

**FERRIS
STATE
UNIVERSITY**

A

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

BETWEEN

WILLIAM C. ABNEY ACADEMY
(A PUBLIC SCHOOL ACADEMY)

AND

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

AUTHORIZATION PERIOD:

JULY 1, 2025 – JUNE 30, 2028

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Policies

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

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

FERRIS STATE UNIVERSITY

FERRIS FORWARD

CHARTER SCHOOLS OFFICE POLICY

Revised: January 31, 2025

EDUCATIONAL SERVICE PROVIDER

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 Educational Service Provider Policies (“ESP Policies”) have been prepared by the University’s Charter Schools Office (CSO). These ESP Policies 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. A public school academy board of directors (“Academy Board”) must comply with these ESP Policies in addition to other Contract provisions that apply to an Academy contracting with an ESP. 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.

The Academy Board may enter into a management agreement with an ESP to contract out its administrative and/or educational functions and personnel (hereafter, a “Management Agreement” or “ESP Agreement”), subject to the terms of this ESP Policy and the Contract. The Revised School Code requires that a public school academy authorizer must review and may disapprove any ESP Agreement before it is executed. These Policies are to be incorporated into all ESP Agreements entered into by any public school academy authorized by the University Board.

A. Academy Board Due Diligence

1. Prior to approving and/or executing an ESP Agreement, the Academy Board shall perform sufficient due diligence to establish that the ESP and its key personnel 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 ESP Agreement:**

- List of all ESP owner(s), directors, officers, and key stakeholders. This list shall disclose all and any known conflicts of interest that any ESP owner, director, officer, and/or stakeholder may have in regard to Academy Board members, administrators, and employees, as well as other vendors contracting with the Academy. Conflict of interests include, but are not limited to, close familial (defined as mother, mother in law, father, father in law, son, son in law, daughter, daughter in law, brother or sister, brother or sister in law, spouse, or domestic partner) and/or social relationships. Here are some examples of conflicts of interest:
 - **Familial Relationships**--An ESP owner or director has a close familial relationship with an Academy Board member or school administrator. This could lead to potential biases in decision-making regarding contracts, services, or employment opportunities.
 - **Employment of Immediate Family Members**--An ESP officer employs persons in a close familial relationship in a position at the Academy or a vendor providing services to the Academy. This could result in preferential treatment, unequal access to resources, or conflicts in personnel decisions.
 - **Personal Relationships with Academy Leadership**--An ESP director has a personal, non-familial relationship (e.g., long-standing friendship, romantic relationship, or social ties) with an Academy Board member or senior administrator, which could influence decisions regarding the award of contracts or hiring processes.
 - **Board Membership Overlap**--An ESP owner or officer serves on the Academy's Board of Directors or has a close familial relationship with individuals on the Academy's Board, which is prohibited.
 - **Shared Financial or Business Interests**--An ESP key stakeholder has an ownership stake or significant financial interest in a business or organization that provides educational services, resources, or products to the Academy, potentially influencing the award of contracts or procurement decisions.
 - **Gifts or Favored Treatment**--An ESP officer or director receives gifts, favors, or other benefits from Academy staff or other vendors that could influence their professional actions or decisions relating to the Academy's operations or contracting.
 - **Consulting Agreements with Vendors**--An ESP director or officer has a personal consulting agreement with a third-party vendor providing services to the Academy. This could lead to biased recommendations or decisions regarding vendor selection or contract negotiations.
 - **Shared Ownership or Investment in Real Estate or Facilities**--An ESP officer or key stakeholder has ownership or a financial interest in the real estate, facilities, or equipment used by the Academy, leading to potential conflicts in leasing, facilities management, or construction decisions.
 - **Referral Relationships**--An ESP stakeholder or officer directs the Academy to use a specific vendor or service provider with whom they have a personal or financial relationship, which may not align with the Academy's best interests or competitive bidding processes.
- 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.
 - A mission, vision, and values statement of the ESP.
 - List all persons or entities with whom the ESP plans to subcontract for services provided to the Academy, along with a disclosure of the ESP's ownership in any such subcontractor and any known conflicts of interest that any ESP owner, director, officer, and/or stakeholder may have in regard to such subcontractors. Conflicts of interest include, but are not limited to, close familial and/or social relationships.
 - List of the public school academies or other schools (public or private) to which the ESP provides services.
 - List of any lease, license, contract or other agreement between the ESP (or its affiliates) and the Academy.
 - Identification of any start-up funding being provided by the ESP.
 - Fees to be charged by the ESP for management, including educational services, administrative services, and other services.
 - List of any services the ESP plans to provide to the Academy with regard to cash flow borrowings, including any fees for such services.
 - List of any materials, equipment or supplies the Academy will purchase or lease from the ESP.
 - Criminal history of the ESP's owners, officers, directors, managers, and employees.
2. The Academy Board must perform sufficient due diligence regarding whether any principal or officer of the ESP, or the ESP (including any related organizations or organizations in which a principal or officer of the ESP served as a principal or officer) as a corporate entity, has filed for bankruptcy protection within the five (5) years prior to execution of an ESP Agreement.
 3. Academy Board members, Academy employees, and persons in a close familial relationship may not have any direct or indirect ownership, employment, contractual or management interest in any ESP that has a contract with the Academy.
 4. The Academy Board must perform sufficient due diligence to ensure an ESP Agreement that provides employees to the Academy qualifies as employee leasing.
 5. In accordance with the Contract, an Academy Board shall timely notify the CSO of any proposed ESP Agreement between that Academy and an ESP before the proposed ESP Agreement becomes binding. 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 along with a detailed description of the methods by which the ESP will

be held accountable to the Academy Board. Earlier submission is strongly encouraged and may accelerate the review process.

6. Unless the CSO Director extends the review period, within thirty (30) days of receiving a copy of a proposed ESP 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 ESP Agreement in his or her sole discretion, and reserves the right to disapprove an ESP Agreement that does not comply with the Contract, Applicable Law, or University policies, or where the proposed fees to be charged by the ESP are not a fair and reasonable fee for the services to be provided by the ESP. 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. No ESP Agreement may be entered into unless the Academy receives from the CSO Director notice of a non-disapproval.
7. The Academy Board shall retain 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 an ESP owner, director, officer, or employee, 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 written legal opinion from its legal counsel, which includes the representations that legal counsel has reviewed the Proposed Management Agreement, the ESP Policies and the Contract, and which opines that:
 - a. The Academy Board has the power and authority to enter into the proposed ESP Agreement;
 - b. The Academy is duly organized, validly existing and in good standing under the laws of the State of Michigan;
 - c. Execution of the proposed ESP Agreement does not violate any term or provision of the ESP Policies, the Contract, or Applicable law; and
 - d. Entering into the ESP Agreement does not permit or require improper delegation of the Academy Board's statutory and fiduciary responsibilities under applicable law, or obligations and duties under the Contract.
8. The Academy Board shall not approve an ESP Agreement until all Academy Board members have been given a reasonable opportunity to review the proposed ESP Agreement with the Academy's legal counsel.
9. 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 Management Agreement. The fully executed ESP Agreement along with the above-referenced legal opinion from the Academy's legal counsel shall be submitted to the Charter Schools Office.

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 and fulfillment 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.
5. Pursuant to the Uniform Budget and Accounting Act, MCL 141.422b (the "UBAA"), the Academy Board is responsible for designating the Chief Administrative Officer for the Academy as the official responsible for budget preparation and administration, and other responsibilities under the UBAA. If the Academy employs a superintendent, then the Academy Board may (but is not required to) designate the superintendent as the Chief Administrative Officer of the Academy. If the Academy contracts with a superintendent, then the Academy Board shall designate an Academy Board member as the Chief Administrative Officer of the Academy. No ESP or ESP owner, officer, director, employee or agent shall be designated as the Chief Administrative Officer of the Academy, but an ESP employee may assist an Academy Board member who is the Chief Administrative Officer in carrying out their responsibilities.
6. ESP Agreements shall provide that the financial, educational and student records pertaining to the Academy are Academy property, and that such records are subject to the provisions of the Michigan Freedom of Information Act. All Academy records shall be physically or electronically available, upon request, at the Academy's physical facilities. 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.

7. ESP Agreements shall address the requirement that not later than November 1, of each year, the following information must be posted on a website that is available to the public: (i) the average salary for new teachers (i.e., an individual who has held a teaching certificate for less than 5 years) and for veteran teachers (i.e., an individual who has held a teaching certificate for 5 or more years) employed by the Academy or employed by the ESP and assigned to the Academy, or, if there are fewer than 5 new teachers or 5 veteran teachers at the Academy, the average salary for all teachers employed by the Academy or the ESP and assigned to the Academy, and (ii) the average salary for support staff (including but not limited to student-facing paraprofessionals, food service workers, bus drivers, and literacy coaches) employed by the Academy or employed by the ESP and assigned to the Academy.

C. Management 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 shall contain a representation and warranty by the ESP to the Academy that no non-competition, no-hire, or similar provisions are included in the ESP'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.
3. 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.
4. 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.
5. 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.
6. 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.

7. An ESP Agreement shall require the ESP to cooperate with the Academy's audits and 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.
8. An ESP agreement shall not permit the ESP to select or retain the independent auditor for the Academy.
9. 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 the Revised School Code (including sections 1267 and 1274, MCL 380.1267 and MCL 380.1274) as if the Academy were making these purchases directly from a third party supplier.
10. 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.
11. 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.
12. 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, irrespective of whether the employee leasing company receives an advancement of its costs or the payment for services from the Academy. 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. The ESP shall provide information to the Academy sufficient for the Academy to comply with

requirements under the Code to post average salary information for teachers and support staff.

13. An ESP Agreement shall contain insurance and indemnification provisions outlining the coverages the ESP will obtain, and provide detail regarding the amount of such required coverage. The insurance provision shall state that the ESP shall maintain such policies of insurance as required by the Contract and the Michigan Universities Self-Insurance Corporation (“M.U.S.I.C.”), and that in the event the University or M.U.S.I.C. requests any change in coverage by ESPs, the ESP agrees to comply with any change in the type of or amount of coverage, as requested, within thirty (30) days after notice of the insurance coverage change. The ESP’s insurance is separate from and in addition to the insurance the Academy Board is required to obtain under the Contract.
14. If the ESP Agreement includes financial reporting services provided by the ESP, then the ESP Agreement shall require the ESP to provide the Academy Board monthly financial statements that (at a minimum) include: a balance sheet, an object-level detailed statement of revenues, expenditures and changes in fund balance that includes a comparison of budget-to-actual information and an explanation of variances. The foregoing presentations shall be in a form and format acceptable to the Academy Board and are to be provided to all Academy Board members not less than five (5) working days prior to the Academy Board meeting at which the information will be presented and discussed.
15. ESP Agreements shall contain at least one of the following methods for paying fees or expenses: (i) the Academy Board may either pay or reimburse the ESP for approved fees or expenses upon properly presented documentation and approval by the Academy Board; or (ii) the Academy Board may advance funds to the ESP for the fees or expenses associated with the Academy’s operation provided that documentation for the fees and expenses are provided for Academy Board ratification at its next regularly scheduled meeting. No corporate costs or “central office” personnel costs of the ESP shall be charged to, or reimbursed by, the Academy, and such corporate costs or “central office” personnel costs shall be paid out of the management fee paid by the Academy.
16. ESP Agreements shall clearly state which of the ESP’s services will be included in the management fee paid by the Academy. All additional services that are to be provided by the ESP that are not included in the management fee and are to be reimbursed by the Academy shall be clearly stated in the ESP Agreement and shall not be payable by the Academy unless preapproved by the Academy. Any services to be provided by the ESP that are included in the management fee but are performed by a subcontractor shall not be charged to, reimbursed by, or passed through as an additional cost to the Academy. No corporate costs of the ESP shall be charged to, or reimbursed by, the Academy.
17. Where the ESP is responsible for both administrative services and staff and educational and instructional services or staff, the ESP Agreement for such ESP shall require that the names of the University and the ESP appear and be verbally provided, as applicable, on (i) signage that is on the Academy’s school property erected, repaired, or installed after April 2, 2025, (ii) promotional material created, modified, or distributed after April 2, 2025 (including billboards, internet advertisements, television advertisements, and radio advertisements), (iii) the footer of

the Academy's website pages, and (iv) the school application that the student must submit to enroll in the public school academy.

18. The ESP Agreement shall contain the specific provisions that are incorporated into the Contract as required provisions for all ESP Agreements.
19. Without limiting the foregoing, the ESP Agreement shall contain the following provisions:

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

"Agreement Coterminous with Academy's Contract. If the Academy's Contract issued by the Ferris State University Board of Trustees is suspended, revoked or terminated, or a new charter contract is not issued to the Academy after expiration of the Contract, this Agreement shall automatically be suspended or terminated, as the case may be, on the same date as the Academy's Contract is suspended, revoked, terminated or expires without further action of the parties."

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

“ESP Breach. Without limiting the remedies available to the Academy or the University by this Agreement, the Contract, or under applicable law, any action or inaction by the Educational Service Provider that is not cured within 60 days of notice which causes the Contract to be revoked, terminated, suspended or which causes the Contract to be put in jeopardy of revocation, termination or suspension is a material breach.”

“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 388.1618, for the most recent school fiscal year for which the information is available. Within fifteen (15) days of receipt of this information, the Academy Board shall make the information available through a link on the Academy’s website homepage, in a form and manner prescribed by the Michigan Department of Education. The defined terms in Section 503c of the Code, MCL 380.503c, shall have the same meaning in this agreement.”

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

“Except as permitted under the Code, [insert name of Educational Service Provider] shall not sell or otherwise provide to a business entity any personally identifiable information that is a party of an Academy student’s education records. If [insert name of Educational Service Provider] receives information that is party of an Academy student’s education records, [insert name of Educational Service Provider] shall not sell or otherwise provide the information to any other person except as permitted under the code. For purposes of this section, the terms “education records” and “personally identifiable information” shall have the same meaning as those terms in Section 1136 of the Code, MCL 380.1136.”

20. 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.
21. The maximum term of an ESP Agreement shall not extend beyond the term of the Academy’s Contract.
22. The University reserves the right to terminate an ESP Agreement for cause, in accordance with the terms of the Contract, relevant state law, and this policy. The University may

exercise this authority when it is determined that the ESP is failing to meet the academic, financial, or operational expectations outlined in the Contract, or if the ESP is in violation of applicable laws, regulations, or the terms of the ESP Agreement. 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 or the University. The ESP Agreement shall also provide for termination if directed by the University Board as part of the process of reconstitution or as a corrective action, as provided by the Revised School Code.

23. If the Academy intends to enter into an agreement with the ESP for the Academy's learning platform (e.g., virtual technology/curriculum, etc.), then such agreement must be separately documented, separately approved, and cannot be part of or incorporated into the ESP Agreement. Neither the ESP Agreement nor the agreement for the platform may contain a cross-default provision that allows the ESP to terminate the agreement for the learning platform upon termination of the ESP Agreement.
24. An ESP Agreement shall contain a provision that the Academy designates the ESP and the ESP employees as agents of the Academy having legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. Section 1232g, the Family Educational Rights and Privacy Act ("FERPA").
25. Any arbitration clause(s) contained with the ESP Agreement shall require a cause opinion (written explanation) as to the final decision. The CSO shall be notified of such decision, and the cause opinion shall be made available to the University Board and/or CSO upon request.
26. ESP Agreements shall not be assignable without prior notification to the CSO and without the consent of the Academy Board. Any assignable party shall be considered an ESP, as defined by these ESP Policies. As such, any assignable party shall follow the requirements set forth in these ESP Policies, including all due diligence and vetting requirements set forth above.
27. Consistent with the Academy's data breach response plan, an ESP Agreement shall contain a provision addressing how the Academy and ESP will handle a data breach of personally identifiable information (PII) from Academy education records or other information not suitable for public release.
28. The ESP Agreement shall contain language that any termination of the ESP Agreement by the ESP for cause or without cause shall not take effect until the earlier of (i) an approved agreement by the Academy with another ESP (or self-management) is in effect; or (ii) the end of the current school year in which the termination is invoked. A change in ESP (or a decision to self-manage) in mid school year is strongly discouraged and will be disapproved by the CSO with absent compelling circumstances and a clear demonstration that the new

ESP (or transition to self-management) can seamlessly assume management and operations of the school without disrupting the school's operations. The Academy Board and ESP should make all efforts necessary to remedy a breach of the ESP Agreement in-order to continue school operations until completion of the then-current school fiscal year. If a breach cannot be remedied, the Academy Board and ESP agree to work cooperatively to transition management and operations of the school without disrupting the school's operations.

29. The ESP shall notify the Academy Board if any principal or officer of the ESP, or the ESP (including any related organizations or organizations in which a principal or officer of the ESP served as a principal or officer) as a corporate entity, files for bankruptcy protection or, at the time the ESP Agreement is executed, has filed for bankruptcy protection within the last five (5) years .
30. The ESP Agreement shall contain a provision that states upon termination or expiration of the ESP Agreement, or the ESP Agreement is terminated due to a Contract revocation, reconstitution, termination or non-renewal, the ESP shall, without charge: (i) close the books on the then-current school fiscal year; (ii) organize and prepare the Academy's records for transition to the new ESP, self-management or dissolution; (iii) provide the Academy with an updated fixed asset schedule showing all property owned by the Academy; (iv) provide an updated list of outstanding vendor invoices with total amount owed (including the total outstanding owed by the Academy) to the ESP, if any; (v) the amount owed by the ESP to the Academy, if any; (vi) organize and prepare student records for transition to the new ESP, self-management or in the cause of a school closure, transfer to a student's new school as designated by the student's parent / legal guardian or to a person or entity authorized to hold such records; (vii) ensure the closeout of existing grants and the transfer of grant funded property to Academy, if applicable; and (viii) provide for the orderly transition of employee compensation and benefits to the new ESP or self-management without disruption to staffing, or in the case of school closure, final payment of all employee compensation, benefit and tax obligations related to services provided by the ESP to the Academy. This includes any keys, login information and passwords related to any Academy asset.
31. ESP Agreements shall require that the ESP provide to the Academy Board at least annually all of the same information that a school district is required to disclose under section 18(2) of the state school aid act of 1979, MCL 388.1618, for the most recent school fiscal year for which that information is available.
32. ESP Agreements shall provide that the financial, educational and student records pertaining to the Academy are Academy property, and that such records are subject to the provisions of the Michigan Freedom of Information Act. All Academy records shall be physically or electronically available, upon request, at the Academy's physical facilities. **To the extent the ESP manages and/or holds the Academy's financial, educational, and/or student records (whether electronically or physically), the ESP Agreement shall provide that the Academy Board shall have immediate access to such records, upon request, including electronic access to any database holding such records.** Except as permitted under the Contract and Applicable Law, no ESP Agreement shall restrict the University's or the public's access to the Academy's records.

33. ESP Agreements shall not contain terms inconsistent with this Policy.

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. All such agreements must comply with the Contract, as well as any University Board and CSO policies and guidelines. 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 are 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.

F. Amendments

1. The CSO may, from time to time, amend this ESP Policy, and such amended ESP Policy shall automatically apply to the Academy. Contract Amendments are identified further in the Contract Terms and Conditions.

FERRIS STATE UNIVERSITY

FERRIS FORWARD

CHARTER SCHOOLS OFFICE POLICY

Adopted: April 2008

Revised: January 31, 2025

FACILITY FINANCE & PROPERTY ACQUISITION

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 Facility Finance & Property Acquisition Policies ("FF&PA Policies" or these "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. These Policies shall be considered "Lease Policies" as that term is defined by the Contract. 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.

The University Board does not intend to become a party to real property agreements or to negotiate such agreements on the Academy Board's behalf. Instead, these Policies are intended to assist Academy Boards in the process of conducting due diligence so that the Academy Board members can fulfill their fiduciary duties in evaluating such agreements prior to approval.

A. Academy Board Due Diligence

1. Before an Academy Board votes to approve an agreement to lease or purchase real property, the Academy Board must perform sufficient due diligence to establish that the lessor/seller of the facility ("Lessor" or "Seller") and the facility are suitable for the Academy. Prior to executing an agreement to lease or purchase real property ("Acquisition Agreement"), the Academy Board must obtain sufficient information to conclude that the Acquisition 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 the Acquisition Agreement, the Academy Board shall provide the CSO with the following information:
 - a. Identify the current party holding the real property interest (whether through fee title ownership or leasehold interest) in the real property that the Academy Board proposes to acquire. If the Lessor/Seller is not an individual, identify all individual owners, shareholders, members, etc., as well as the Lessor's/Seller's directors, officers and

management level employees. This list shall disclose any close familial relationship (defined as mother, mother in law, father, father in law, son, son in law, daughter, daughter in law, brother or sister, brother or sister in law, spouse, or domestic partner), business, or social relationships with Academy Board members, Academy employees, and owners and employees of the Academy's Educational Service Provider ("ESP"), if any.

