGE OR GRADE RANGE OF PUPILS TO BE ENROLLED

Pittsfield Acres Academy is authorized to serve students in Grades K – 8. The first year will be enrolling Grades K – 5. 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.