- b. Identify whether the Acquisition Agreement transaction involves a related party. Related parties include the ESP, ESP owners, ESP employees, family members of ESP owners and employees, parent, subsidiary or affiliates of the ESP, as well as with Academy Board members, Academy employees and family members of Academy Board members and Academy employees. Academy Board members, Academy employees, entities owned by Academy Board members, Academy employees, and family members of Academy Board members and Academy employees are prohibited from having any ownership, contractual, or monetary interest in the Lessor/Seller.
- c. Identify all known conflicts of interest that the Lessor/Seller's owners, directors, officers or employees may have in regard to Academy Board members, Academy employees, as well as other vendors contracting with the Academy. Conflict of interests include, but are not limited to, close familial and/or business relationships.
- d. Identify whether the Lessor/Seller is an individual or an entity and, if an entity, the type or form of entity that owns the property (for-profit corporation, non-profit corporation, limited liability company, special purpose entity, etc.).
- e. Identify the type of property that the Lessor/Seller owns—if it is a church, parochial school, or other religious institution, the Academy Board will have to take appropriate steps to ensure separation of Church and State.
- f. Identify whether the facility is in close proximity to an existing University charter school, and if so, disclose such proximity to the CSO.
- g. Identify whether other tenants will occupy the physical plant, and if so, identify the other tenants and their relationship to the landlord, any ESP, and the Academy Board members.
- h. Identify the Lessor/Seller's legal counsel who is involved in negotiating the Acquisition Agreement: name, address, and telephone number of firm and name of contact person.
- i. Identify the Academy's anticipated total costs during the term of the proposed Acquisition Agreement, including:
 - i. Rent/Purchase Price, including cost per square foot for the physical plant
 - ii. Fixture costs
 - iii. Taxes
 - iv. Utilities and Assessments
 - v. Interest
 - vi. Insurance

- vii. Renovation, Repair and Maintenance
- viii. Transaction fees
- ix. Broker fees
- x. Other fees or costs (please identify)

j. Identify whether the Acquisition is classified as a capital or operating lease and the cost per square foot for the physical plant.

2. Before an Academy Board votes to approve an Acquisition Agreement, the Academy Board must:

- a. Aside from public utility easements, determine whether other individuals and entities will have an ongoing right to use or occupy the Academy's physical plant. If so, the Academy Board should identify those other individuals and entities and determine whether their relationship to the Lessor/Seller, the ESP, Academy Board members or employees would create a conflict of interest prohibited by the Contract or this Policy.
- b. Identify who presented the proposed site to the Academy Board. In other words, was the site identified by a real estate agent, the Academy's Educational Service Provider, an Academy Board member, the Lessor, or any other person.
- c. Confirm that the Academy Board undertook, or retained a third party to undertake, a process to identify and select the proposed site that is the subject of the Acquisition Agreement that included a site analysis to determine factors such as the school age population in the area surrounding the facility, adequacy of transportation options, number of other schools nearby, and any other factors considered by the Academy Board in selecting the site. If the Academy Board retained an ESP to undertake the process described in this paragraph, confirm that the information compiled by the ESP was presented to the Academy Board at a public meeting before the Acquisition Agreement was approved.
- d. Confirm that the Academy Board determined that the proposed Acquisition Agreement provides for a fair market value for the Academy. Suggestions for determining fair market value include:
 - Colliers International Market Report
 - Area chamber of commerce reports
 - CB Richard Ellis Market Index
 - Charter School Facilities Report from a National Survey of Charter Schools, prepared by Charter Friends National Network
 - Independent appraisal
 - Market analysis by independent real estate professional
 - Analysis of comparable properties by independent real estate professional
 - Comparison of other similar public school academies using the Michigan Department of Education's Bulletin 1014

- e. Confirm that the anticipated acquisition cost (including the lease or purchase of the Academy's land, building, and other physical facilities) will not exceed 20% of the amount received annually under Sections 22a and 22b of the State School Aid Act of 1979, as amended, MCL 388.1601, et seq., under the School Aid Act, or such other amount provided in the Contract.
- f. Confirm that the Academy retained a real estate, architect, or other professional to advise the Academy Board regarding the decision to lease the property, and identify that professional. If the Academy Board did not engage such experts, explain why no expert was engaged. If the Academy retained its ESP to engage such professionals, confirm that the ESP explained to the Academy Board at a public meeting prior to the Academy Board approving the Acquisition Agreement the process utilized to reach its recommendation regarding the property.
- g. Confirm the Academy Board considered other properties prior to agreeing to terms of an Acquisition Agreement. If so, explain what factor(s) compelled the Academy Board to select the site? If not, explain why the other properties were not considered? If the Academy retained its ESP to evaluate property options, confirm that the ESP explained to the Academy Board at a public meeting, prior to the Academy Board approving the Acquisition Agreement, the process utilized to identify the site selected.
- h. Where the Academy decided to lease, confirm whether the Academy considered purchasing the proposed site and, if so, why the Academy Board ultimately decided to lease instead of pursuing the purchase of the facility. Analyze whether the Academy's cost to acquire, construct, renovate, or occupy the building during the lease term exceed the amount for which the Academy could expect to purchase the building. If the lease term is one year, the Academy should use the annual lease cost contemplated in the Acquisition Agreement multiplied by the years remaining under the Contract. If the Academy is renewing an existing lease, the Academy should analyze whether the amount the Academy has paid under the expiring lease, together with the amount the Academy will pay under the new lease, exceeds the amount for which the Academy could expect to purchase the building.
- i. Confirm that the Academy Board has inspected the proposed physical plant and that the use and condition of the proposed physical plant, including the interior and exterior walls, restrooms, technology infrastructure, roof, HVAC, and other structures is sufficient for the intended use.
- j. Confirm the total square footage of the building and the number acres at the physical plant. Is there adequate space and acreage for subsequent expansion of the building, if necessary?
- k. Confirm whether the Lessor owns or leases the building. If the Lessor leases the building, obtain a copy of the underlying Lease Agreement and review with Academy

legal counsel to ensure the parties understand all obligations thereunder that may be assumed pursuant to the sublease.

3. Confirm that Academy Board members, Academy employees, and persons in a close familial relationship may not have any direct or indirect ownership, employment, contractual, management, or other monetary interest in any Lessor/Seller that leases or sells to the Academy. The relationship between the Academy and the Lessor/Seller shall be consistent with the conflicts of interest and prohibited familial relationship provisions set forth in the Contract and this Policy.
4. The Academy Board must retain independent legal counsel to review and advise on the negotiation of the Acquisition Agreement. Legal counsel for the Academy shall not represent the Lessor/Seller or the Lessor/Seller's owners, directors, officers, or employees. The Acquisition Agreement must be an arms-length, negotiated agreement between an informed Academy Board and the Lessor/Seller. Prior to the Academy Board's approval of the Acquisition Agreement, the Academy Board must obtain a legal opinion from its legal counsel, which includes the representation that legal counsel has reviewed the proposed Acquisition Agreement, this Policy and the Academy's Contract, and that in their opinion:
 - a. The Academy Board has the power and authority to enter into the proposed Acquisition Agreement;
 - b. Execution of the proposed Acquisition Agreement does not violate any term or provision of the Contract (including this Policy) and applicable law; and
 - c. Entering into the proposed Acquisition Agreement does not authorize or require an improper delegation by the Academy Board.
5. The Academy Board shall not approve an Acquisition Agreement until all Academy Board members have been given the opportunity to review the proposed Acquisition Agreement with the Academy's legal counsel.
6. The Academy Board shall only approve an Acquisition Agreement with a formal vote at a public board meeting. Prior to an Academy Board's vote on the Acquisition Agreement, the Academy Board shall provide an opportunity for public comment on the proposed Acquisition Agreement.

B. Academy Board Administrative and Fiduciary Responsibilities

1. In negotiating the Acquisition Agreement, the Academy Board must budget adequate resources to fulfill its Contract requirements which may include, but are not limited to: oversight of any ESP, negotiation of the Contract and any Contracts amendments, payment of staff costs, insurance required under the Acquisition Agreement, 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. In undertaking this analysis, the Academy Board should consider the total costs of the building identified above.

2. The Academy Board shall be responsible for ensuring that the budget reserve amount included as part of the Academy's annual budget is adequate for any anticipated facility improvements required under the Acquisition Agreement.
3. The Acquisition Agreement shall contain the specific provisions, if any, that are incorporated into the Contract as required provisions for all Acquisition Agreements.
4. For Contracts entered into, extended, renewed, or modified on or after April 2, 2025, the Academy shall ensure that the name of the University and any Educational Service Provider responsible for both administrative services or staff and educational and instructional services or staff (where relevant) appear and be verbally provided on signage on the Academy's property erected, repaired, or installed on or after April 2, 2025, pursuant to Section 503 of the Revised School Code, MCL 380.503(6)(q), and unless prohibited by a local ordinance or zoning authority.

C. Lease Agreement Provisions

1. The Lease Agreement must clearly state the length or term of the Lease. A Lease Agreement cannot exceed the term of the Academy's Contract. A Lease Agreement may be concurrent with the term of Academy's Contract provided that the last day of the Contract term shall be the last day of the Lease Agreement term. The Lease Agreement shall provide that, in the event the Contract is revoked, suspended, terminated, or expires by its terms, the Lease Agreement and all obligations thereunder shall immediately and automatically terminate.
2. The Lease Agreement shall clearly explain the disposition of pre-paid rent and security deposits upon termination of the Lease Agreement.
3. The Lease Agreement shall clearly state the total amount the Academy must pay to the Lessor each month.
4. The Lease Agreement shall clearly state which parties are responsible for utilities, taxes, maintenance, snow removal, repairs, and any other costs associated with the building.
5. If the Lease Agreement provides for a security deposit to be paid by the Academy, the Lease Agreement must make clear whether the Lessor must repay that security deposit to the Academy at the end of the Lease Agreement term.
6. The Lease Agreement shall provide that the Academy has no liability or obligation to investigate, clean, remove, remediate, or otherwise deal with hazardous material present at the site prior to the Academy occupying the site. Such liabilities should be the responsibility of the Landlord and the Lease Agreement must explicitly delineate the Lessor's responsibility.
7. The Lease Agreement shall provide that no party other than the Academy shall have an ongoing right to occupy the building, site, or physical plant without providing written notice to the CSO Director 30 days prior to such occupancy. If another school will occupy the Academy's building, site, or physical plant, the Academy must provide to the CSO a written

analysis regarding any potential implications of such occupancy, including potential security, school safety, and church-state issues.

8. No provision of a Lease Agreement shall interfere with the Academy Board's exercise of its statutory, contractual and fiduciary responsibilities governing the operation of the Academy. No provision of a Lease 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.
9. The Lease 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.
10. The Lease Agreement may not provide for an automatic increase in rental amount unless the rent escalator is fair and reasonable for the market at the time the Lease Agreement is executed.
11. A Lease Agreement must contain a provision that all lease and physical plant records of the Lessor related to the Academy will be made available to the Academy's independent auditor and the CSO.
12. The Lease Agreement must provide that any amendments to the Lease Agreement must be reviewed by the CSO before execution, however, for certain types of non-substantive amendments to the Lease Agreement, the CSO Director may decide to waive in writing the Lease Policy.
13. The Lease Agreement must provide that fixtures purchased with the Academy's funds are owned by the Academy.
14. If the Lessor procures equipment, materials and supplies at the request of or on behalf of the Academy, the Lease Agreement shall contain a provision requiring the Lessor to follow applicable competitive bidding laws and prohibiting the Lessor from including any added fees or charges with the cost of equipment, materials and supplies purchased from third parties (except that the Lessor may assess actual costs, such as taxes, shipping, permits, installation, or other similar expenses).
15. The Lease Agreement must provide that the Lessor will indemnify the Academy Board for damages or litigation caused by the condition of the physical plant, if those damages or litigation are caused by the Lessor's use or prior use of hazardous material at the physical plant.
16. Any lease agreement entered into by the Academy shall include a termination provision permitting the Academy to terminate the lease, without cost or penalty to the Academy, in the event that the Academy is required to close an Academy site covered by the lease (i) pursuant to a notice issued by the Department under Section 507 of the Code, MCL 380.507, or (ii) pursuant to a reconstitution by the University pursuant to Section 507 of the Code, MCL 380.507 and the Contract. The provision shall also provide that the lessor/landlord shall have no recourse against the Academy, the University, 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.

17. Any lease agreement entered into by the Academy shall include aforementioned provision that allows termination of the lease upon the lessor's uncured breach of the lease agreement, without limiting the remedies available to the Academy or the University under the Contract, the Lease Agreement, or applicable law.

D. University Board Approval of Condemnation

1. 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.

E. CSO Director Review of Certain Financing Transactions

1. 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.

F. Other Transactions Requiring CSO Director Review

1. If the Academy desires to enter into a lease agreement for real property, 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 Schedule 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.
2. A copy of the Academy's Acquisition Agreement shall be included at Schedule 6 of the Contract. Any subsequent amendments to any Academy real estate lease agreement shall only be incorporated into the Contract pursuant to Article IX of the Contract.

G. Disapproval of Certain Transactions

1. 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:

- a. The Academy is not in Intensified Monitoring;
- b. The Academy has an unrestricted fund balance that is not less than fifteen percent (15%) of its projected annual expenditures;
- c. 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;
- d. 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
- e. Any other conditions deemed relevant by the CSO Director.

H. Amendments

- 1. Any subsequent amendment to the Acquisition Agreement shall be submitted to the CSO in the same form and manner as a new Acquisition Agreement.
- 2. The CSO may, from time to time, during the term of the Contract, amend these Policies and such amended Policies shall automatically apply to the Academy without the need for a Contract amendment. Contract amendments are identified further in the Contract Terms and Conditions.

CHARTER SCHOOLS OFFICE POLICY

Adopted: March 2009

Revised: January 31, 2025

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 University’s 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 Public School Academy Board of Directors (“Academy Board”) must comply with these Dissolution Policies in addition to other Contract provisions that apply to an Academy.

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 and a notice from the Michigan Department of Education that an Academy site is subject to closure shall also constitute a “Contract Ending Notice” for purposes of this Dissolution 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, beginning thirty (30) days after receipt of a Contract Ending Notice by either party, the University may 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. The University Board may also direct that a portion of the Academy’s state school aid funds be directed to the Academy Dissolution Administration Account. An intercept agreement entered into by the Academy and a third-party lender or trustee shall include language that the third party lender or trustee acknowledges and consents to the funding of the Academy’s Dissolution Administration Account in accordance with these Policies and the Contract. Any unspent funds remaining in the Academy’s dissolution account after payment of all wind-up and dissolution expenses shall be returned to the Academy. 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.

d. In the event that the Michigan Department of Education provides notification that that all Academy sites are included in a Contract Ending Notice, unless the MDE rescinds such notification, wind-up and dissolution of the Academy should occur at the end of the then-current school year.

e. Without limiting the above, 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.

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.

B. Academy Board Best Practices

The Academy Board shall follow the wind-up and dissolution actions set forth at Attachment A, which may be updated from time to time and circulated to the Academy Board without revising these Policies.

C. Amendments

The CSO may, from time to time, amend these Dissolution Policies, and such amended Dissolution Policies shall automatically apply to the Academy. Contract Amendments are addressed further in the Contract.

ATTACHMENT A

WIND-UP & DISSOLUTION PROCEDURE ACTIONS

Item	Action	Responsible Party	Status
#1	MCL 450.2804(2) PSA board adopts resolution to dissolve corporation and plan of distribution of assets to be implemented. The PSA authorizer must be notified & approval obtained from the authorizer if not already completed.	Click or tap here to enter text.	Click or tap here to enter text.
#1	Board to appoint group or person to be responsible for the wind-up activities.	Click or tap here to enter text.	Click or tap here to enter text.
#1	The board must approve the operating plan with timetables for completion of wind-up & dissolution tasks. Funds must be set aside to complete the required inventory, appraisal, and sale of assets at fair market value, as well as completion of the final audit. UCC search should be ordered to determine if there are any secured creditors.	Click or tap here to enter text.	Click or tap here to enter text.
#1	Building, property, equipment, and all assets must be secured against theft, misappropriation, and deterioration. Insurance should be maintained on assets until disposed of according to the plan for disposition of assets.	Click or tap here to enter text.	Click or tap here to enter text.
#2	Establish a temporary office or base of operation: - Publish notice of the location of the office and hours of operation. - Install telephone with voice message stating hours of operation. - Hire an individual to act as custodian of and maintain and disburse student files, and other documents, files, and records. - Perform day-to-day wind-up duties as required and maintain custody of business records until all business and transactions are completed.	Click or tap here to enter text.	Click or tap here to enter text.

Item	Action	Responsible Party	Status
	e. Terminate all leases, service agreements, and other contracts not required for completion of wind-up.		
#3	The PSA must notify all interested parties of the dissolution and the closing of operations in <u>writing</u>, including the following: Parent or guardian of any student and any student 18 years of age or older within seven days of the date of the adoption of the resolution to dissolve the PSA. Advise the parent, guardian, or student 18 of age or older to contact the school where the student intends to enroll and to have the student's new school contact the PSA to have the student's educational record, commonly known as the CA-60, transferred to the new school. MCL 380.1135(4). Establish a follow-up procedure to determine where any student who has not attained the age of 16 will be continuing his or her schooling. MCL 380.1561. The follow-up procedure should begin no later than 28 days after the adoption of the resolution to dissolve the PSA. If the PSA is not contacted by a school requesting that the student's record be transferred within 49 days of the adoption of the resolution to dissolve, the PSA must notify the Intermediate School District's (ISD) attendance officer. MCL 380.1586.	Click or tap here to enter text.	Click or tap here to enter text.
#3	Notify Intermediate School District (ISD) and all school districts within the ISD within 3 days of the adoption of the resolution to dissolve the PSA.	Click or tap here to enter text.	Click or tap here to enter text.
#3	Notify creditors and any others with whom the PSA has transacted business and each agency or other entity from whom the PSA receives funds within 14 days of the adoption of the resolution to dissolve the PSA. Advise that creditors file claims with the Board or its designee	Click or tap here to enter text.	Click or tap here to enter text.
#3	The Attorney General's office must be notified of the dissolution by registered	Click or tap here to enter text.	Click or tap here to enter text.

Item	Action	Responsible Party	Status
	mail within 60 days after the date of dissolution. MCL 450.251(3). (Also see Item #8.)		
#3	If a PSA has issued bonds, the bond attorney should be contacted ASAP following the board resolution to dissolve and be advised of the dissolution process regarding final closeout issues.	Click or tap here to enter text.	Click or tap here to enter text.
#3	The PSA shall notify all banks and other financial institutions that all previously executed authorizations permitting individuals who are not members of the PSA board to draw on an account shall be immediately revoked. Only delegated members of the board shall be able to draw funds from the PSA's accounts.	Click or tap here to enter text.	Click or tap here to enter text.
#4	Any unencumbered assets must be liquidated. (All unencumbered assets should be sold in a manner to ensure that the highest possible price is obtained.) If an asset is subject to a security interest, the secured party must be contacted. Assets of the PSA shall not be given away, except as authorized by law.	Click or tap here to enter text.	Click or tap here to enter text.
#4	NOTE: Board members should not purchase any asset of the PSA unless the purchase is disclosed to the board of directors the disclosure is made a matter of record in the board's official proceedings and a roll call vote is taken on the matter. This process must also be used if any close relative of a board member, employee, or student of the PSA purchases an asset of the PSA.	Click or tap here to enter text.	Click or tap here to enter text.
#4	The assets (net proceeds) of the PSA must be applied and distributed pursuant to law as follows:	Click or tap here to enter text.	Click or tap here to enter text.
#4	All liabilities and obligations of the PSA must be paid and discharged, or adequate provision must be made, therefore. MCL 450.2855(1)(a).	Click or tap here to enter text.	Click or tap here to enter text.
#4	Assets held subject to written conditions or limitations must be disposed of in accordance with those conditions or limitations. MCL 450.2855(1)(b).	Click or tap here to enter text.	Click or tap here to enter text.

Item	Action	Responsible Party	Status
#4	Assets received and held by the PSA subject to limitations permitting their use only for charitable, eleemosynary, benevolent, educational, or similar purposes, but not held upon a condition requiring return, transfer, or conveyance because of the dissolution, shall be transferred or conveyed in accordance with any provisions in the articles of incorporation or bylaws which designate 1 or more recipients or a mechanism for determining 1 or more recipients which are domestic or foreign corporations, societies, or organizations, including governmental agencies, engaged in activities furthering such purposes. MCL 450.2855(1)(c).	Click or tap here to enter text.	Click or tap here to enter text.
#4	If the articles of incorporation or bylaws of the PSA do not contain such provisions, such assets shall be transferred or conveyed to 1 or more domestic or foreign corporations, societies, or organizations, including governmental agencies, engaged in activities substantially similar to or consistent with those of the dissolving PSA. An itemized receipt must be obtained from each recipient of an asset. The receipt must contain the name, address, and telephone number of the recipient. MCL 450.2855(1)(c).	Click or tap here to enter text.	Click or tap here to enter text.
#4	Close out any federal grant and account for any federal grant funds, property owned by the federal government, or property acquired under a federal grant. See 2 CFR Part 200, subpart D (Post Federal Award Requirements) and subpart E (Closeout).	Click or tap here to enter text.	Click or tap here to enter text.
#4	Any remaining fund balance, including funds from the liquidation of assets, are to be sent via check made out to the State of Michigan and mailed to the Michigan Department of Treasury, Receipt Processing Division, Attention: Mr. Tom Sharpe, P.O Box 30788, Lansing, Michigan 48909 within 30 days of dissolution of the Academy. MCL 388.1618b. A letter should accompany the check explaining the return	Click or tap here to enter text.	Click or tap here to enter text.

Item	Action	Responsible Party	Status
	of the funds for deposit to the School Aid Fund and identify the public school academy and a contact person representing the board.		
#5	The board should continue to hold public meetings, in accordance with the law, to administer the various actions involved in the wind-up and dissolution process.	Click or tap here to enter text.	Click or tap here to enter text.
#6	Before filing the certificate of dissolution with the Department of Consumer and Industry Services, the PSA must take the following steps:	Click or tap here to enter text.	Click or tap here to enter text.
#6	Close out any state grants, including filing the required Final Expenditure Reports (FER), which can only be filed via Cash Management System (CMS) and Final Program Performance Reports.	Click or tap here to enter text.	Click or tap here to enter text.
#6	Close out any federal grants, including filing the required Final Expenditure Reports (FER), which can only be filed via Cash Management System (CMS) and Final Program Performance Reports.	Click or tap here to enter text.	Click or tap here to enter text.
#6	Submit documentation regarding funds received directly from the United States Department of Education, if relevant and if required.	Click or tap here to enter text.	Click or tap here to enter text.
#6	File Notice of Discontinuance with the Department of Treasury. (Treasury Form 163).	Click or tap here to enter text.	Click or tap here to enter text.
#6	File a final withholding tax return. (Treasury Form 165).	Click or tap here to enter text.	Click or tap here to enter text.
#6	File a tax clearance request for corporate dissolution with the Department of Treasury. (Treasury Form 501). (A certificate of dissolution will not be accepted for filing by the Michigan Department of Consumer & Industry Services, Bureau of Commercial Services, or Corporation Division unless the corporation has paid in full all taxes owed to the State of Michigan or that the corporation is exempt from the provisions of various tax statutes administered by Treasury.)	Click or tap here to enter text.	Click or tap here to enter text.

Item	Action	Responsible Party	Status
#6	File a final school meal claim via MEIS within 60 days of the last month in which meals were served. Additionally, conduct a final inventory of all United States Department of Agriculture commodities and arrange, through the Michigan Department of Education, Food and Nutrition Program, to transfer those commodities to another school.	Click or tap here to enter text.	Click or tap here to enter text.
#6	File a final expenditure report FER for special education state funds. (MDE form SE-4096).	Click or tap here to enter text.	Click or tap here to enter text.
#6	File a final return with IRS. (Form 990 and Schedule A).	Click or tap here to enter text.	Click or tap here to enter text.
#6	Make final federal tax payments. Every employer, including a tax-exempt organization, that pays wages to employees, is responsible for withholding, depositing, paying, and reporting federal income tax, social security taxes (FICA), and federal unemployment tax (FUTA) for such wage payments.	Click or tap here to enter text.	Click or tap here to enter text.
#6	If applicable, notify the Office of Retirement Services or other benefit providers of the effective date of the dissolution of the PSA.	Click or tap here to enter text.	Click or tap here to enter text.
#6	File its annual comprehensive financial report, known as “FID” for its last year of operations. MCL 388.1618(3).	Click or tap here to enter text.	Click or tap here to enter text.
#6	File its annual progress report, known as the “PA 25 report.” MCL 380.1204a; MCL 388.1619.	Click or tap here to enter text.	Click or tap here to enter text.
#7	The board must arrange for the final independent audit of the dissolution period and file with the MDE, Office of Audits. MCL 388.1618(4).	Click or tap here to enter text.	Click or tap here to enter text.
#8	Notify the Department of the Attorney General, Charitable Trust Division of the dissolution by registered mail at least 45 days before the desired date of dissolution, per MCL 450.251. Cassie Beebe may be contacted for questions at BeebeC@michigan.gov . To obtain the Attorney General’s approval letter the PSA must submit the following:	Click or tap here to enter text.	Click or tap here to enter text.

Item	Action	Responsible Party	Status
#8	A completed and signed Dissolution Questionnaire must be submitted to the Attorney General's office. (The questionnaire may be obtained from the Attorney General's office).	Click or tap here to enter text.	Click or tap here to enter text.
#8	A complete copy of the articles of incorporation. The articles must show evidence of being filed with the State of Michigan.	Click or tap here to enter text.	Click or tap here to enter text.
#8	If the PSA is a tax-exempt corporation, copy of the IRS determination letter and IRS returns for the last 3 years.	Click or tap here to enter text.	Click or tap here to enter text.
#8	Audited financial statements for the last 3 years.	Click or tap here to enter text.	Click or tap here to enter text.
#8	An inventory of assets currently held. (Note if the organization still holds assets at the time the questionnaire is submitted, the Attorney General's approval will not be given. However, the PSA may still submit the Dissolution Questionnaire so that the Attorney General's office may begin its review. The Attorney General will send a letter asking for additional information including a final financial report and receipt for distributions of assets.)	Click or tap here to enter text.	Click or tap here to enter text.
#8	Receipts or copies of canceled checks, for distribution of assets to the State of Michigan, Department of Treasury.	Click or tap here to enter text.	Click or tap here to enter text.
#8	Receipts for distribution of unliquidated assets to qualifying entities under 501(c)(3) of the Internal Revenue Code.	Click or tap here to enter text.	Click or tap here to enter text.
#8	A statement of the board treasurer regarding the PSA's debts and obligations. The records of the PSA should be deposited with the final repository of its records.	Click or tap here to enter text.	Click or tap here to enter text.
#8	A copy of the final independent audit of the dissolution period.	Click or tap here to enter text.	Click or tap here to enter text.
#9	The PSA must negotiate with appropriate legal entities to determine what entity will be the final repository of its records. Such entities might include the Intermediate School District or local school district in which the PSA is located, the authorizing entity, or other public educational entity.	Click or tap here to enter text.	Click or tap here to enter text.

Item	Action	Responsible Party	Status
#10	The records of the PSA must be deposited with the repository of its records as follows:	Click or tap here to enter text.	Click or tap here to enter text.
#10	All PSA business records and records relating to federal grants must be kept in accordance with 2 CFR 200.333.	Click or tap here to enter text.	Click or tap here to enter text.
#10	In the event that student records have not been requested by another school and there is no record of the student's transfer to another district in the Michigan Student Data System (MSDS), the student or student's family, within 60 days of the closure of the PSA, a notice shall be sent to the last known address of the student as soon as possible after the 60th day following the closure of the PSA, advising them where the record is on file.	Click or tap here to enter text.	Click or tap here to enter text.
#10	The final repository for all PSA student records (that are not transferred to a student's new school) should retain those records in accordance with the "Schedule for the Retention and Disposal of Public School Records."	Click or tap here to enter text.	Click or tap here to enter text.
#10	The final repository of all teacher records must retain a record of the teacher's dates of employment with the PSA and what courses he or she taught while in the employ of the PSA	Click or tap here to enter text.	Click or tap here to enter text.
#11	The final repository of all business records of the PSA should retain business records in accordance with the Schedule for the Retention and Disposal of Public School Records.	Click or tap here to enter text.	Click or tap here to enter text.
#12	Obtain an approval letter from the Attorney General.	Click or tap here to enter text.	Click or tap here to enter text.
#13	File certificate of dissolution (DLEG Form BCS/CD 531), the Attorney General's approval letter, and tax clearance from the Treasury Department with the Department of Labor & Economic Growth, Bureau of Commercial Services, Corporation Division.	Click or tap here to enter text.	Click or tap here to enter text.
#13	Final dissolution and wind-up actions:	Click or tap here to enter text.	Click or tap here to enter text.

Item	Action	Responsible Party	Status
#13	Contract with the authorizer is dissolved in writing, signed by the authorizer and the board.	Click or tap here to enter text.	Click or tap here to enter text.
#13	Public School Academy Board of Directors tender resignations.	Click or tap here to enter text.	Click or tap here to enter text.

FERRIS STATE UNIVERSITY

FERRIS FORWARD

CHARTER SCHOOLS OFFICE POLICY

Adopted: December 2010
Revised: January 31, 2025

NONESSENTIAL ELECTIVE COURSE

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”), this Nonessential Elective Course Policy has been prepared by the University’s 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 documentation sufficient to qualify for part-time pupil funding under the State School Aid Act.
- II. Without limiting the foregoing, the Academy shall provide 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; (ii) the same intermediate school district in which the non-public school requesting nonessential elective courses is located; or (iii) an intermediate district that

is contiguous to the intermediate 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. The names and certification documents of each teacher providing instruction for a nonessential elective course.
- g. The names of all the mentors and teacher aides that will be assisting certified teachers during the instruction of the nonessential elective courses.
- h. The official enrollment records for all courses offered including every student's corresponding school district ID number.
- i. 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.
- j. A list of the nonessential elective courses being provided by the Academy to the non-public school, and the Academy's full schedule of courses including all nonessential elective courses.
- k. 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.
- l. 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.
- m. 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.

- n. 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.
 - o. 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.
- III. The Academy shall maintain a record of the course schedule for each nonessential elective offered, detailing the number of instructional hours, days, and duration of the course. Such documentation should confirm that each part-time student is attending the nonessential elective course during the established times.
- IV. The Academy shall maintain sufficient documentation to demonstrate compliance with the funding criteria under MCL 388.1766b, including any supporting documentation required by the Michigan Department of Education or other governing bodies to substantiate the eligibility for part-time pupil funding, and shall ensure that all documentation is available for review by the University and in the event of an audit by state or federal agencies. The Academy will submit all required documentation to the Michigan Department of Education or other governing bodies.
- V. 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 Section II of this Policy.

AMENDMENTS

DATE

SECTION

TITLE

RESOLUTIONS

FERRIS STATE UNIVERSITY

BOARD OF TRUSTEES

FERRIS STATE UNIVERSITY CERTIFICATE OF SECRETARY TO THE BOARD OF TRUSTEES

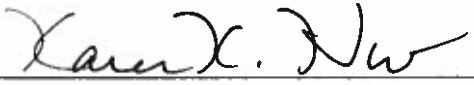
I, Karen K. Huisman, Secretary to the Board of Trustees of Ferris State University, a constitutional body corporate of the State of Michigan, hereby certify that the attached is a true, complete and correct copy of the Resolution duly adopted by the Board of Trustees at a formal meeting of the Board of Trustees held on **May 9, 2025**, 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: **Matthew M. Evans, Michael B. Fisher, George K. Heartwell, Michael D. Ryan, Ronald E. Snead, and LaShanda R. Thomas.**

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

IN WITNESS WHEREOF, I have hereunto set my hand this 19th day of May, 2025.





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

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

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

May 9, 2025

4b. Charter School Contract Conditional Authorization – William C. Abney Academy

Moved by **Trustee Snead**, supported by **Trustee Evans**, 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, the Academy Board President submitted an application to the FSU Charter Schools Office (the “CSO”) for a conditional charter contract authorization for William C. Abney Academy (the “Academy”) located at 1435 East Fulton Avenue, Grand Rapids, Michigan; and,

WHEREAS, the CSO reviewed the application, conducted an applicant capacity interview and visited the Academy; and,

WHEREAS, the Academy opened in 1998 and were authorized by Grand Valley State University with the Charter Contract expiring on June 30, 2025; and,

WHEREAS, the Academy currently serves approximately 300 student in grades PreK-6; and,

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

NOW THEREFORE BE IT RESOLVED:

1. That the application for William C. Abney Academy in Grand Rapids, 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 DK-8 for a period of three years through June 30, 2028 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 Application/Conflict of Interest 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 positions shall be seven (7), which may be reduced to five (5) or increased back to seven (7) if requested by the Academy and approved by the CSO Director. If the Academy Board fails to attain or maintain its full membership by making appropriate and timely nominations, the University Board or the CSO Director may deem that failure an exigent condition.

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

of Academy Board positions

Five (5)

Seven (7)

required for Quorum

Three (3)

Four (4)

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

d. Qualifications of Members. To be qualified to serve on the Academy Board, a person shall, among other things: (1) be a citizen of the United States; (2) be a resident of the State of Michigan; (3) submit all materials requested by the CSO including, but not limited to, the applicable Academy Board Member Application/Conflict of Interest 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:

Jathan Austin 4240 Woodside Oaks Drive, SE Grand Rapids, MI 49546 Term Ending: June 30, 2026	Ashlie Jones 942 60 th Street, SE Grand Rapids, MI 49508 Term Ending: June 30, 2027
Courtney Banks-Tatum 6575 Avalon Court, SE Caledonia, MI 49316 Term Ending: June 30, 2029	Vacant Term Ending: June 30, 2026
Frank Berrodin 1504 Patterson, SE Grand Rapids, MI 49546 Term Ending: June 30, 2027	Vacant Term Ending: June 30, 2028
Juanita Davis 506 Griggs Street, SE Grand Rapids, MI 49507 Term Ending: June 30, 2028	

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 12th grade. Any variation from this schedule must be approved by the University's Director of Charter Schools.

TERMS AND CONDITIONS

**TERMS AND CONDITIONS
OF CONTRACT**

DATED: July 1, 2025

BETWEEN

**WILLIAM C. ABNEY ACADEMY
(A PUBLIC SCHOOL ACADEMY)**

AND

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

CONFIRMING THE STATUS OF

WILLIAM C. ABNEY ACADEMY

AS A

PUBLIC SCHOOL ACADEMY

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

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

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

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

WHEREAS, the University Board has considered the Application for the authorization of **WILLIAM C. ABNEY ACADEMY** (the "Academy"), considered the academic progress of students attending 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 **WILLIAM C. ABNEY ACADEMY** which is authorized as a public school academy pursuant to this Contract.

(b) "Academy Board" means the Board of Directors of **WILLIAM C. ABNEY ACADEMY**.

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

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

(e) “Authorizing Resolution” means the Resolutions adopted by the University Board on **May 9, 2025**.

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

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

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

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

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

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

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

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

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

(o) “Lease Policies” means those policies adopted by the Charter Schools Director that apply to real property lease agreements entered into by the Academy. The Charter Schools Director

may, at any time and at his or her sole discretion, amend the Lease Policies. Upon amendment, changes to the Lease Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

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

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

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

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

(t) “Resolution” means the authorization or re-authorization Resolution adopted by the Ferris State University Board of Trustees on **May 9, 2025**, establishing the method of selection, length of term, number of Directors, qualification of Directors, the procedure for removal of Directors and the names of the initial Directors under this Contract.

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

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

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

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

(y) “Terms and Conditions” means this document entitled “Terms And Conditions Of Contract, Dated **July 1, 2025**, Between **WILLIAM C. ABNEY ACADEMY** (A Public School

Academy) And Ferris State University Board of Trustees Confirming The Status Of **WILLIAM C. ABNEY ACADEMY** As A Public School Academy.”

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

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

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

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

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

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

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

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

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

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

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

ARTICLE II

RELATIONSHIP BETWEEN THE ACADEMY AND THE UNIVERSITY BOARD

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

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

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

Section 2.4 Academy Has No Power To Obligate or Bind State of Michigan, University Board or the University. The Academy has no authority whatsoever to enter into any contract or other agreement that would financially or otherwise obligate the State of Michigan, University Board or the University, nor does the Academy have any authority whatsoever to make any representations to lenders or third parties, that the State of Michigan, University Board or the University in any way guarantee, are financially obligated, or are in any way responsible for any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy.

ARTICLE III

ROLE OF FERRIS STATE UNIVERSITY BOARD OF TRUSTEES AS AUTHORIZING BODY

Section 3.1 Method of Selection, Length of Term, Number of Directors, Qualification of Directors, Procedure for Removal of Directors, and Other Matters. The University Board has adopted a Resolution providing for the method of selection, length of term, number of members,

qualification of members, the procedure for removal of members, other matters pertaining to Directors and the names of the current Directors. The University Board passed an Authorizing Resolution approving the issuance of the Contract on **May 9, 2025**. The Resolution is hereby incorporated into this Contract and made a part hereof. The University Board may, from time to time, amend the Resolution changing the method of selection, length of term, number of Directors, qualification of Directors, the procedure for removal of Directors and other matters pertaining to Directors. Any subsequent resolution of the University Board changing the Resolution shall be deemed incorporated into this Contract as an amendment, with like effect as though it had been approved by the Academy Board and by the University Board under Section 9.4 of Article IX hereof.

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

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

Section 3.4 Reimbursement of University Board Costs. The Academy shall pay the University Board an administrative fee to reimburse the University Board for the cost of its executing its oversight responsibilities, including without limitation the cost of University services associated with responding to third party subpoenas and Freedom of Information Act ("FOIA") requests where the University receives a subpoena or FOIA request from a third party (including the Academy, its counsel, the Academy's ESP or its counsel) demanding the production of Academy documents related to pending litigation or proceedings involving the Academy, the Academy's ESP (or any subcontractor of the ESP or other contractors of the Academy). The terms and conditions of the administrative fee are set forth in Schedule 4.

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

acquisition may be made until the approval of the University Board is obtained by resolution adopted at a formal session of the University Board.

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

Section 3.7 CSO Director Review of Certain Financing Transactions Involving Pledge of State Aid. If the Academy proposes to (i) finance the acquisition, by lease, purchase, or other means, of facilities or equipment, in excess of \$150,000, pursuant to arrangements calling for payments over a period greater than one (1) year, and which include a pledge, assignment, or direction to one or more third parties of a portion of the funds to be received by the Academy from the State of Michigan pursuant to the State School Aid Act of 1979, as amended, being MCL 388.1601 *et seq.*, or (ii) direct that a portion of its State School Aid Payments be forwarded by the University acting as fiscal agent to a third party account for the payment of Academy debts and liabilities, the Academy shall submit the transaction for prior review by the CSO Director, as designee of the University Board, in the manner provided herein. The Academy shall, not later than thirty (30) days prior to the proposed closing date of the transaction, submit a written request to the CSO Director describing the proposed transaction and the facilities or equipment to be acquired with the proceeds thereof (if any), and in the case of a transaction described in subparagraph (ii) of this Section, (a) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; (b) a copy of a State School Aid Payment Agreement and Direction document that is in a form acceptable to the CSO Director; and (c) copies of such other documentation regarding the transaction which is the subject of the proposed direct

intercept as the University Charter Schools Office may request. Unless the CSO Director extends the review period, within thirty (30) days of receiving a written request in compliance with this Section, the CSO Director shall notify the Academy if the proposed transaction is disapproved (the CSO Director may disapprove the proposed transaction in his or her sole discretion). If no response is made during that period, this transaction shall be considered not to have been disapproved. If the proposed transaction is disapproved, such disapproval may, but shall not be required to, state one or more conditions which, if complied with by the Academy and any lender, lessor, seller or other party, would cause such disapproval to be deemed withdrawn. No transaction described in this Section may be entered into that is disapproved by the CSO Director. By not disapproving a proposed transaction, the CSO Director is in no way giving approval of the proposed transaction, or any of the terms or conditions thereof.

Section 3.8 University Board Contract Authorization Process.

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

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

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

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

Section 3.9 CSO Director Review of ESP Agreement.

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

(b) An ESP Agreement:

- (i) may not contain a non-competition, no-hire, or similar provision prohibiting or restricting the Academy from hiring instructional staff that perform work at the Academy;
- (ii) shall contain a representation and warranty by the Educational Service Provider to the Academy that no non-competition, no-hire, or similar provisions are included in the Educational Service Provider's employment contracts or other agreements with instructional staff that perform work at the Academy, nor will any such provisions be included in any such contracts or agreements for the duration of the ESP Agreement;
- (iii) shall contain a provision requiring the Educational Service Provider to make information concerning the operation and management of the Academy, including without limitation but not limited to the information described in

Schedule 8, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under the Contract;

- (iv) shall not be for a term extending beyond the term of the Contract;
- (v) shall not contain terms inconsistent with the CSO's Educational Service Provider Policies, if any, in effect at the time that the ESP Agreement is entered into, renewed or extended; and
- (vi) shall contain the following provisions:

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

“Agreement Coterminous with Academy’s Contract. If the Academy’s Contract issued by the Ferris State University Board of Trustees is suspended, revoked or terminated, or a new charter contract is not issued to the Academy after expiration of the Contract, this Agreement shall automatically be suspended or terminated, as the case may be, on the same date as the Academy’s Contract is suspended, revoked, terminated or expires without further action of the parties.”

“Compliance with Academy’s Contract. The Educational Service Provider agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy’s obligations under the Academy’s Contract issued by

Ferris State University Board of Trustees. The provisions of the Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement."

"Compliance with Section 503c. On an annual basis, the ESP agrees to provide the Academy Board with the same information that a school district is required to disclose under Section 18(2) of the State School Aid Act of 1979, MCL 388.1618, for the most recent school fiscal year for which the information is available. Within fifteen (15) days of receipt of this information, the Academy Board shall make the information available through a link on the Academy's website homepage, in a form and manner prescribed by the Michigan Department of Education. The defined terms in Section 503c of the Code, MCL 380.503c, shall have the same meaning in this agreement."

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

Section 3.10 Additional Termination Rights. The University reserves the right to terminate a ESP Agreement for cause, in accordance with the terms of this Contract and Applicable Law, including where the University determines that the ESP is failing to meet the academic, financial, or other operational expectations outlined in the Contract, or if the ESP is in violation of Applicable Laws, regulations, or the terms of any agreement. 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 or the University. The ESP Agreement shall also provide for termination if directed by the University Board as part of the process of reconstitution or as a corrective action, as provided by the Revised School Code.

Section 3.11 Certain Other Transactions Requiring Review by the CSO Director. If the Academy desires to enter into a purchase agreement, multi-year lease, or transaction requiring bid documents with respect to (i) the Academy's facilities described in Schedule 6, or (ii) capital assets valued in excess of \$150,000, the Academy shall, not later than thirty (30) days prior to the proposed date of execution of the proposed agreement, lease or bid documents (as applicable), submit the same for review and comment by the University Charter Schools Office. Unless the CSO Director extends the review period, within thirty (30) days of receiving a copy of a proposed agreement, the CSO Director shall notify the Academy if the proposed agreement is disapproved (the CSO Director may disapprove the proposed agreement in his or her sole discretion). If no response is made during that period, the transaction shall be considered not to have been

disapproved. If the proposed agreement is disapproved, such disapproval may, but shall not be required to, state one or more conditions which, if complied with by the Academy and/or other party to the agreement, would cause such disapproval to be deemed withdrawn. No agreement described in this Section may be entered into that is disapproved by the CSO Director.

Section 3.12 University Board's Invitation to Academy to Apply For Conversion to Schools of Excellence. If the University Board is interested in accepting applications to issue contracts to charter Schools of Excellence under Part 6E of the Code, and the University Board determines that the Academy meets the University Board's and the Code's eligibility criteria for applying to convert the Academy to a School of Excellence, then the University Board may invite the Academy to submit an application to apply for a contract to convert the Academy to a school of excellence. In accordance with the Code, the University Board shall establish its own competitive application process and provide the necessary forms and procedures to eligible public school academies.

ARTICLE IV

REQUIREMENT THAT THE ACADEMY ACT SOLELY AS GOVERNMENTAL ENTITY

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

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

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

Section 4.4 Incompatible Public Offices and Conflicts of Interest Statutes. The Academy shall comply with the Incompatible Public Offices statute, being MCL 15.181 *et seq.* of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities statute, being MCL 15.321 *et seq.* of the Michigan Compiled Laws. The Academy Board shall ensure

compliance with Applicable Law relating to conflicts of interest. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited conflicts of interest for purposes of this Contract:

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

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

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

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

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

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

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

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

(i) is employed by the Academy;

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

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

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

(b) The Academy Board shall require each individual who works at the Academy to annually disclose any familial relationship with any other individual who works at, or provides services to, the Academy. For purposes of this sub-Section, familial relationship means a person's

mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner. If an Academy Board member discloses any prohibited familial relationships in the annual disclosure, or if the University finds that an Academy Board member has failed to disclose a prohibited familial relationship, that Academy Board member shall be removed from office, in accordance with the removal provisions found in the Resolution or Schedule 2: Bylaws.

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

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

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

ARTICLE V

CORPORATE STRUCTURE OF THE ACADEMY

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

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

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

ARTICLE VI

OPERATING REQUIREMENTS

Section 6.1 Governance Structure. The Academy shall be organized and administered under the direction of the Academy Board and pursuant to the Governance Structure as set forth

in Schedule 2. The Academy shall have four officers: president, vice president, secretary and treasurer. The officer positions shall be filled by persons who are also members of the Academy Board. A description of their duties is included in Schedule 2.

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

Section 6.3 Method of Pupil Assessment. The Academy shall evaluate pupils' work based on the assessment strategies identified in Schedule 7. The Academy also shall assess pupil performance using all applicable testing that the Code or the Contract require. The Academy shall annually administer a nationally-normed test to each grade or grouping level, except that the CSO Director may exempt grades K-1 from this requirement at his or her discretion. The Academy shall provide the CSO with copies of reports, assessments and test results concerning the following:

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

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

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

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

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

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

Section 6.8 Annual Financial Audit. The Academy shall conduct an annual financial statement audit prepared and reviewed by an independent (with respect to both the Academy and its ESP, if any) certified public accountant with public school auditing experience. The Academy Board shall select, retain and pay the Academy's independent auditor. The Academy Board shall not approve the retention of any independent auditor if that independent auditor or the auditor's firm is also performing accounting and/or auditing services for the Academy's Educational Service Provider, if applicable. By November 1 of each year, the Academy shall submit one (1) copy of the annual financial statement audit and auditor's management letters (and any responses thereto) to the University Charter Schools Office.

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

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

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

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

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

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

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

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

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

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

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

Section 6.16 New Public School Academies Located Within the Boundaries of a Community District. If the Academy is a new public school academy and the circumstances in (a) 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 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.

Section 6.17 Identification of University and Educational Service Provider. The Academy shall ensure that the name(s) of the University and any Educational Service Provider responsible for both (i) administrative services or staff and (ii) educational and instructional services or staff, appear and be verbally provided on (a) all signage that is on the Academy's property and is erected, repaired, or installed on or after April 2, 2025, unless prohibited by a local ordinance or zoning authority, (b) promotional material that is created, modified, or distributed on or after April 2, 2025, (c) the footer of the Academy's website pages, and (d) the school application that a student must submit to enroll in the Academy.

ARTICLE VII

TUITION PROHIBITED

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

ARTICLE VIII

COMPLIANCE WITH APPLICABLE LAWS

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

ARTICLE IX

AMENDMENT

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

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

Section 9.3 Process for Amendment Initiated by the University Board. The University Board, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The Academy Board may delegate to an officer of the Academy the review and negotiation of changes or amendments to this Contract. The Contract shall be amended as requested by the University Board upon a majority vote of the Academy Board.

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

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

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

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

ARTICLE X

TERMINATION, SUSPENSION AND REVOCATION

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

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

or if all of the Academy's existing sites are included in that notice, then wind-up and dissolution of the Academy corporation at the end of the current school year. All Academy inquiries and requests for reconsideration of the State's Automatic Closure Notice including the granting of any hardship exemption by the MDE rescinding the State's Automatic Closure Notice ("Pupil Hardship Exemption"), shall be directed to the MDE, in a form and manner determined by the MDE.

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

If the Michigan Department of Education elects not to issue a Pupil Hardship Exemption and the Charter Schools Director determines, in his or her discretion, that the closure of one or more sites as directed by the MDE creates a significant economic hardship for the Academy as a going concern or the possibility of a mid-year school closure, then the Charter Schools Director may recommend to the University Board that the Contract be terminated at the end of the current school year (hereinafter "Economic Hardship Termination"). If the University Board approves the Economic Hardship Termination recommendation, then this Contract shall terminate at the end of the current school year without any further action of the parties.

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

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

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

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

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

- (a) The Academy is insolvent, has been adjudged bankrupt, or has operated for two (2) or more school fiscal years with a fund balance deficit;
- (b) The Academy has insufficient enrollment to successfully operate a public school academy, or the Academy has lost more than fifty percent (50%) of its student enrollment from the previous school year;
- (c) The Academy defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract;
- (d) The Academy files amendments to its Articles of Incorporation with the Michigan Department of Licensing and Regulatory Affairs, Bureau of Commercial Services without first obtaining the University Board's approval;
- (e) The University Board or its designee discovers grossly negligent, fraudulent or criminal conduct by the Academy's applicant(s), directors, officers, employees or agents in relation to their performance under this Contract; or
- (f) The Academy's applicant(s), directors, officers, employees or agents have provided false or misleading information or documentation to the Charter Schools Office or the University Board in connection with the University Board's approval of the Application, the issuance of this Contract, or the Academy's reporting requirements under this Contract or Applicable Law.
- (g) The Academy fails to achieve or demonstrate measurable progress toward achieving the educational goal and related measures identified in this Contract.
- (h) The Academy fails to properly implement, consistently deliver, and support the educational programs or curriculum identified in this Contract.

Section 10.6 University Board Procedures for Revoking Contract. Except for the automatic revocation process set forth in Section 10.2, or the termination of Contract by the

University Board pursuant to Section 10.3, the University Board's process for revoking the Contract is as follows:

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

(b) Academy Board's Response. Within thirty (30) days of receipt of the Notice of Intent to Revoke, the Academy Board shall respond in writing to the alleged grounds for revocation. The Academy Board's response shall be addressed to the CSO Director, and shall either admit or deny the allegations of non-compliance. If the Academy's response includes admissions of non-compliance with the Contract or Applicable Law, the Academy Board's response shall also contain a description of the Academy Board's plan and time line for correcting the non-compliance with the Contract or Applicable Law. If the Academy's response includes a denial of non-compliance with the Contract or Applicable Law, the Academy's response shall include sufficient documentation or other evidence to support a denial of non-compliance with the Contract or Applicable Law. A response not in compliance with this Section shall be deemed to be non-responsive. As part of its response, the Academy Board may request that a meeting be scheduled with the CSO Director prior to a review of the Academy Board's response.

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

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

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

- (i) the Academy Board has failed to respond to the Notice of Intent to Revoke as set forth in Section 10.6(b);
- (ii) the Academy Board's response to the Notice of Intent to Revoke is non-responsive;
- (iii) the Academy Board's response admits violations of the Contract or Applicable Law which the CSO Director deems cannot be remedied or cannot be remedied in an appropriate period of time, or for which the CSO Director determines that a Plan of Correction cannot be formulated;
- (iv) the Academy Board's response contains denials that are not supported by sufficient documentation or other evidence showing compliance with the Contract or Applicable Law;
- (v) the Academy Board has not complied with part or all of a Plan of Correction established in Section 10.6(c);
- (vi) the Academy Board has engaged in actions that jeopardize the financial or educational integrity of the Academy; or
- (vii) the Academy Board has been issued multiple or repeated Notices of Intent to Revoke.

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

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

sub-section. A copy of the Hearing Panel's recommendation shall be provided to the University Charter Schools Office and the Academy Board at the same time that the recommendation is sent to the University Board.

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

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

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

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

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

(b) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a decision by the Charter Schools Director to suspend the Contract, may be retained by the University Board for the

Academy until the Contract is reinstated, or may be returned to the Michigan Department of Treasury upon the State's request.

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

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

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

- (a) take into his or her possession all Academy property and records, including financial, board, employment and student records;
- (b) institute and defend actions by or on behalf of the Academy;
- (c) continue the business of the Academy including entering into contracts, borrowing money, and pledging, mortgaging, or otherwise encumbering the property of the Academy as

security for the repayment of loans. However, the power shall be subject to any provisions and restrictions in any existing credit documents;

- (d) hire, fire evaluate, and discipline employees of the Academy;
- (e) settle or compromise with any debtor or creditor of the Academy, including any governmental or taxing authority;
- (f) review all outstanding agreements to which the Academy is a party and to take those actions which the Academy Board may have exercised to pay, extend, rescind, renegotiate or settle such agreements as needed; and
- (g) perform all acts necessary and appropriate to fulfill the Academy's purposes as set forth under this Contract or Applicable Law.

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

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

Section 10.12 Academy Dissolution Account. If the University Board terminates, revokes or fails to issue a new Contract to the Academy, the Charter Schools Director shall notify the Academy that, beginning thirty (30) days after notification of termination by either party or Academy Board, the University Board may direct up to \$10,000 from each subsequent State School Aid Fund payment, not to exceed a combined total of \$30,000, to a separate Academy account ("Academy Dissolution Account") to be used exclusively to pay the costs associated with the wind up and dissolution responsibilities of the Academy. Within five (5) business days of the

Charter Schools Director's notice, the Academy Board Treasurer shall provide the Charter Schools Director, in a form and manner determined by the CSO, with account detail information and authorization to direct such funds to the Academy Dissolution Account. The Academy Dissolution Account shall be under the sole care, custody and control of the Academy Board, and such funds shall not be used by the Academy to pay any other Academy debt or obligation until such time as all the wind up and dissolution expenses have been satisfied. An intercept agreement entered into by the Academy and a third party lender or trustee shall include language that the third party lender or trustee acknowledges and consents to the funding of the Academy's dissolution account in accordance with this Contract. Any unspent funds remaining in the Academy's dissolution account after payment of all wind up and dissolution expenses shall be returned to the Academy.

ARTICLE XI

PROVISIONS RELATING TO PUBLIC SCHOOL ACADEMIES

Section 11.1 Employment Qualifications for Classroom Teachers; Teacher Evaluation Systems. The Academy or EPS shall employ classroom teachers, administrators and chief business officers who meet the certification requirements set forth in Part 22 of the Code, and other Applicable Law. In any other situation as deemed necessary in which the Academy is permitted under the Code, use of non-certified teachers is permitted. The Academy shall adopt, implement, and maintain a rigorous, transparent, and fair performance evaluation system for its teachers and school administrators that complies with Applicable Law. If the Academy enters into a management agreement with an Educational Service Provider, the Academy Board shall ensure that the Educational Service Provider complies with this section.

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

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

The Academy agrees to comply with all of the following:

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

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

amendments to the annual budget. Within ten (10) days after Academy Board approval, revisions or amendments to the Academy's budget shall be submitted to the Charter Schools Office.

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

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

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

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

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

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

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

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

Section 11.7 Special Education. Pursuant to Section 1701a of the Code, the Academy shall comply with Article III, Part 29 of the Code, MCL 380.1701 *et seq.*, and other Applicable Law concerning the provision of special education programs and services at the Academy. Upon receipt, the Academy shall notify the Charter Schools Office of any due process or state complaint filed against the Academy.

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

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

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

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

The University’s self-insurance program periodically reviews the types and amounts of insurance coverages that the Academy shall secure in order for the University to maintain coverage for the authorization and oversight of the Academy. In the event that the University’s self-

insurance program requests additional changes in coverage identified in this Section 11.9, the Academy agrees to comply with any additional changes in the types and amounts of coverage requested by the University's self-insurance program within thirty (30) days after notice of the coverage change.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 11.26 Environmental Matters.

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

- (i) the Academy's building and other physical facilities are not in violation of or subject to any existing, pending or threatened investigation by any governmental authority under any Environmental Law. The Academy's building and other physical facilities are and will continue to be free of friable asbestos and other sources of contamination and in full compliance with all Environmental Laws.
- (ii) the Academy has obtained any and all permits and licenses to construct or use any improvements, fixtures and equipment forming a part of the building and other physical facilities.
- (iii) the Academy has made inquiry into previous uses and ownership of building and other physical facilities, and, after such inquiry, has determined that no Hazardous Substance (as defined below) has been disposed or released on or in the building and other physical facilities.
- (iv) the Academy's intended and future use of the building and other physical facilities will not result in the disposal or release of any Hazardous Substance on or in the building or other physical facilities in violation of any Environmental Law.

(b) Definitions.

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

A. those substances included within the definitions of "hazardous substances," "hazardous material," "toxic substances," or "solid waste" in CERCLA, RCRA, and the Hazardous Materials Transportation Act, 49 U.S.C. Sections 5101 *et seq.*, and in the regulations promulgated pursuant to said laws;

B. petroleum;

C. asbestos;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 11.32 Nonessential Elective Courses. If the Academy Board elects to provide nonessential elective courses to part-time pupils at a nonpublic school building, the Academy shall

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

Section 11.33 Publication of Average Salary Information. By not later than November 1 of each year, the Academy shall post all of the following information on its website that is accessible to the public: (a) the average salary for New Teachers and Veteran Teachers employed by the Academy or employed by an Educational Services Provider and assigned to the Academy, provided that if there are fewer than 5 New Teachers or 5 Veteran Teachers at the Academy, the Academy shall instead post the average salary for all teachers employed by the Academy or employed by an Educational Services Provider assigned to the Academy; and (b) the average salary for support staff employed by the Academy or employed by an Educational Services Provider and assigned to the Academy, including but not limited to student-facing paraprofessionals, food service workers, bus drivers, and literacy coaches. For purposes of this Section, a “New Teacher” shall mean an individual who has held a teaching certificate for less than five (5) years and a “Veteran Teacher” shall mean an individual who has held a teaching certificate for five (5) or more years.

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:

Jathan Austin, Board President
4240 Woodside Oakes Drive
Grand Rapids, MI 49546

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

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

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

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

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

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

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

Section 12.9 Term of Contract. This Contract shall commence on the date first set forth above and shall remain in full force and effect for a period of **three (3)** academic years as determined by resolution of Ferris State University and shall terminate on June 30, 2028 unless sooner revoked or terminated according to the terms hereof.

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

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

Section 12.12 Force Majeure. If any circumstances occur which are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

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

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

Section 12.15 University Board and CSO Policies Shall Apply. Notwithstanding any provision of this Contract to the contrary, and with the exception of existing University Board or CSO policies regarding public school academies which shall apply immediately and amendments to University Board or CSO Policies that are required by Applicable Law which shall apply

immediately, University Board or CSO policies clarifying procedure and requirements applicable to public school academies under this Contract, as from time to time adopted or amended, will automatically apply to the Academy after thirty (30) days' notice, provided they are not inconsistent with provisions of this Contract.

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

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

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

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

Section 12.18 Information Available to the Public.

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

(b) Information to be Provided by Educational Service Providers. If the Academy enters into an agreement with an Educational Service Provider for operation or management of the Academy, the Management Agreement shall contain a provision requiring the Educational Service Provider to make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under sub-paragraph (a).

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

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

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

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

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

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

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

(b) Except as otherwise provided in this sub-section and within thirty (30) days after receiving a written request from a student's parent or legal guardian, the Academy shall disclose to a student's parent or legal guardian without charge any personally identifiable information provided to any person, agency or organization. The Academy's disclosure shall include the specific information that was disclosed, the name and contact information of each person, agency, or organization to which the information has been disclosed; and the legitimate reason that the person, agency, or organization had in obtaining the information. The parental disclosure requirement does not apply to information that is provided:

- (i) to the Michigan Department of Education or CEPI;
- (ii) to the student's parent or legal guardian;
- (iii) by the Academy to the University Board, University, Charter Schools Office or to the educational management organization with which the Academy has a management agreement that has not been disapproved by the University;
- (iv) by the Academy to the Academy's intermediate school district or another intermediate school district providing services to Academy or the Academy's students pursuant to a written agreement;

- (v) to the Academy by the Academy's intermediate school district or another immediate school district providing services to pupils enrolled in the Academy pursuant to a written agreement;
- (vi) to the Academy by the University Board, University, Charter Schools Office;
- (vii) to a person, agency, or organization with written consent from the student's parent or legal guardian, or from the student if the student is eighteen (18) years of age;
- (viii) to a person, agency, or organization seeking or receiving records in accordance with an order, subpoena, or ex parte order issued by a court of competent jurisdiction;
- (ix) to a person, agency, or organization as necessary for standardized testing that measures a student's academic progress and achievement; or
- (x) in the absence of, or in compliance with, a properly executed opt-out form, as adopted by the Academy in compliance with Section 1136(6) of the Code, pertaining to uses for which the Academy commonly would disclose a pupil's "directory information."

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

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

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

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

directory information in any of the Uses that have been opted out of in the opt-out form.

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

Section 12.23 Confidential Address Restrictions.

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

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

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

Section 12.25 Statewide Safety Information Policy. The Academy shall adopt and adhere to the statewide school safety information policy required under Section 1308 of the Code, MCL 380.1308. 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 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 12.27 School Safety Liaison. The Academy Board shall designate a liaison to work with the School Safety Commission as defined under Section 6 of the Code, MCL 380.6, and the Office of School Safety created by law. 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 mode practices for determining school safety measures.

Section 12.28 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 12.29 Annual Expulsion Report and Website Report on Criminal Incidents. On an annual basis, the Academy Board shall do the following:

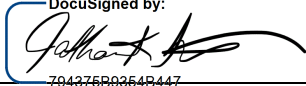
- (i) prepare and submit to the Superintendent, in a form and manner prescribed by the Superintendent, a report stating the number of pupils expelled from the Academy during the immediately preceding school year, with a brief description of the incident causing each expulsion;
- (ii) post on its website,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

Section 12.30 Standardized Response Terminology. Beginning with the 2026-2027 school year, the Academy Board shall adopt and implement the standardized response terminology as described in section 1308c of the Code, MCL 380.1308c.

Section 12.31 Behavior Threat Assessment and Management Team. By not later than October 1, 2026, the Academy Board shall ensure that the Academy has a behavior threat assessment and management team as required under section 1308e of the Code, MCL 380.1308e.

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

WILLIAM C. ABNEY ACADEMY

By: 
704276B0364B447...
Jathan Austin
Its: Board President

Date: 5/19/2025

**FERRIS STATE UNIVERSITY
BOARD OF TRUSTEES**

By: 
D125A7C7839F411...
Bill Pink, University President
or his/her designee

Date: 5/21/2025

CONTRACT SCHEDULES

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CONTRACT SCHEDULE 1

ARTICLES OF INCORPORATION



Form Revision Date 07/2016

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

The identification number assigned by the Bureau is: 800855103

Annual Report Filing Year: 2024

1. Corporation Name:
WILLIAM C. ABNEY ACADEMY

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

1. Resident Agent Name: JATHAN K. AUSTIN
2. Street Address: 1435 E FULTON STREET NE
Apt/Suite/Other:
City: GRAND RAPIDS
State: MI Zip Code: 49503

3. Mailing address of the corporation's registered office:
P.O. Box or Street Address: 1435 E FULTON STREET NE
Apt/Suite/Other:
City: GRAND RAPIDS
State: MI Zip Code: 49503

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

Title	Name	Residence or Business Address
PRESIDENT	JATHAN AUSTIN	1435 FULTON ST. EAST, GRAND RAPIDS, MI 49503 USA
TREASURER	COURTNEY BANKS-TATUM	1435 FULTON ST. EAST, GRAND RAPIDS, MI 49503 USA
SECRETARY	FRANK BERRODIN	1435 FULTON ST. EAST, GRAND RAPIDS, MI 49503 USA
DIRECTOR	JUANITA DAVIS	1435 FULTON ST. EAST, GRAND RAPIDS, MI 49503 USA
DIRECTOR	FRANK BERRODIN	1435 FULTON ST. EAST, GRAND RAPIDS, MI 49503 USA
DIRECTOR	COURTNEY BANKS-TATUM	1435 FULTON ST. EAST, GRAND RAPIDS, MI 49503 USA

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

Signed this 27th Day of September, 2024 by:

Signature	Title	Title if "Other" was selected
Catherine Nolan	Other	Busines Manager/Executive Assistant

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

 Decline

 Accept

MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS
FILING ENDORSEMENT

This is to Certify that the 2024 ANNUAL REPORT

for

WILLIAM C. ABNEY ACADEMY

ID Number: 800855103

received by electronic transmission on September 27, 2024, ***is hereby endorsed.***

Filed on September 27, 2024, ***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 27th day of September, 2024.

Linda Clegg

Linda Clegg, Director

Corporations, Securities & Commercial Licensing Bureau

Michigan Department of Licensing and Regulatory Affairs

Filing Endorsement

***This is to Certify that the RESTATED ARTICLES OF INCORPORATION - NONPROFIT
for***

WILLIAM C. ABNEY ACADEMY

ID NUMBER: 757518

***received by facsimile transmission on June 19, 2012 is hereby endorsed
Filed on June 20, 2012 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 20TH day
of June, 2012.***

Director

Bureau of Commercial Services

BCS/CD-502 (Rev. 04/11)

**MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS
BUREAU OF COMMERCIAL SERVICES**

Date Received

(FOR BUREAU USE ONLY)

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

Name

Jason P. Mahar – MILLER JOHNSON

Address

250 Monroe Ave., N.W., Suite 800

City

Grand Rapids

State

MI

Zip Code

49503-2250

EFFECTIVE DATE:

Document will be returned to the name and address you enter above.

If left blank document will be mailed to the registered office.

RESTATED ARTICLES OF INCORPORATION

For use by Domestic Nonprofit Corporations

(Please read information and instructions on the last page)

Pursuant to the provisions of the Michigan Nonprofit Corporation Act of 1982, as amended (the "Act"), being MCL 450.2101 et seq. and Part 6E of the Revised School Code (the "Code"), as amended, being Sections 380.551 to 380.561 of the Michigan Compiled Laws, the undersigned corporation executes the following Articles:

ARTICLE I

1. The name of the corporation is: William C. Abney Academy
2. The identification number assigned by the Bureau is: 757518
3. The authorizing body for the corporation is: Grand Valley State University (the "University") Board of Trustees (the "University Board"), 1 Campus Drive, Allendale, Michigan 49401.

ARTICLE II

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

1. Specifically, the corporation is organized for the purposes of operating as a school of excellence in the State of Michigan pursuant to Part 6E of the Code, being Sections 380.551 to 380.561 of the Michigan Compiled Laws.
2. The corporation, including all activities incident to its purposes, shall at all times be conducted so as to be a governmental entity pursuant to Section 115 of the United States Internal Revenue Code ("IRC") or any successor law. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activity not permitted to be carried on by a governmental instrumentality exempt from federal income tax under Section 115 of the IRC or by a nonprofit corporation organized under the laws of the State of Michigan and subject to a Contract authorized under the Code.

1. The corporation is organized upon a Nonstock basis.
(Stock or Nonstock)
2. a. If organized on a nonstock basis, the description and value of its real property assets are:

Real Property: none

b. The description and value of its personal property assets are:

Personal Property: \$100,000

c. The corporation is to be financed under the following general plan:
 - i. State school aid payments received pursuant to the State School Aid Act of 1979 or any successor law.
 - ii. Federal funds.
 - iii. Donations.
 - iv. Fees and charges permitted to be charged by public school academies.
 - v. Other funds lawfully received.d. The corporation is organized on a Directorship basis.

1. The name of the resident agent at the registered office is:
Jathan K. Austin
2. The address of its registered office in Michigan is:
1435 E. Fulton Street, N.E. Grand Rapids, Michigan 49503
 (Street Address) (City) (ZIP Code)
2. The mailing address of the registered office in Michigan if different than above:
 _____, Michigan _____
 (Street Address or P.O. Box) (City) (ZIP Code)

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

Name

Residence or Business Address

William C. Abney Academy, 1435 E. Fulton Street, N.E., Grand Rapids, MI 49503

Use space below for additional Articles or for continuation of previous Articles. Please identify any Article being continued or added. Attach additional pages if needed.

ARTICLE VI

The corporation is a governmental entity.

ARTICLE VII

Before execution of a contract to charter a school of excellence between the corporation board and the University Board, the method of selection, length of term, and the number of members of the corporation board shall be approved by a resolution of the University Board as required by the Code.

The members of the corporation board shall be selected by the following method:

1. Method of Selection and Appointment of Board Members.

(a) Initial Board Members. As part of the corporation's school of excellence application, the school of excellence applicant shall propose to the Director of the University Charter Schools Office (the "Director"), the names of proposed individuals to serve on the initial board of directors of the proposed school of excellence. When the Director recommends an initial contract for approval to the University Board, he/she shall include recommendations for initial corporation board members. These recommendations may, but are not required to, include individuals proposed by the school of excellence applicant. To be considered for appointment, the nominees must have completed the required board member candidate application materials, including at least (i) the Academy Board Member Questionnaire prescribed by the University Charter Schools Office; and (ii) the Criminal Background Check Report prescribed by the University Charter Schools Office.

(b) Subsequent Board Member Nominations and Appointments. Except as provided in paragraph 2 below, the board may nominate individuals for subsequent board of director positions. As part of the appointment process, the board may submit to the Director: (i) the name of the nominee; (ii) the Board Member Questionnaire prescribed by the University Charter Schools Office; (iii) the Criminal Background Check Report prescribed by the University Charter Schools Office; and (iv) a copy of the board nominating resolution. The Director may or may not recommend the proposed nominee submitted by the board. If the Director does not recommend a nominee submitted by the board, the Director shall select a nominee and forward that recommendation to the University Board for appointment. The University Board shall have the sole and exclusive right to appoint members to the board.

(c) Exigent Appointments. When the Director determines an "exigent condition" exists that requires him/her to make an appointment to the board, the Director, with University President approval, may immediately appoint a person to serve as a board member for the time specified, but not longer than the next meeting held by the University Board when a regular appointment may be made by the University Board. The Director shall make the appointment in writing and notify the board of directors of the appointment. Exigent conditions include, but are not limited to when a board seat is vacant, when a board cannot reach a quorum, when the University Board determines that a board member's service is no longer required, when a board member is removed, when the board fails to fill a vacancy, or other reasons that would prohibit the board from taking action without such an appointment.

2. Qualifications of Board Members. To be qualified to serve on the board, a person shall: (a) be a citizen of the United States; (b) reside in the State of Michigan; (c) submit all materials requested by the University Charter Schools Office including, but not limited to, a corporation board Member Questionnaire and a release for criminal history background check; (d) not be an employee of the corporation; (e) not be a director, officer, or employee of a company or other entity that contracts with the corporation; and (f) not be an employee or representative of the University or be a member of the University Board.

3. Oath/Acceptance of Office/Voting Rights. Following appointment by the University Board, board appointees may begin their legal duties, including the right to vote, after they have signed an Acceptance of Public Office form and taken the Oath or Affirmation of Public Office administered by a member of the board, other public official or notary public.

4. Length of Term; Removal. An appointed board member is an "at will" board member who shall serve at the pleasure of the University Board for a term of office not to exceed three (3) years. Regardless of the length of term, terms shall end on June 30 of the final year of service, unless shorter due to other provisions of this resolution. A person appointed to serve as a board member may be reappointed to serve additional terms. When a board member is appointed to complete the term of service of another board member, their service ends at the end of the previous board member's term.

If the University Board determines that a board member's service in office is no longer required, then the University Board may remove the board member with or without cause and shall specify the date when the board member's service ends. Additionally, a board member may be removed from office by a two-thirds (2/3) vote of the board for cause.

5. Resignations. A member of the board may resign from office by submitting a written resignation or by notifying the Director. The resignation is effective upon receipt by the Director, unless a later date is specified in the resignation. A written notice of resignation is not required. If no such written notification is provided, then the Director shall confirm a resignation in writing. The resignation shall be effective upon the date the Director sends confirmation to the resigning board member.

6. Vacancy. A board position shall be considered vacant when a board member:

- (a) Resigns;
- (b) Dies;
- (c) Is removed from office;
- (d) Is convicted of a felony;
- (e) Ceases to be qualified; or
- (f) Is incapacitated.

7. Filling a Vacancy. The board may nominate and the Director shall recommend or temporarily appoint persons to fill a vacancy as outlined in paragraphs 1(b) and 1(c) above.

8. Number of Board Member Positions. The number of member positions of the board of directors shall be five (5), seven (7) or nine (9), as determined from time to time by the board.

9. Quorum. In order to legally transact business the board shall have a quorum physically present at a duly called meeting of the board. A "quorum" shall be defined as follows:

<u># of Board Positions</u>	<u># Required for Quorum</u>
Five (5)	Three (3)
Seven (7)	Four (4)
Nine (9)	Five (5)

10. Manner of Acting. The board shall be considered to have "acted," when a duly called meeting of the board has a quorum present and the number of board members voting in favor of an action is as follows:

<u># of Board Positions</u>	<u># Required for Quorum</u>	<u># Required to Act</u>
Five (5)	Three (3)	Three (3)
Seven (7)	Four (4)	Four (4)
Nine (9)	Five (5)	Five (5)

ARTICLE VIII

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

To the extent permitted by law, upon the dissolution of the corporation, the board shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation to the University Board for forwarding to the State School Aid Fund established under Article IX, Section 11 of the Constitution of the State of Michigan of 1963, as amended.

ARTICLE IX

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

ARTICLE X

These Articles of Incorporation shall not be amended except by the process provided in the contract executed by the corporation board and the University Board.

ARTICLE XI

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

ARTICLE XII

A volunteer director is not personally liable to the corporation for monetary damages for a breach of the director's fiduciary duty. This provision shall not eliminate or limit the liability of a director for any of the following:

- (i) A breach of the director's duty of loyalty to the corporation;
- (ii) Acts or omissions not in good faith or that involve intentional misconduct or a knowing violation of law;
- (iii) A violation of Section 551(1) of the Michigan Nonprofit Corporation Act;
- (iv) A transaction from which the director derived an improper personal benefit; and
- (v) An act or omission that is grossly negligent.

If the corporation obtains tax exempt status under section 501(c)(3) of the internal revenue code, the corporation assumes all liability to any person other than the corporation for all acts or omissions of a volunteer director occurring on or after the filing of the Articles incurred in the good faith performance of the volunteer director's duties.

This article shall not be deemed a relinquishment or waiver of any kind of Section 7 of the Government Liability for Negligence Act, being Act No. 170, Public Acts of Michigan, 1964.

ARTICLE XIII

The corporation assumes the liability for all acts or omissions of a non-director volunteer, provided that:

- (i) The volunteer was acting or reasonably believed he or she was acting within the scope of his or her authority;
- (ii) The volunteer was acting in good faith;
- (iii) The volunteer's conduct did not amount to gross negligence or willful and wanton misconduct;
- (iv) The volunteer's conduct was not an intentional tort; and
- (v) The volunteer's conduct was not a tort arising out of the ownership, maintenance or use of a motor vehicle as described in Section 209(e)(v) of the Michigan Nonprofit Corporation Act.

This article shall not be deemed a relinquishment or waiver of any kind of Section 7 of the Governmental Liability for negligence Act, being Act No. 170, Public Acts of Michigan, 1964.

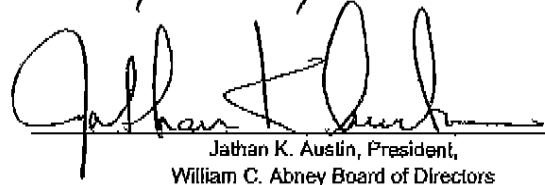
ARTICLE XIV

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

ARTICLE XV

The Articles of Incorporation shall become effective upon filing. However, the corporation shall not carry out the purposes set forth in Article II unless/or until the University Board issues to the corporation board a contract to operate as a school of excellence, and the contract is executed by both the corporation board and the University Board.

These Restated Articles of Incorporation are hereby signed on this 10th days of May, 2012.



Jathan K. Austin, President,
William C. Abney Board of Directors

CONTRACT SCHEDULE 2

BYLAWS

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WILLIAM C. ABNEY ACADEMY

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BYLAWS
OF
WILLIAM C. ABNEY ACADEMY
1435 Fulton East
Grand Rapids, MI 49503

ARTICLE I

NAME

This organization shall be called the **WILLIAM C. ABNEY 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 Licensing and Regulatory Affairs 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

exercise any and all of the powers granted to it under the Michigan Non-Profit Corporation Act or pursuant to Part 6A of the Revised School Code (the “Code”). 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 **May 9, 2025**.

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 members of the Academy Board (“Directors”) and with prior approval of the CSO.

Section 2. Special Meetings. A special meeting of the Academy Board, which is a meeting in addition to a regular monthly meeting, may be called (a) by the President of the Academy Board, or (b) by request of at least two Directors. 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. The Academy Board shall provide notice of all special meetings as required by the Open Meetings Act.

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. In order to legally transact business, the Academy Board shall have a quorum present at a meeting of the Academy Board. 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. A Director who is absent from a meeting due to military duty, medical conditions, or in the case of a declared state of emergency, may participate in the meeting virtually, and that Director's virtual presence will count towards quorum and allow the absent member to participate in and vote on business before the Academy Board.

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 or any other electronic means of communication, except as permitted by the Open Meetings Act for persons on military duty, or for medical conditions or in case of a declared state of emergency.

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.

Section 8. Minutes. Meeting minutes shall be kept and made available as provided by the Open Meetings Act.

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 from that office 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; (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, unless that person is a member of the Academy Board.

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. 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 prior 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 unless approved by the Academy Board. 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 Academy Board members or employees in such manner as shall from time to time be determined by resolution of the Academy Board, provided that such signatories shall not include employees of the Academy Board's Educational Service Provider.

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 1221 of the Revised School Code, being Section 380.1221 of the Michigan Compiled Laws. 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, 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, sections 15.321 through 15.330 of the Michigan Compiled Laws, 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

To the extent permitted by Applicable Law, 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 corporation 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

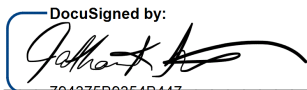
AMENDMENTS

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 Charter School Office. In the event that a proposed change is not accepted by the Charter School Office, the University Board may consider and vote upon a change proposed by the corporation following an opportunity for a written presentation to the University Board by the Academy Board. These Bylaws and any amendments to them take effect only after they have been approved by both the Academy Board and by the Charter School Office or 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 5/19/2025 _____.

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.

DocuSigned by:


79437589354B447...
Jathan Austin, President
WILLIAM C. ABNEY ACADEMY Board of Directors

APPROVED BY:

DocuSigned by:



D125A7C7839E411
Bill Pink, President
Ferris State University
Designee of University Board

Dated: 5/21/2025 _____

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, 2025** 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 **WILLIAM C. ABNEY ACADEMY** (“Academy”), a public school academy.

Preliminary Recitals

WHEREAS, pursuant to the Code and the Contract dated **July 1, 2025**, 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 and not disqualified to be a depository of surplus funds under Public Act 105 of 1855, being Sections 21.141 et seq. 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, 2025**.

(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 public or private funds other than State School Aid Payments 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 of these documents in form acceptable to the Fiscal Agent is acknowledged by the Fiscal Agent. In the School Aid Payment Agreement and Direction the third party recipient shall acknowledge and consent that State School Aid Payments may be withheld or transferred into the Academy's dissolution account in the circumstances set forth in Article X of the Contract Terms and Conditions.

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 written 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 **WILLIAM C. ABNEY ACADEMY**.

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

Date: May 12, 2025

CONTRACT SCHEDULE 4
OVERSIGHT AGREEMENT

SCHEDULE 4

OVERSIGHT AGREEMENT

This Agreement is made and shall become effective as of the 1st day of July, 2025, 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 WILLIAM C. ABNEY 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, 2025.

(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) Monitor and evaluate whether the Academy Board is properly governing the Academy and following the Amended Bylaws set forth in the Contract.

(b) Monitor and evaluate the Academy's organizational and financial viability, 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.

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

(d) Monitor and evaluate the Academy's fiscal stewardship and use of public resources.

(e) Monitor and evaluate whether the Academy is staffed with qualified personnel and that appropriate background checks have been conducted.

(f) Monitor and evaluate whether the Academy is a safe learning environment.

(g) 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.

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

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

(j) Monitor and evaluate the Academy's academic performance and progress toward achieving educational goals and related measures, and 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.

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

(l) Monitor and evaluate the Academy's implementation, delivery, and support of the educational program and curriculum as set forth in the Contract.

(m) 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, the Michigan Department of Labor, and local health departments.

(n) Conduct comprehensive on-site reviews to assess and/or evaluate the Academy's performance.

(o) Request periodic reports from the Academy regarding any aspect of its operation, including, but not limited to, information identified in Schedule 8 of the Contract.

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

(q) 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.

(r) Initiate action pursuant to the Contract to amend, revoke, reconstitute, terminate, or suspend the Contract.

(s) 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.

(t) Make available Board orientation that each new Board member must complete prior to being seated on the Academy Board.

(u) Provide information and support to the Academy.

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

(a) Comply with regulatory reporting requirements and any Academy-specific reporting and document submission requirements established by the CSO.

- (b) Submit quarterly interim financial reports to the CSO.
- (c) Permit inspection of the Academy's records, internal controls, operations, and/or premises at any time by a designee of the University Board.
- (d) Comply with the University's Educational Service Provider Policies, as may be amended, and all other Policies made part of the Contract.
- (e) Report any litigation or formal proceedings alleging violation of any Applicable Law by the Academy to the University Board, or its designee.
- (f) 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.
- (g) Adopt and maintain governing board policies in accordance with Applicable Law.
- (h) 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.
- (i) 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 (10) ten days after such minutes are approved.
- (j) Comply with the insurance requirements set forth in the Contract, and 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.
- (k) 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.
- (l) 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.
- (m) 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.
- (n) 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.

(o) 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.

(p) 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.

(q) 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.

(r) Upon request, the Academy Board shall provide the CSO with a written report, along with supporting data, assessing the Academy's progress toward achieving the educational goals and related measures outlined in the Contract.

(s) Upon request, provide the CSO will copies or view access to data, documents or information submitted to MDE, the State Board of Education, the Center for Educational Performance and Information, or any other state or federal agency.

(t) Provide to the University all notices provided to the Academy from the State Treasurer or other state or federal agency of site closure or reconstitution, or that the potential for Academy financial stress exists.

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 and other related activities for which compensation is permissible. By agreement between the University and the Academy, the University may charge additional fees beyond the administrative fees for services rendered.

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

Axios Charter HR, LLC
Job Description for William C Abney Academy

Title: Elementary Teacher
Status: Full-time, Exempt
Pay Range: Commensurate with Experience
Reports To: Principal

Job Summary

The Elementary School Teacher is a highly qualified teacher responsible for the instruction of academic, social, and motor skills to elementary school students.

Duties and Responsibilities

- Teaches reading, language arts, social studies, citizenship, mathematics, science and other subject matter areas commonly found in a comprehensive elementary school education program
- Utilize an adopted course of study, instructional program guidelines, and other materials in planning and developing lesson plans
- Develops lesson plans and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the needs of each student
- Uses a variety of instruction strategies, such as inquiry, group discussion, lecture, discovery, etc
- Translates lesson plans into learning experiences so as to best utilize the available time for instruction
- Review, analyze and evaluate individual student histories and background in order to design instructional programs to meet individual needs
- Review, analyze, evaluate, and report pupil academic, social, and emotional growth
- Counsel and confer with parents, school and district personnel regarding pupil progress
- Cooperatively pursue alternative solutions to pupil learning problems
- Establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom
- Augment course content in the form of remediation, modification and enrichment
- Implement student's IEPs and attend IEP conferences as needed
- Grade student work and enter grades into an online grade book in a timely manner
- Evaluates students' academic and social growth, keeps appropriate records, including attendance, and prepares progress reports
- Communicates with parents through conferences and other means to discuss students' progress and interpret the school program
- Identifies student needs and cooperates with other professional staff members in assessing students health, attitude, and learning problems
- Maintains order in classroom and on playground

Credentials and Experience

- Bachelor's degree in Elementary Education required
- Current Michigan Teaching Certification
- Criminal Justice Fingerprint/Background Clearance

Physical Demands / Work Environment

- Work is primarily performed in the classroom environment. Classrooms are dynamic with a high level of activity. Work may also be performed at community sites for field trips.
- Incumbent must be able to lift up to 25 pounds
- Stand for up to 75% of the day
- Assume postures in low level positions that best allow physical and visual contact with children
- Must be able to sustain a high level of energy
- Bend to perform various tasks numerous times throughout the day
- Stoop, sit on the floor
- Perform all activities with children, i.e. jump, dance, walk, run, etc. for extended periods of time
- Both indoor and outdoor environment are typically found in a school environment
- Depending upon activities and season, may be required to be outdoors for regular, prolonged activities
- Must possess acceptable hearing and visual capabilities in order to monitor the environment and children's well being
- Must be able to excel in an ambiguous and continuously changing, competitive environment
- Work hours may vary to meet the needs of the children
- Incumbent will be faced with a variety of issues on a daily basis and will be engaged in multiple tasks and must respond quickly and appropriately to frequently changing needs of children

Axios Charter HR, LLC
Job Description for William C Abney Academy

Title: Special Education Teacher
Status: Part-Time or Full -time, Exempt
Pay Range: Commensurate with Experience
Reports To: Principal

Job Summary

Works both individually and with other teaching staff to instruct academic subjects to students requiring remedial work or additional assistance using special-help programs to improve scholastic performance.

Duties and Responsibilities

- Teaches basic subjects such as reading and math, applying lesson techniques designed for short attention spans
- Administers achievement tests and evaluates test results to discover level of various skills
- Augment course content in the form of remediation, modification and enrichment
- Implement student's IEPs and attend IEP conferences as needed
- Utilize an adopted course of study, instructional program guidelines, and other materials in planning and developing lesson plans
- Develops lesson plans and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the needs of each student
- Uses a variety of instruction strategies, such as inquiry, group discussion, lecture, discovery, etc
- Translates lesson plans into learning experiences so as to best utilize the available time for instruction
- Review, analyze and evaluate individual student histories and background in order to design instructional programs to meet individual needs
- Evaluates students' academic and social growth, keeps appropriate records, and prepares progress reports
- Tracks student contact time for appropriate reporting of Title I or 31A expenditures
- Review, analyze, evaluate, and report pupil academic, social, and emotional growth
- Counsel and confer with parents, school and district personnel regarding pupil progress
- Cooperatively pursue alternative solutions to pupil learning problems
- Establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom
- Grade student work and enter grades into an online grade book in a timely manner
- Communicates with parents through conferences and other means to discuss students' progress and interpret the school program

- Identifies student needs and cooperates with other professional staff members in assessing students health, attitude, and learning problems
- Maintains order in classroom and on playground

Knowledge, Skills, Abilities, & Personal Traits

To perform the job successfully, an individual should demonstrate the following competencies:

Problem Solving

- Identifies and resolves problems in a timely manner
- Gathers and analyzes information skillfully
- Develops alternative solutions
- Works well in group problem solving situations
- Uses reason even when dealing with emotional topics

Student Focus & Management

- Manages difficult or emotional student situations
- Responds promptly to student needs
- Solicits feedback to improve delivery
- Responds to requests for service and assistance
- Meets commitments

Oral Communication

- Speaks clearly and persuasively in positive or negative situations
- Listens and gets clarification
- Responds well to questions
- Demonstrates group presentation skills
- Participates in meetings

Team Work

- Exhibits objectivity and openness to others' views
- Gives and welcomes feedback
- Contributes to building a positive team spirit
- Able to build morale and group commitments to goals and objectives
- Supports everyone's efforts to succeed
- Recognizes accomplishments of other team members

Written Communication

- Writes clearly and informatively
- Edits work for spelling and grammar
- Varies writing style to meet needs
- Presents numerical data effectively
- Able to read and interpret written information

Change Management

- Develops workable implementation plans
- Communicates changes effectively
- Builds commitment and overcomes resistance
- Prepares and supports those affected by change
- Monitors transition and evaluates results

Organizational Support

- Follows policies and procedures
- Completes administrative tasks correctly and on time
- Supports organization's goals and values
- Supports affirmative action and respects diversity
- Demonstrates persistence and overcomes obstacles
- Measures self against standard of excellence

Planning/Organizing

- Prioritizes and plans work activities
- Uses time efficiently
- Plans for additional resources
- Sets goals and objectives

Safety and Security

- Observes safety and security procedures
- Determines appropriate action beyond guidelines
- Reports potentially unsafe conditions

Credentials and Experience

- Bachelor's degree in Special Education or similar required
- One to two years related teaching experience
- Current Michigan Teaching Certification with Special Education designation
- Criminal Justice Fingerprint/Background Clearance

Physical Demands / Work Environment

- Work is primarily performed in the classroom environment. Classrooms are dynamic with a high level of activity. Work may also be performed at community sites for field trips.
- Incumbent must be able to lift up to 40 pounds
- Stand for up to 75% of the day
- Assume postures in low level positions that best allow physical and visual contact with children
- Must be able to sustain a high level of energy
- Bend to perform various tasks numerous times throughout the day
- Stoop, sit on the floor
- Perform all activities with children, i.e. jump, dance, walk, run, etc. for extended periods of time
- Both indoor and outdoor environment are typically found in a school environment
- Depending upon activities and season, may be required to be outdoors for regular, prolonged activities
- Must possess acceptable hearing and visual capabilities in order to monitor the environment and children's well being
- Must be able to excel in an ambiguous and continuously changing, competitive environment
- Work hours may vary to meet the needs of the children

- Incumbent will be faced with a variety of issues on a daily basis and will be engaged in multiple tasks and must respond quickly and appropriately to frequently changing needs of children

Charter HR Educational Services, LLC
Job Description for William C. Abney School

Title: Security
Status: Full-Time Exempt
Pay Range: Commensurate with Experience
Reports To: Climate and Culture Coach

Job Summary

This position's responsibilities include general housekeeping and minor maintenance of assigned building(s) including the upkeep of the grounds immediately surrounding the assigned building(s) preparing it for the next school day for students, staff, and visitors

Duties and Responsibilities

- Patrol all areas, both inside and outside, of the assigned site (i.e., hallways, parking lots restrooms, locker room, cafeteria, etc.) to prevent vandalism, theft, rules and/or law violations, loitering or any other questionable activity.
- Politely challenge all persons entering the building, directing those with authorized entry to their destination and removing unauthorized persons.
- Assist with the loading and unloading of busses. Provide assistance to the bus drivers whenever requested.
- Identify those persons responsible for violations of school rules and regulations or laws.
- Report all safety hazards and unsafe conditions to the building administrators.
- Be familiar with the facility, administration, staff and students at the assigned site.
- Provide security at school athletic events, parent-teacher conferences, graduations and other school related functions as authorized and directed.
- Cooperate in every way possible with the Police whenever they are on school property.
- Be alert of all radio traffic and limit radio communication to only that which is necessary and security related.
- Participate in training programs as requested.
- Cooperate with the school administration, staff, and students.
- Interact with co-workers, administration, students, parents and the community in positive, supportive and cooperative ways.
- Other duties as assigned.

Knowledge, Skills, Abilities, & Personal Traits

To perform the job successfully, an individual should demonstrate the following competencies:

- Demonstrate the ability to relate joyfully to children
- Active listening skills
- Professional etiquette and demeanor
- Ability to work in a fast-paced environment
- Strong interpersonal skills
- Reliable transportation
- Ability to:

- Work outside of regular schedule when required
- Connecting with Children,
- Deal with Uncertainty
- Support Diversity
- Be Dependable
- Show Emotional Control
- Handle Pressure
- Have a Positive affect with students and parents
- Respond to parent/student inquiries
- Provide formative, thorough feedback on assign

Credentials and Experience

- Criminal Justice Fingerprint/Background Clearance

Physical Demands / Work Environment

- Work is primarily performed in the school environment.
- Incumbent must be able to lift up to 40 pounds
- Stand up to 75% of the day
- Assume postures in low level positions that best allow physical and visual contact with children
- Must be able to sustain a high level of energy
- Bend to perform various tasks numerous times throughout the day
- Stoop, sit on the floor
- Have the agility to move from a seated position to a standing position promptly to respond to emergency situations
- Perform all activities with children, i.e. jump, dance, walk, run, etc. for extended periods of time
- Both indoor and outdoor environment are typically found in a childcare facility
Depending upon activities and season, may be required to be outdoors for regular, prolonged activities
- Must possess acceptable hearing and visual capabilities in order to monitor the environment and children's well being
- Must be able to excel in an ambiguous and continuously changing, competitive environment
- Incumbent will need to be flexible and be able to respond quickly and appropriately to changing situations
- Work hours may vary to meet the needs of the children
- Incumbent will be faced with a variety of issues on a daily basis and will be engaged in multiple tasks and must respond quickly and appropriately to frequently changing needs of children

Charter HR Educational Services, LLC
Job Description for WCAA

Title: Transportation Manager
Status: Full-time, Non-Exempt
Pay Range: Commensurate with Experience
Reports To: School Leader

Job Summary

Insures the Transportation Team positively influences and promotes The Abney Way on a consistent basis, as it operates in an effective and efficient manner. The Transportation Manager will be instrumental in positively advancing excellence and growth in the areas of culture, process, and performance.

Duties and Responsibilities

- Organizes and implements a pupil transportation system within the policies of the Board of Education.
- Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws.
- Works with Human Resources on matters of:
 - Interviewing
 - Training employees
 - Appraising performance
 - Rewarding and disciplining employees
 - Addressing complaints and resolving problems.
 - Handling of all personnel-related matters which may arise.
- Provides staff training, including driver education, and directs State Department of Education bus driver certification activities for staff.
- Insures the performance management process, for self and team members, is implemented in a timely, effective, and efficient manner.
- Develops and maintains lists of children eligible for transportation. Works with Director and Supervisors of Special Education in student placement for transportation.
- Works with administration to develop annual budget. Monitors and approves expenditures.
- Keeps informed of all new laws and regulations impacting student transportation and enforces them.
- Manages student problems that may occur on buses.
- Approves field trips, athletic trips for transportation.
- Periodically checks the driving records of all bus drivers in order to assure student safety.
- Oversees the recordkeeping related to staff and reports to payroll.
- Keeps records for preparation of state and local reports such as inventories, pupils transported, route mileage, time records, special trip records, traffic accidents, and other required reports.
- Operates a school bus for training, repair or emergency purposes when the need to do so arises.

Supervisory Responsibilities: Bus drivers and bus attendants

Certificates, Licenses, Registrations: Valid Michigan driver's license with good driving record. Must possess or obtain, and then maintain, valid Michigan Commercial Driver's License ("CDL") Class B with C and S endorsements and no Air Brake restriction.

Knowledge, Skills, and Abilities

To perform the job successfully, an individual should demonstrate the following competencies:

- **Problem Solving**
 - Identifies and resolves problems in a timely manner
 - Gathers and analyzes information skillfully
 - Develops alternative solutions
 - Works well in group problem solving situations
 - Uses reason even when dealing with emotional topics
- **Customer Service**
 - Strong customer service skills
 - Manages difficult or emotional situations
 - Responds promptly to students, parent, and staff needs
 - Finds ways to help students improve self-esteem issues and build confidence
- **Team Work**
 - Exhibits objectivity and openness to others' views
 - Gives and welcomes feedback
 - Contributes to building a positive staff spirit
 - Supports everyone's efforts to succeed
 - Recognizes accomplishments of other team members
- **Dependability**
 - Responds to management direction
 - Takes responsibility for own actions and keeps commitments
 - Commits to long hours of work when necessary to reach goals
 - Completes tasks on time or notifies appropriate person with an alternate plan

Preferred Credentials and Experience

- Associate or Bachelor's Degree in Administrative Services or similar preferred
- Criminal Justice Fingerprint/Background Clearance
- Experience with a variety of office computer & software products
- Intermediate to advanced skills in word processing, spreadsheets, and data base programs

Physical Demands / Work Environment

- Primary worksite will be in an office environment
- Must be able to occasionally lift up to 25 pounds
- Must be able to sustain a high level of energy
- Bend to perform various tasks numerous times throughout the day
- Have the agility to move from a seated position to a standing position promptly to respond to emergency situations
- Must possess acceptable hearing and visual capabilities in order to monitor the environment
- Must be able to excel in an ambiguous and continuously changing environment
- Will be faced with a variety of issues on a daily basis and will be engaged in multiple tasks and must respond quickly and appropriately

Job Summary

Axios HR is currently seeking an Academic Interventionist to fill an opening with a public academy located near downtown Grand Rapids. We are searching for a passionate member to join the team!

Academic Interventionists provide small group and/or individual instruction/intervention to students who are not yet meeting grade-level proficiency standards in math and/or reading. Academic interventionists support students in developing reading and/or math skills that contribute to academic success. They create targeted, strategic learning experiences based on individual student needs.

Minimum Qualifications

- In-depth knowledge of best practice and research-based instructional strategies
- Ability to communicate and collaborate effectively with all school stakeholders
- Ability to analyze, implement, track and report academic data for caseload
- Bachelor's Degree in education
- Teacher Certification through Michigan Department of Education
- Criminal Justice Fingerprint/Background Clearance

Preferred Qualifications

- Five years of classroom experience
- Successful experience working with at-risk students

Duties and Responsibilities

- Discusses assigned teaching area with certified classroom teacher and MTSS Coordinator to coordinate instructional efforts for each child
- Teach Reading, ELA and/or Mathematics to small groups and/or individual students to support the classroom teacher in meeting the needs of all learners
- Use research-based, best-practice, high-yield strategies for small group and/or individual intervention
- Maintain a log documenting students tutored and/or worked with each day
- Keep accurate records on each student; such as assessment and progress monitoring data, lesson plans used, attendance records and behavior/discipline records
- Assists students, individually or in groups, with lesson assignments to present or reinforce learning concepts
- Maintain confidentiality concerning all student information and any professional matters
- Work collaboratively with staff to improve student learning and achievement
- Participate in professional learning opportunities
- Maintain Teacher certification status as defined by the State of Michigan
- Contribute to a positive climate and culture by exhibiting high professional standards
- Understand, accept, abide by and implement the school's philosophy and mission statement—the Abney Way—in all school activities

- Provide social-emotional / behavior support to students to reduce and/or eliminate barriers to academic growth
- Other grant allowable duties as assigned

Knowledge, Skills, Abilities, & Personal Traits

To perform the job successfully, an individual should demonstrate the following competencies:

Problem Solving

- Identifies and resolves problems in a timely manner
- Gathers and analyzes information skillfully
- Develops alternative solutions
- Works well in group problem solving situations
- Uses reason even when dealing with emotional topics

Student Focus & Management

- Manages difficult or emotional student situations
- Responds promptly to student needs
- Solicits feedback to improve delivery
- Responds to requests for service and assistance
- Meets commitments

Oral Communication

- Speaks clearly and persuasively in positive or negative situations
- Listens and gets clarification
- Responds well to questions
- Demonstrates group presentation skills
- Participates in meetings

Team Work

- Exhibits objectivity and openness to others' views
- Gives and welcomes feedback
- Contributes to building a positive team spirit
- Able to build morale and group commitments to goals and objectives
- Supports everyone's efforts to succeed
- Recognizes accomplishments of other team members

Written Communication

- Writes clearly and informatively
- Edits work for spelling and grammar
- Varies writing style to meet needs
- Presents numerical data effectively
- Able to read and interpret written information

Change Management

- Develops workable implementation plans
- Communicates changes effectively
- Builds commitment and overcomes resistance
- Prepares and supports those affected by change
- Monitors transition and evaluates results

Organizational Support

- Follows policies and procedures
- Completes administrative tasks correctly and on time
- Supports organization's goals and values
- Supports affirmative action and respects diversity
- Demonstrates persistence and overcomes obstacles
- Measures self against standard of excellence

Planning/Organizing

- Prioritizes and plans work activities
- Uses time efficiently
- Plans for additional resources
- Sets goals and objectives

Safety and Security

- Observes safety and security procedures
- Determines appropriate action beyond guidelines
- Reports potentially unsafe conditions

Physical Demands / Work Environment

- Work is primarily performed in the classroom environment. Classrooms are dynamic with a high level of activity. Work may also be performed at community sites for field trips.
- Incumbent must be able to lift up to 25 pounds
- Stand for up to 75% of the day
- Assume postures in low level positions that best allow physical and visual contact with children
- Must be able to sustain a high level of energy
- Bend to perform various tasks numerous times throughout the day
- Stoop, sit on the floor
- Perform all activities with children, i.e. jump, dance, walk, run, etc. for extended periods of time
- Both indoor and outdoor environment are typically found in a school environment
- Depending upon activities and season, may be required to be outdoors for regular, prolonged activities
- Must possess acceptable hearing and visual capabilities in order to monitor the environment and children's well being
- Must be able to excel in an ambiguous and continuously changing, competitive environment
- Work hours may vary to meet the needs of the children
- Incumbent will be faced with a variety of issues on a daily basis and will be engaged in multiple tasks and must respond quickly and appropriately to frequently changing needs of children

Axios HR- an entirely employee owned company- is the largest independent employer in West Michigan. Our mission is to match people with meaningful, long-lasting, and

enjoyable careers, not just a job. Since 1988, we've helped match over 300,000 people just like you with top employers across West Michigan.

Charter HR Educational Services, LLC
Job Description for William C. Abney School

Title: Executive Assistant
Status: Full-Time
Pay Range: Commensurate with Experience
Reports To: Principal

Job Summary

Executive assistant serve as a primary source of administrative support for the school and is the first line of contact for parents, staff, students, and visitors. As such, the executive assistant provides administrative support at the school, and helps respond to the needs and concerns of teachers, students, parents, and visitors.

Duties and Responsibilities

- Welcomes parents, students, staff and visitors to the school, provides information, as required by the principal, to those calling or visiting the school
- Addresses parent, student, staff, and visitor concerns with basic information and refers them to Climate and Culture Coach for advanced support and problem-solving
- Maintains confidentiality of parents, students, staff, and visitors when addressing sensitive matters
- Shares relevant information with principal in a timely manner
- Communicates relevant information to parents, students, and staff as required by principal
- Primary person responsible for staffing the front desk, monitoring and ordering supplies, as requested by the principal, and handling all mailing requirements for the building
- Provides data entry and ensures accurate and timely student attendance records are maintained by advisors
- Helps maintain records and documents for school and district compliance
- Helps develop and maintain program schedules, calendars, and class rosters
- Assists staff with administrative questions
- Helps coordinates fundraising activities
- Displays pleasant, professional demeanor at all times; and, contributes to the development of a positive staff culture.

Knowledge, Skills, Abilities, & Personal Traits

To perform the job successfully, an individual should demonstrate the following competencies:

- Demonstrate the ability to relate joyfully to children
- Active listening skills
- Professional etiquette and demeanor

- Ability to work in a fast-paced environment
- Strong interpersonal skills
- Reliable transportation
- Ability to:
 - Apply learning and training in a classroom environment
 - Work outside of regular schedule when required
 - Connecting with Children,
 - Deal with Uncertainty
 - Support Diversity
 - Be Dependable
 - Show Emotional Control
 - Handle Pressure
 - Have a Positive affect with students and parents
 - Respond to parent/student inquiries
 - Provide formative, thorough feedback on assign

Credentials and Experience

- Criminal Justice Fingerprint/Background Clearance

Physical Demands / Work Environment

- Work is primarily performed in a school office.
- Incumbent must be able to lift up to 40 pounds
- Sit up to 75% of the day
- Assume postures in low level positions that best allow physical and visual contact with children
- Must be able to sustain a high level of energy
- Bend to perform various tasks numerous times throughout the day
- Stoop, sit on the floor
- Have the agility to move from a seated position to a standing position promptly to respond to emergency situations
- Perform all activities with children, i.e. jump, dance, walk, run, etc. for extended periods of time
- Both indoor and outdoor environment are typically found in a childcare facility
Depending upon activities and season, may be required to be outdoors for regular, prolonged activities
- Must possess acceptable hearing and visual capabilities in order to monitor the environment and children's well being
- Must be able to excel in an ambiguous and continuously changing, competitive environment
- Incumbent will need to be flexible and be able to respond quickly and appropriately to changing situations
- Work hours may vary to meet the needs of the children
- Incumbent will be faced with a variety of issues on a daily basis and will be engaged in multiple tasks and must respond quickly and appropriately to frequently changing needs of children

Axios Charter HR, LLC
Job Description for William C Abney Academy

Title: Behavioral Interventionist
Status: Full-time, Exempt
Pay Range: Commensurate with Experience
Reports To: Principal

Job Summary

The Behavior Interventionist provides support to at-risk students addressing conduct, discipline, or attendance issues while helping these students become more academically successful.

Duties and Responsibilities

- Under limited supervision, advises and/or coordinates services to support implementation of Positive Behavioral Interventions & Supports (PBIS)
- Supports implementation of general supervision to ensure compliant policies, practices, and procedures that comply with federal regulations and state rules.
- Must be able to prepare guidelines, memoranda, reports, and presentation materials.
- Conducts training and staff development activities.
- Provides specific coaching supports to develop capacity for effective implementation and sustainability of the comprehensive PBIS framework. T
- his position will be responsible for assisting in developing, implementing, and monitoring comprehensive plans to address the needs of all students through the PBIS framework.

Knowledge, Skills, Abilities, & Personal Traits

To perform the job successfully, an individual should demonstrate the following competencies:

Problem Solving

- Identifies and resolves problems in a timely manner
- Gathers and analyzes information skillfully
- Develops alternative solutions
- Works well in group problem solving situations
- Uses reason even when dealing with emotional topics

Student Focus & Management

- Manages difficult or emotional student situations
- Responds promptly to student and staff needs
- Solicits feedback to improve delivery
- Responds to requests for service and assistance
- Meets commitments

Oral Communication

- Speaks clearly and persuasively in positive or negative situations
- Listens and gets clarification
- Responds well to questions
- Demonstrates group presentation skills
- Participates in meetings

Team Work

- Exhibits objectivity and openness to others' views
- Gives and welcomes feedback
- Contributes to building a positive team spirit
- Able to build morale and group commitments to goals and objectives
- Supports everyone's efforts to succeed
- Recognizes accomplishments of other team members

Written Communication

- Writes clearly and informatively
- Edits work for spelling and grammar
- Varies writing style to meet needs
- Presents numerical data effectively
- Able to read and interpret written information

Change Management

- Develops workable implementation plans
- Communicates changes effectively
- Builds commitment and overcomes resistance
- Prepares and supports those affected by change
- Monitors transition and evaluates results

Organizational Support

- Follows policies and procedures
- Completes administrative tasks correctly and on time
- Supports organization's goals and values
- Supports affirmative action and respects diversity
- Demonstrates persistence and overcomes obstacles
- Measures self against standard of excellence

Planning/Organizing

- Prioritizes and plans work activities
- Uses time efficiently
- Plans for additional resources
- Sets goals and objectives

Safety and Security

- Observes safety and security procedures
- Determines appropriate action beyond guidelines
- Reports potentially unsafe conditions

Physical Demands / Work Environment

- Incumbent must be able to lift up to 25 pounds
- Stand for up to 75% of the day
- Assume postures in low level positions that best allow physical and visual contact with children
- Must be able to sustain a high level of energy
- Bend to perform various tasks numerous times throughout the day
- Stoop, sit on the floor
- Perform all activities with children, i.e. jump, dance, walk, run, etc. for extended periods of time
- Both indoor and outdoor environment are typically found in a school environment
- Depending upon activities and season, may be required to be outdoors for regular, prolonged activities
- Must possess acceptable hearing and visual capabilities in order to monitor the environment and children's well being
- Must be able to excel in an ambiguous and continuously changing, competitive environment
- Work hours may vary to meet the needs of the children
- Incumbent will be faced with a variety of issues on a daily basis and will be engaged in multiple tasks and must respond quickly and appropriately to frequently changing needs of children

Charter HR Educational Services, LLC
Job Description for WCAA

Title: Bus Driver
Status: Full-time, Non-Exempt
Pay Range: Commensurate with Experience
Reports To: Transportation Supervisor

Job Summary

Provides a safe transportation system in the best interest of all students with disabilities in a cost effective manner. Responsible for the organization, administration, supervision of the school district transportation system in accordance with state law and policies along with school district policies.

Duties and Responsibilities

- Drives a school bus safely in accordance with time schedules for transporting students to and from their homes, a variety of school sites, and on field trips as assigned.
- Oversees the loading and unloading of students, releasing students to authorized individuals and assures that safety belts are fastened.
- Maintains order and proper discipline of passengers; resolves disputes, documents, and reports severe disciplinary cases.
- Conducts accident investigations.
- Assures maintenance of bus is in safe and clean operating condition; reports needed mechanical repairs, installs special safety belts, sweeps interior of the bus and washes windows daily, services the bus with gas and oil, and follows established security procedures.
- Establishes drop off and pickup order of assigned students; confers with parents, supervisors, and other staff regarding transportation needs, plots route on map, documents route, and adjusts route for new and/or dropped students.
- Directs routing and scheduling of buses and reviews bus stop locations for safety and efficiency.
- Monitors students with special health problems while on bus after receiving written or oral instruction and is aware and alert to any sign of difficulty following prescribed instructions and procedures.
- Responds to inquiries and concerns in a timely manner.
- Maintains a variety of records and reports including but not limited to mileage, routing, maintenance, and time schedules.
- Represents the school in a positive and professional manner.
- Attends meetings, programs, and in-service trainings as assigned.
- Sets high standards and expectations and promotes professional growth for self and others.
- Assists the other routes when breakdown or other unusual circumstances occur as assigned.
- Performs other duties and responsibilities assigned by the Principal.

Qualifications:

- High school diploma or equivalent.
- Valid Driver's License with CDL C or CDL B Endorsement
- Exemplary work habits verified by previous employer.
- Exemplary driving record.
- Satisfactory criminal background check and drug screening.
- Solid record of punctuality.

Desired Requirements:

- Experience in a school setting with school-age children.

- Valid certifications required by the Department of Transportation and Michigan Department of Education.
- Knowledge and skills working with At-Risk students.
- First Aid and CPR Certification.

Certificates, Licenses, Registrations: Valid Michigan driver's license with good driving record. Must possess or obtain, and then maintain, valid Michigan Commercial Driver's License ("CDL") Class B with C and S endorsements and no Air Brake restriction.

Knowledge, Skills, and Abilities

To perform the job successfully, an individual should demonstrate the following competencies:

- **Problem Solving**
 - Identifies and resolves problems in a timely manner
 - Gathers and analyzes information skillfully
 - Develops alternative solutions
 - Works well in group problem solving situations
 - Uses reason even when dealing with emotional topics
- **Customer Service**
 - Strong customer service skills
 - Manages difficult or emotional situations
 - Responds promptly to students, parent, and staff needs
 - Finds ways to help students improve self-esteem issues and build confidence
- **Team Work**
 - Exhibits objectivity and openness to others' views
 - Gives and welcomes feedback
 - Contributes to building a positive staff spirit
 - Supports everyone's efforts to succeed
 - Recognizes accomplishments of other team members
- **Dependability**
 - Responds to management direction
 - Takes responsibility for own actions and keeps commitments
 - Commits to long hours of work when necessary to reach goals
 - Completes tasks on time or notifies appropriate person with an alternate plan

Credentials and Experience

- Associate or Bachelor's Degree in Administrative Services or similar preferred
- Criminal Justice Fingerprint/Background Clearance
- Experience with a variety of office computer & software products
- Intermediate to advanced skills in word processing, spreadsheets, and data base programs

Physical Demands / Work Environment

- Primary worksite will be in an office environment
- Must be able to occasionally lift up to 25 pounds
- Must be able to sustain a high level of energy
- Bend to perform various tasks numerous times throughout the day
- Have the agility to move from a seated position to a standing position promptly to respond to emergency situations
- Must possess acceptable hearing and visual capabilities in order to monitor the environment
- Must be able to excel in an ambiguous and continuously changing environment
- Will be faced with a variety of issues on a daily basis and will be engaged in multiple tasks and must respond quickly and appropriately

Charter HR Educational Services, LLC
Job Description for William C. Abney School

Title: Business Manager
Status: Full-Time Exempt
Pay Range: Commensurate with Experience
Reports To: School Leader

Job Summary

Provide overall management of financial operations, practice growth, marketing and administration. Drive business functions and ensures employee efforts support organizational goals and objectives. Manage business and financial affairs related to the administration of business unit or department.

Primary Responsibilities:

1. To administer the business affairs of the Academy in such a way as to provide the best possible educational services with the financial resources available.
2. Manage all daily operations of the Business Department and serve as direct report to the Board of Education.

Essential Functions:

1. Coordinate and develop the budget planning and implementation process, including budget preparation, administration, and control.
2. Oversees all financial and budgetary information for all operations/departments of the school district.
3. Exercises supervisory capability for adjusting, closing, and reversing year-end entries in order that year-end financial statements accurately and appropriately reflect Academy's revenues and expenditures.
4. Develops a schedule for and conducts internal audits on accounts, accounting practices, and Business Department procedures as necessary.
5. Responsible for the annual financial audit, coordinates preparation of necessary schedules and reports and serves as the Academy's liaison with audit staff.
6. Oversees the maintenance of the debt retirement accounts of the school district and recommends the annual debt retirement millage rate.
7. Responsible for all bank statement reconciliations and daily posting of receipts and journal entries to the general ledger.
8. Responsible for multiple local, county, state and federal reports.
9. Responsible for cash reimbursement requests, i.e. grants, food service, etc.
10. Monitors compliance regarding purchases through competitive bidding, informal quotations, and negotiations.
11. Prepares and/or supervises the completion of required federal, state, and local reports.
12. Attends and participates in all required Board meetings.
13. Performs other duties as assigned by the Principal.

Physical Demands / Work Environment

1. Primary worksite will be in an office environment
2. Must be able to occasionally lift to 25 pounds
3. Must be able to sustain a high level of energy
4. Bend to perform various tasks numerous times throughout the day
5. Must possess acceptable hearing and visual capabilities in order to monitor the environment
6. Must be able to excel in an ambiguous and continuously changing environment
7. Will be faced with a variety of issues on a daily basis and will be engaged in multiple tasks and must respond quickly and appropriately

Charter HR Educational Services, LLC
Job Description for William C. Abney School

Title: Paraprofessional
Status: Full-Time or Part-time / Non-Exempt
Pay Range: Commensurate with Experience
Reports To: Climate and Culture Coach

Job Summary

Assist the grade level Teachers in implementing learning experiences that advance the intellectual, emotional, social, and physical development of children within a safe, healthy learning environment.

Duties and Responsibilities

- Assists students, individually or in groups, with lesson assignments to present or reinforce learning concepts
- Act as substitute teacher when needed
- Provide support before, during, and after school supervision of students inside and outside the classrooms and building.
- Provide classroom support on an emergency or per-arranged basis.
- Communicate effectively with building personnel as part of a team.
- Demonstrate ability to notify and include parents into the instructional process.
- Have demonstrated ability to create a learning environment that stimulates participation and creativity.
- Monitors and supervises students during lunch periods
- Maintains and supports the school culture at all times
- Enforces safety, appropriate behavior standards and lunchroom policies

Knowledge, Skills, Abilities, & Personal Traits

To perform the job successfully, an individual should demonstrate the following competencies:

- Demonstrate the ability to relate joyfully to children
- Classroom management skills
- Active listening skills
- Professional etiquette and demeanor
- Ability to work in a fast-paced environment
- Strong interpersonal skills
- Reliable transportation
- Ability to:
 - Apply learning and training in a classroom environment
 - Work outside of regular schedule when required
 - Connecting with Children,
 - Deal with Uncertainty
 - Support Diversity

- Be Dependable
- Show Emotional Control
- Handle Pressure
- Have a Positive affect with students and parents
- Respond to parent/student inquiries
- Provide formative, thorough feedback on assign

Credentials and Experience

- Associate Degree in educational focus area
- Bachelor's degree preferred
- Criminal Justice Fingerprint/Background Clearance

Physical Demands / Work Environment

- Work is primarily performed in the classroom environment. Classrooms are dynamic with a high level of activity. Work may also be performed at community sites for field trip.
- Incumbent must be able to lift up to 40 pounds
- Stand up to 75% of the day
- Assume postures in low level positions that best allow physical and visual contact with children
- Must be able to sustain a high level of energy
- Bend to perform various tasks numerous times throughout the day
- Stoop, sit on the floor
- Have the agility to move from a seated position to a standing position promptly to respond to emergency situations
- Perform all activities with children, i.e. jump, dance, walk, run, etc. for extended periods of time
- Both indoor and outdoor environment are typically found in a childcare facility
Depending upon activities and season, may be required to be outdoors for regular, prolonged activities
- Must possess acceptable hearing and visual capabilities in order to monitor the environment and children's well being
- Must be able to excel in an ambiguous and continuously changing, competitive environment
- Incumbent will need to be flexible and be able to respond quickly and appropriately to changing situations
- Work hours may vary to meet the needs of the children
- Incumbent will be faced with a variety of issues on a daily basis and will be engaged in multiple tasks and must respond quickly and appropriately to frequently changing needs of children

Charter HR Educational Services, LLC
Job Description for William C. Abney Academy

Title: Instructional Strategist
Status: School Year Full-time, Exempt
Pay Range: Commensurate with Experience
Reports To: Principal

Description of Position

To positively impact student achievement through the support, training, coaching, and mentoring of teachers and instructional staff.

Description of Duties

- Assist grade level/content teams, departments, and administration in analyzing student performance and setting goals to increase student performance
- Provide on-site assessment data management support
- Meet regularly with the principal to review formative student assessment data and to assess the outcome of the goals established by grade level and/or department teams
- Prepare forms, records and reports as directed
- Provide support and assistance to all classroom teachers in the full and skillful implementation of the district's adopted programs
- Serve as site testing coordinator under the direction of the principal
- Assist teachers in the preparation and implementation of content area pacing guides
- Provide on-site support to new teachers
- Provide feedback to administration and district staff development committee regarding possible areas of staff growth
- Assist with professional development to ensure that the teachers are knowledgeable about program components, instructional design and research
- Serve as a resource for identifying appropriate instructional strategies and interventions to improve student achievement for all students including English learners and students with disabilities as requested by teachers
- Conduct demonstration lessons to insure that all teachers have increased professional capacity as requested by teachers
- Assist teachers in building an interactive classroom environment focused on the content and learning strategies embedded in the program as requested by teachers
- Provide instructional strategy support through non-evaluative observations, lesson analysis, and feedback as requested by teachers
- Provide the following school-wide support for academic achievement.
- Assist in organizing and administering assessments for a variety of purposes such as benchmarks, screeners, diagnostic, standardized, etc.
- Gather and organize grade-level/subject area universal assessment tools and develop assessments for progress monitoring purposes for all teachers.
- Assess students in a variety of ways on a regular basis, for a variety of purposes and provide progress reports as required.

- Analyze (disaggregating) and interpret data to improve instructional programs and identify appropriate intervention(s).
- Use data to help teachers identify and group children who need additional supports.
- Support teachers in documenting student progress.
- Design, organize and schedule intervention groups based on data.
- Provide individual and small group instruction designed to meet individual needs and motivate students in pull out and push in/classroom setting.
- Employ a variety of instructional techniques, instructional media, and performance assessments, which guide the learning process toward academic achievement and curriculum goals.
- Evaluates the educational progress of students in terms of class work and attainment of proficiency levels; and the educational growth
- Evaluate the effectiveness of interventions and supports provided and refine support/strategies as needed to improve effectiveness.
- Build effective relationships with colleagues, parents and students through regular communication.

Required Education and/or Experience

- Bachelors_degree
- 5 years teaching experience

Preferred Education and/or Experience

- Masters degree
- Teaching experience

Damon Pitt
Principal

July 1, 2016
Date

Name (print)

Name (signed)

Charter HR Educational Services
Job Description for William C Abney

Title: Principal
Status: Full-time, Exempt
Pay Range: Commensurate with Experience
Reports To: Board of Directors

Job Summary

The Principal provides leadership for all aspects of the day-to-day operations of the School while serving as a centralizing leadership figure within the school and the local community. While working closely with, and reporting directly to, the Board of Directors ("Board"), the Principal will tend to the issues that concern the school as a whole and will facilitate communication/build consensus among the teachers, staff, families and Board. The Principal should have a larger vision for the future direction of the school while continuing to support and encourage the preservation of schools mission throughout the school.

Duties and Responsibilities

- Maintain a safe, orderly environment for adults and children
- Authorize expenditures within budget
- Attend, arrange for and prepare for meetings with the Board
- Maintain requirements of Codes for present facilities
- Represent and interpret school program to the community
- **Supervise Staff**
 - Provide a sounding board for teaching staff
 - Monitor and attend teacher meetings
 - Participate in parent conferences as needed
 - Meet individually with faculty/staff as needed
 - Help provide resources for the teaching staff
 - Evaluate with the staff their in-service training needs and find, or help plan for, training experiences to meet these needs
 - Help facilitate communication between staff members, and between staff and parents
 - Participate in the interviewing and hiring of faculty and staff
 - Makes final decision and contacts media for changes in daily hours of operations
 - Develop school calendar for recommendation to the board
- **Drive Communication and Development for Parents**
 - Be available at scheduled times weekly for conferences, informal conversations, or phone calls with parents
 - Be available at for unscheduled talks with parents when needed. In these contacts, serve as a listener, a consultant, a trouble-shooter, or a communicator of school procedure or policy, as appropriate to the situation

- Set tone that allows and encourages parent involvement in the school
- Consults with parent groups about planned activities
- Develop and maintain a parent handbook to acquaint parents with school program, procedures, policies, services, events, calendar, staff, etc
- **Educational Community Responsibilities**
 - Research and stay informed about expectations of local public and private schools for children of various ages or grade levels
 - Be a resource for staff, parents, and Board about educational issues that are relevant to them
 - Maintain correspondence and other requirements of relationships with Grand Valley State University, Michigan Department of Education and other professional member organizations
 - Public Relations and Community Responsibilities
 - Serve as primary communicator and director of communications between the Board and staff and the Board and parent body
 - Be available for interviews at public relations events for the school
 - Oversight of advertising, update website and brochures
 - Prepare and release press releases to relevant local media
- **Program Responsibilities**
 - Determine resources and techniques to determine whether program goals are being met
 - Observe in each classroom and meet monthly with teaching teams
 - Meet with teaching members to determine if the curriculum and instruction meets the needs of the students
 - Determine professional development needs for Teachers and Assistants
 - Prepare all reports for outside agencies, including the State of Michigan Department of Education and Department of Human Services
 - Plan and provide on-site professional development education for teachers
 - Plan and Implement Parent Development seminars and events
 - Be responsible for teacher requests for days off; keep a log of teachers' attendance
- **Admissions**
 - Answer all inquiries and meet with parents as needed
 - Maintain relationship with current families of enrolled students
 - Maintain up to date information on classroom openings and full-time equivalents, financial reports, and projections
 - Communicate with teachers regarding what is expected of them during Open Houses and school events
 - Work with the teachers to assist them in managing behavior and/or challenging issues in the classroom
 - Work with staff and faculty members to problem solve or to mediate disputes among co-workers
 - Work along with staff to determining and implementing a plan to address a child who presents a special need, including meeting with the family and/or providing the family with resources needed to address the need, which may include a change in schools

- Work with staff to determine if any students should not be promoted to the next grade
- Any additional duties the Board members deems important for the general community and health of the school

Knowledge, Skills, and Abilities

- Strong advocate for charter school education
- Previous experience working in a K-12 school required; some leadership experience preferred
- Robust leadership skills
- Experience creating an organization and maintaining sustainability preferred
- Proven experience with staff supervision and budget management
- Ability/willingness to lead in fund development, including identification of financial sources and meeting with various representatives
- Highly self-motivated
- Strong written and verbal communication skills
- Appreciation for students with learning differences as well as for students from diverse family and socio-economic situations
- Experience with a wide variety of computer hardware & software

Credentials and Experience

- Bachelor's degree in Educational Leadership/Administration with emphasis preferred in curriculum, supervision, evaluation, educational leadership and related fields
- Masters Degree preferred
- Business office and/or administrative experience
- Five plus years of experience working with children
- Administrator/Principal certification and/or experience strongly recommended, or be eligible for Administrative Certification
- Prior classroom teaching experience preferred
- Criminal Justice Fingerprint/Background Clearance

Physical Demands / Work Environment

- Incumbent must be able to lift 25 pounds
- Assume postures in low level positions that best allow physical and visual contact with children
- Must be able to sustain a high level of energy
- Bend to perform various tasks numerous times throughout the day
- Stoop, sit on the floor
- Have the agility to move from a seated position to a standing position promptly to respond to emergency situations
- Both indoor and outdoor environment are typically found in a childcare facility
Depending upon activities and season, may be required to be outdoors for regular, prolonged activities

- Must possess acceptable hearing and visual capabilities in order to monitor the environment and children's well being
- Must be able to excel in an ambiguous and continuously changing, competitive environment
- Incumbent will be faced with a variety of issues on a daily basis and will be engaged in multiple tasks and must respond quickly and appropriately to frequently changing needs of children

Charter HR Educational Services, LLC
Job Description for William C Abney Academy

Title: Curriculum Coach
Status: Full-time, Exempt
Pay Range: Commensurate with Experience
Reports To: School Leader

Job Summary

Assist the School Leader in improving the quality of instruction at the Academy at an aggregate level as well as at the classroom and student level. Supports teachers in planning and delivering high-quality instruction by giving feedback, sharing best practices, and providing resources. Provide data to the School Leader to support effective assessment and training. May assist the Leader in planning and facilitating teacher collaboration and professional learning communities.

Duties and Responsibilities

- Develop, with the collaboration of the teacher, clear, realistic and important instructional goals, professional development goals that are standards based and reflect the individual needs of the teacher.
- Guide, teach, influence, and support teachers in planning and delivering high quality instruction in the classroom through reflection, collaboration, and shared inquiry.
- Observe teachers and review lesson plans and other teacher-generated documents, and give constructive feedback for improvement.
- Share methods, materials, and other resources through modeling and other best practices to enhance teacher effectiveness.
- Research instructional resources that best benefit the individual classroom teacher.
- Employ coaching processes that foster increased autonomy in direction and responsibility.
- Provide guidance with educational programs while incorporating effective processes to achieve desired programmatic goals.
- Impart a repertoire of teaching methods, intervention strategies, and alternative modalities of learning that affect student achievement.
- Facilitate reflective thinking and self-advocacy by being a neutral and active listener.
- Advocate on behalf of the students to ensure quality of education for all and to accomplish the school's educational goals.
- Promote on behalf of the classroom teacher, with the school administration, suitable professional development.
- Determine the appropriate research-based resources necessary to improve the instructional abilities and skills of the individual teacher.

- Maintain consistent communication with the School Leader to share data, thoughts and observations and to celebrate successes and troubleshoot program issues.
- Other duties as assigned

Knowledge, Skills, Abilities, & Personal Traits

To perform the job successfully, an individual should demonstrate the following competencies:

Problem Solving

- Identifies and resolves problems in a timely manner
- Gathers and analyzes information skillfully
- Develops alternative solutions
- Works well in group problem solving situations
- Uses reason even when dealing with emotional topics

Analytical

- Synthesizes complex or diverse information
- Collects and researches data
- Uses intuition and experience to complement data
- Designs work flows and procedures

Oral Communication

- Speaks clearly and persuasively in positive or negative situations
- Listens and gets clarification
- Responds well to questions
- Demonstrates group presentation skills
- Participates in meetings

Team Work

- Exhibits objectivity and openness to others' views
- Gives and welcomes feedback
- Contributes to building a positive team spirit
- Able to build morale and group commitments to goals and objectives
- Supports everyone's efforts to succeed
- Recognizes accomplishments of other team members

Written Communication

- Writes clearly and informatively
- Edits work for spelling and grammar
- Varies writing style to meet needs
- Presents numerical data effectively
- Able to read and interpret written information

Change Management

- Develops workable implementation plans
- Communicates changes effectively
- Builds commitment and overcomes resistance
- Prepares and supports those affected by change
- Monitors transition and evaluates results

Organizational Support

- Follows policies and procedures
- Completes administrative tasks correctly and on time
- Supports organization's goals and values
- Supports affirmative action and respects diversity
- Demonstrates persistence and overcomes obstacles
- Measures self against standard of excellence

Planning/Organizing

- Prioritizes and plans work activities
- Uses time efficiently
- Plans for additional resources
- Sets goals and objectives

Safety and Security

- Observes safety and security procedures
- Determines appropriate action beyond guidelines
- Reports potentially unsafe conditions

Credentials and Experience

- Bachelor's degree in Education or similar required
- Master Degree Preferred, Curriculum or Teaching focus
- At least five years full time experience in education
- Criminal Justice Fingerprint/Background Clearance

Physical Demands / Work Environment

- Incumbent must be able to lift 25 pounds
- Must be able to sustain a high level of energy
- Have the agility to move from a seated position to a standing position promptly to respond to emergency situations
- Must possess acceptable hearing and visual capabilities in order to monitor the environment and children's well being
- Must be able to excel in an ambiguous and continuously changing, competitive environment
- Incumbent will be faced with a variety of issues on a daily basis and will be engaged in multiple tasks and must respond quickly and appropriately to frequently changing needs of children

Charter HR Educational Services, LLC
Job Description for William C Abney Academy

Title: Custodial / Facilities Manager
Status: Full-time, Exempt
Pay Range: Commensurate with Experience
Reports To: Principal

Job Summary (Position Expectations)

Upholding and elevating the WCAA “Standards of EXCELLENCE” related to the upkeep, repair, and improvement of our building, our facilities, and our grounds. You will be expected to promote a culture of teamwork and continuous improvement in all areas under your responsibility. You can also expect to be involved in the planning, oversight, and reporting up of the Custodial and Facilities portion of the WCAA Budget.

Duties and Responsibilities

- The delegation and follow-up of responsibilities to other team members
- Ensure that safety practices are followed
- Assist in all work areas when and where needed
- Perform energy management setup changes
- Provide advisory assistance in regard to equipment and facility needs and conditions
- Supervise and train the Custodial / Facilities Team for maximum productivity
- Inspect school and grounds on a regular basis to ensure safe and excellent conditions for learning and building pride throughout our Team and Community
- Maintain all equipment manuals, equipment warranties, and tool inventories
- Review work orders to ensure proper documentation and obtain receipts to be submitted to Office Manager for all expenditures
- Establish and evaluate the preventive maintenance program
- Direct employees in the use of safety equipment and procedures
- Ensure adherence to excellent safety standards
- Model and promote high ethical standards in all you do
- Maintain confidentiality regarding school/workplace matters
- Meet and deal effectively with the general public, staff members, students, parents, administrators and other contact persons using tact and good judgment
- Participate successfully in the training programs offered to increase skill and proficiency related to assignment

Knowledge, Skills, Abilities, & Personal Traits

To perform the job successfully, an individual should demonstrate the following competencies:

- ***Language Ability:***
 - Ability to read and comprehend simple instructions, short correspondence, and memos
 - Gather Information in one-on-one, from small group situations, and from other individuals within the organization
 - Reliable Transportation
- ***Problem Solving:***
 - Identifies and resolves problems in a timely manner
 - Gathers and analyzes information skillfully
 - Develops alternative solutions
 - Works well in group problem solving situations

- Uses reason even when dealing with emotional topics
- **Project Management**
 - Develops project plans
 - Coordinates projects
 - Communicates changes and progress
 - Completes projects on time and budget
 - Manages project team activities
- **Reasoning Ability:**
 - Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions
 - Ability to deal with problems involving a few concrete variables in standardized situations
- **Managing People**
 - Includes team members in the planning, decision-making, facilitating and process improvement
 - Makes self available to staff
 - Provides regular performance feedback
 - Solicits and applies customer feedback (internal and external)
 - Improves processes, products and services

Credentials and Experience

- High school diploma or General Education Degree (GED)
- One to three months related experience and/or training, or equivalent combination of education and experience (basic cleaning, plumbing, electrical, and HVAC knowledge)
- Criminal Justice Fingerprint/Background Clearance

Physical Demands/ Work Environment:

- The employee must frequently lift and/or move up to 50 pounds
- While performing the duties of this job, the employee is frequently required to walk, reach with hands and arms, climb or balance, stoop, kneel, crouch, or crawl, and talk or hear
- While performing the duties of this job, the employee is frequently exposed to outdoor weather conditions. The employee is occasionally exposed to extreme cold or heat
- The noise level in the work environment is usually moderate

Here at William C. Abney Academy we believe that
EXCELLENCE has a Look, a Sound, and a Feel to it.

We call it: **“Living the Abney Way”** (see attached)

If you believe that too, let's chat.

The Abney Way



We will create a positive, welcoming environment by:

- Operating as a family unit—living as one and caring for each other

- Working together as a united team—utilizing strengths and stepping up whenever necessary
- Establishing integrity through trust, honesty and respect
- Having fun with each other, students and parents
- Building a culture where everyone feels safe—physically, emotionally and socially
- Exhibiting “Abney Pride”

We will exhibit “Abney Pride” by:

- Honoring each other, the parents and the kids
- Speaking positively about and toward the school and the individuals within the school
- Demonstrating dedication toward our work, colleagues, students and parents
- Understanding where one is coming from and the variety of perspectives that are present
- Maintaining high expectations for everyone—ourselves, colleagues, students and parents

We will maintain high expectations by:

- Striving for and achieving excellence in all we do—individually and collectively
- Believing in ourselves, our colleagues and every student and family we serve
- Serving as professionals in every aspect of our role
- Holding ourselves, our colleagues, students and families accountable

We will hold ourselves and others accountable by:

- Taking responsibility for our actions and expectations
- Following through with all expectations of our role
- Being present every day—physically, emotionally and mentally
- Exhibiting consistency in every aspect of our role
- Demonstrating a willingness to grow

We will grow by:

- Having a growth mindset for ourselves, our colleagues and our students
- Serving as problem solvers and problem resolvers
- Creating an openness within us individually and collectively
- Enhancing our relationship with the community in which we work

We will enhance our relationship with the community in which we work by:

- Deepening our understanding of those we serve
- Creating authentic, non-traditional ways of involving parents in their child’s education
- Broadening our community partnerships
- Developing youth who are ready to be productive citizens in the community in which they live

Charter HR Educational Services, LLC
Job Description for William C. Abney School

Title: Custodian
Status: Full-Time or Part-time / Non-Exempt
Pay Range: Commensurate with Experience
Reports To: School Leader

Job Summary

Maintains school building(s) in a clean, sanitary, orderly and attractive setting. Provides daily general cleaning services in the building and more intensive cleaning tasks at specified intervals as directed by the building administrator.

Duties and Responsibilities

- Cleans rooms, hallways, lobbies, lounges, rest rooms, corridors, elevators, stairways, and other work areas as appointed.
- Sweeps, mops, scrubs, and vacuums hallways, stairs and office space.
- Sweeps, scrubs, waxes and polishes floors and hallways.
- Cleans and extracts rugs and carpets.
- Dusts furniture and equipment.
- Empties trash and garbage containers and transports to waste disposable area.
- Washes windows, door panels, sills, and general areas.
- Replenishes restroom supplies and cleans restrooms.
- Replenishes cleaning or general supplies to classrooms or rooms as requested.
- Maintains building, performing minor and routine repairs or activities.
- Notifies management concerning need for major repairs.
- Cleans and shovels snow and debris from sidewalks and designated areas. Salts sidewalks and designated areas during ice.
- Set up tables and chairs in auditoriums, rooms, or halls as designated.
- Attend to minor, unscheduled, cleanups or accidents as necessary.
- Bending, lifting and overhead work required.
- Attendance and punctuality to assignment required.
- Assists in other areas as directed by building principal or supervisor.

Knowledge, Skills, Abilities, & Personal Traits

To perform the job successfully, an individual should demonstrate the following competencies:

- Demonstrate the ability to relate joyfully to children
- Classroom management skills
- Active listening skills
- Professional etiquette and demeanor
- Ability to work in a fast-paced environment
- Strong interpersonal skills
- Reliable transportation
- Ability to:

- Apply learning and training in a classroom environment
- Work outside of regular schedule when required
- Connecting with Children,
- Deal with Uncertainty
- Support Diversity
- Be Dependable
- Show Emotional Control
- Handle Pressure
- Have a Positive affect with students and parents
- Respond to parent/student inquiries
- Provide formative, thorough feedback on assign

Credentials and Experience

- [Enter required credentials and minimum schooling]
- Criminal Justice Fingerprint/Background Clearance

Physical Demands / Work Environment

- Work is primarily performed in the classroom environment. Classrooms are dynamic with a high level of activity. Work may also be performed at community sites for field trip.
- Incumbent must be able to lift up to 40 pounds
- Stand up to 75% of the day
- Assume postures in low level positions that best allow physical and visual contact with children
- Must be able to sustain a high level of energy
- Bend to perform various tasks numerous times throughout the day
- Stoop, sit on the floor
- Have the agility to move from a seated position to a standing position promptly to respond to emergency situations
- Perform all activities with children, i.e. jump, dance, walk, run, etc. for extended periods of time
- Both indoor and outdoor environment are typically found in a childcare facility. Depending upon activities and season, may be required to be outdoors for regular, prolonged activities
- Must possess acceptable hearing and visual capabilities in order to monitor the environment and children's well being
- Must be able to excel in an ambiguous and continuously changing, competitive environment
- Incumbent will need to be flexible and be able to respond quickly and appropriately to changing situations
- Work hours may vary to meet the needs of the children
- Incumbent will be faced with a variety of issues on a daily basis and will be engaged in multiple tasks and must respond quickly and appropriately to frequently changing needs of children

Charter HR Educational Services, LLC
Job Description for William C. Abney School

Title: Food Service Manager
Status: Full-Time Exempt
Pay Range: Commensurate with Experience
Reports To: School Leader

Job Summary

Maintain food and equipment inventories, and keep inventory records. Ensure customer service regarding food quality, service or accommodations. Monitor food preparation to ensure that food is prepared and presented in an acceptable manner. Count money and make bank deposits, monitor financial transactions. Schedule staff hours and assign duties.

Duties and Responsibilities

- Knowledge of methods, materials, equipment, and appliances used in food preparation
- Ability to manage personnel
- Effective planning and organizational skills
- Promote and maintain professionalism among staff
- Demonstrate good personal appearance and cleanliness in work habits
- Knowledgeable in commercial sanitation and safety practices

Knowledge, Skills, Abilities, & Personal Traits

To perform the job successfully, an individual should demonstrate the following competencies:

- Demonstrate the ability to relate joyfully to children
- Active listening skills
- Professional etiquette and demeanor
- Ability to work in a fast-paced environment
- Strong interpersonal skills
- Reliable transportation
- Ability to:
 - Apply learning and training in a classroom environment
 - Work outside of regular schedule when required
 - Connecting with Children,
 - Deal with Uncertainty
 - Support Diversity
 - Be Dependable
 - Show Emotional Control
 - Handle Pressure
 - Have a Positive affect with students and parents
 - Respond to parent/student inquiries
 - Provide formative, thorough feedback on assign

Credentials and Experience

- Criminal Justice Fingerprint/Background Clearance

Physical Demands / Work Environment

- Work is primarily split between an office and a lunch room.
- Incumbent must be able to lift up to 40 pounds
- Stand up to 75% of the day
- Assume postures in low level positions that best allow physical and visual contact with children
- Must be able to sustain a high level of energy
- Bend to perform various tasks numerous times throughout the day
- Stoop, sit on the floor
- Have the agility to move from a seated position to a standing position promptly to respond to emergency situations
- Must possess acceptable hearing and visual capabilities in order to monitor the environment and children's well being
- Must be able to excel in an ambiguous and continuously changing, competitive environment
- Incumbent will need to be flexible and be able to respond quickly and appropriately to changing situations
- Work hours may vary to meet the needs of the children
- Incumbent will be faced with a variety of issues on a daily basis and will be engaged in multiple tasks and must respond quickly and appropriately to frequently changing needs of children

Axios Charter HR, LLC
Job Description for William C Abney Academy

Title: MTSS Coordinator
Status: Full-time, Exempt
Pay Range: Commensurate with Experience
Funding: Funded by state or federal grant funds.
Reports To: Superintendent/School Leader

Job Summary

Within the context of the Abney Framework for Academic Excellence, the MTSS Coordinator will lead and oversee the development of a districtwide Multi-Tiered Systems of Support (MTSS) program that supports the whole child. The Coordinator will be responsible for collaborating closely with building leaders, educators, support staff, families and students to establish and implement a tiered framework that uses data to meet the needs of each and every student through academic, behavior and social-emotional learning (SEL) interventions – while collaborating with the Director of Teaching and Learning on the Tier 1 instruction of the MTSS model. The Coordinator will provide guidance across the academy to ensure that research based MTSS strategies, interventions and systems are in place to support student achievement at Tier 1, 2 and 3.

The Coordinator will work to support the process by which children and adults develop fundamental social-emotional competencies and experience, while working to build and deepen a positive school climate and culture by training on how to understand and manage emotions, set and achieve positive goals and to feel/show empathy to others. Additionally, the Coordinator will center his/her work on the five core competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-making. The Coordinator will be responsible for the direct support to school staff on behavior and academic intervention programming including standards, staff development, curriculum and assessment – while serving as a liaison between Tier 1 instruction and Tier 2 and 3 interventions.

Minimum Qualifications

- In-depth knowledge of MTSS framework, PBIS, RTI, SEL, restorative practices, trauma-informed practices, best practices and research-based intervention strategies in the areas of academics, behavior, character education and social-emotional learning
- In-depth knowledge of Tier 1 instruction in context of the MTSS system
- Ability to communicate and collaborate effectively with all school stakeholders
- Ability to provide leadership and manage complex projects
- Ability to analyze, implement, track and report data
- Bachelor's Degree in education
- Teacher Certification through Michigan Department of Education
- Criminal Justice Fingerprint/Background Clearance

Preferred Qualifications

- Master's degree in education
- Administrator Certification through Michigan Department of Education
- Five years of classroom experience
- Two years of coaching and/or leading professional learning experience
- Successful experience working with at-risk students

Duties and Responsibilities

- Collaborate with the Director of Teaching and Learning on the Tier 1 instruction of the MTSS model.
- Coordinate, lead and monitor Tier 2 and 3 interventions within the Abney Framework for Academic Excellence
- Lead and monitor a districtwide MTSS implementation plan aligned to the district's vision for academic and behavior MTSS
- Provide guidance across the academy to ensure that research based MTSS strategies, interventions and systems are in place to support student achievement at Tier 1, 2 and 3.
- Serve as a liaison between Tier 1 instruction and Tier 2 and 3 interventions
- Increase academic student achievement by eliminating and/or reducing social, emotional, behavioral and/or academic barriers to academic success
- Coordinate the development of needs-based Tier 1, 2 and 3 intervention protocols, problem-solving processes, data-based decision-making, progress monitoring & communication/collaboration processes for Student Support Teams
- Implement character education and social-emotional learning targets in classrooms to support student growth in personal responsibility/self-discipline
- Implement differentiated Tier 2 and Tier 3 strategies that support students in mediating their own thinking and behaviors to support intrinsic motivation and self-regulation while clarifying personal identity
- Identify and implement districtwide universal screening for academics, social-emotional learning and behavior
- Develop training programs and provide ongoing coaching for leadership teams, staff and teachers on the MTSS frameworks and research-based practices for tiered interventions for behavior and academics
- Implement an MTSS intervention management system to ensure effective data collection, data analysis and program evaluation and efficacy
- Partner with community organizations, government agencies, out-of-school program and families to ensure availability of resources for families
- Coordinate and lead MTSS-related professional learning for academy staff
- Work inside the school culture to facilitate change the "Abney Way"
- Analyze perception and demographic school data and respond accordingly
- Present student performance data to school and district leadership, in accordance with timelines established
- Coordinate and lead family engagement staff, liaisons and initiatives throughout the school
- Other duties as assigned

Knowledge, Skills, Abilities, & Personal Traits

To perform the job successfully, an individual should demonstrate the following competencies:

Problem Solving

- Identifies and resolves problems in a timely manner
- Gathers and analyzes information skillfully
- Develops alternative solutions
- Works well in group problem solving situations
- Uses reason even when dealing with emotional topics

Student Focus & Management

- Manages difficult or emotional student situations
- Responds promptly to student and staff needs
- Solicits feedback to improve delivery
- Responds to requests for service and assistance
- Meets commitments

Oral Communication

- Speaks clearly and persuasively in positive or negative situations
- Listens and gets clarification
- Responds well to questions
- Demonstrates group presentation skills
- Participates in meetings

Team Work

- Exhibits objectivity and openness to others' views
- Gives and welcomes feedback
- Contributes to building a positive team spirit
- Able to build morale and group commitments to goals and objectives
- Supports everyone's efforts to succeed
- Recognizes accomplishments of other team members

Written Communication

- Writes clearly and informatively
- Edits work for spelling and grammar
- Varies writing style to meet needs
- Presents numerical data effectively
- Able to read and interpret written information

Change Management

- Develops workable implementation plans
- Communicates changes effectively
- Builds commitment and overcomes resistance
- Prepares and supports those affected by change
- Monitors transition and evaluates results

Organizational Support

- Follows policies and procedures
- Completes administrative tasks correctly and on time
- Supports organization's goals and values
- Supports affirmative action and respects diversity
- Demonstrates persistence and overcomes obstacles
- Measures self against standard of excellence

Planning/Organizing

- Prioritizes and plans work activities
- Uses time efficiently
- Plans for additional resources
- Sets goals and objectives

Safety and Security

- Observes safety and security procedures
- Determines appropriate action beyond guidelines
- Reports potentially unsafe conditions

Physical Demands / Work Environment

- Incumbent must be able to lift up to 25 pounds
- Stand for up to 75% of the day
- Assume postures in low level positions that best allow physical and visual contact with children
- Must be able to sustain a high level of energy
- Bend to perform various tasks numerous times throughout the day
- Stoop, sit on the floor
- Perform all activities with children, i.e. jump, dance, walk, run, etc. for extended periods of time
- Both indoor and outdoor environment are typically found in a school environment
- Depending upon activities and season, may be required to be outdoors for regular, prolonged activities
- Must possess acceptable hearing and visual capabilities in order to monitor the environment and children's well being
- Must be able to excel in an ambiguous and continuously changing, competitive environment
- Work hours may vary to meet the needs of the children
- Incumbent will be faced with a variety of issues on a daily basis and will be engaged in multiple tasks and must respond quickly and appropriately to frequently changing needs of children

Axios Charter HR, LLC
Job Description for William C Abney Academy

Title: School Social Worker
Status: Full-time, Exempt
Pay Range: Commensurate with Experience
Funding: Position fully funded by a federal Title I Grant. Note: position is available based upon the availability of these supplemental funds.
Reports To: Principal

Job Summary

The primary function of the school Social Worker is to provide support services to eligible students, whose emotional/social problems interfere with their ability to obtain maximum benefit from the school's educational program. Act as liaison between parents/guardians, school, and public and private agencies responsible for student care and services.

Minimum Qualifications

- Limited Master's Social Work Licensure working towards full eligibility of Licensure
- Trained in behavioral intervention strategies
- Strong interpersonal skills to develop collaborative relationships with colleagues, administrators, behavior response teams, classroom teachers, support staff, students and parents
- Criminal Justice Fingerprint/Background Clearance

Preferred Qualifications

- Full Michigan clinical licensure in social work
- Two years' experience working with school-aged students

Duties and Responsibilities

- Adhere to and support board policy, school guidelines, administrative rules and directives
- Provide direct individual and small group support with children eligible under at-risk criteria
- Collaborate with school staff on behalf of students
- Take all necessary and reasonable precautions to protect students
- Facilitate outreach efforts to provide services to students and parents/guardians
- Connect students, parents/guardians and staff with specialized referral agencies
- Understand, evaluate, and interpret academic performance data
- Develop, facilitate and provide training, coaching and implementation support to classrooms teachers, school staff and leadership teams
- Interpret student information to the student, their parents/guardians, and staff
- Provide crisis intervention and behavior management to build students' ability to meet the school's expectations
- Participate in in-service activities promoted by the School
- Submit required reports promptly and accurately

- Perform other duties as assigned as related to and allowed by legislation respective to the funding source

Knowledge, Skills, Abilities, & Personal Traits

To perform the job successfully, an individual should demonstrate the following competencies:

Problem Solving

- Identifies and resolves problems in a timely manner
- Gathers and analyzes information skillfully
- Develops alternative solutions
- Works well in group problem solving situations
- Uses reason even when dealing with emotional topics

Student Focus & Management

- Manages difficult or emotional student situations
- Responds promptly to student needs
- Solicits feedback to improve delivery
- Responds to requests for service and assistance
- Meets commitments

Oral Communication

- Speaks clearly and persuasively in positive or negative situations
- Listens and gets clarification
- Responds well to questions
- Demonstrates group presentation skills
- Participates in meetings

Team Work

- Exhibits objectivity and openness to others' views
- Gives and welcomes feedback
- Contributes to building a positive team spirit
- Able to build morale and group commitments to goals and objectives
- Supports everyone's efforts to succeed
- Recognizes accomplishments of other team members

Written Communication

- Writes clearly and informatively
- Edits work for spelling and grammar
- Varies writing style to meet needs
- Presents numerical data effectively
- Able to read and interpret written information

Change Management

- Develops workable implementation plans
- Communicates changes effectively
- Builds commitment and overcomes resistance

- Prepares and supports those affected by change
- Monitors transition and evaluates results

Organizational Support

- Follows policies and procedures
- Completes administrative tasks correctly and on time
- Supports organization's goals and values
- Supports affirmative action and respects diversity
- Demonstrates persistence and overcomes obstacles
- Measures self against standard of excellence

Planning/Organizing

- Prioritizes and plans work activities
- Uses time efficiently
- Plans for additional resources
- Sets goals and objectives

Safety and Security

- Observes safety and security procedures
- Determines appropriate action beyond guidelines
- Reports potentially unsafe conditions

Physical Demands / Work Environment

- Incumbent must be able to lift up to 25 pounds
- Assume postures in low level positions that best allow physical and visual contact with children
- Must be able to sustain a high level of energy
- Bend to perform various tasks numerous times throughout the day
- Have the agility to move from a seated position to a standing position promptly
- Primary work location will be within a school building
- Occasional outdoor duties may be assigned
- Must possess acceptable hearing and visual capabilities in order to monitor the environment and children's well being
- Must be able to excel in an ambiguous and continuously changing, competitive environment
- Incumbent will be faced with a variety of issues on a daily basis and will be engaged in multiple tasks and must respond quickly and appropriately to frequently changing needs of children

Axios HR is currently seeking a Learning Coach to fill an opening with a public academy located near downtown Grand Rapids. Specifically, a candidate who has a passion for disruptive innovation in the educational community and non-traditional learning, designed to ensure student and teacher success. Candidates need to be able to demonstrate a passion for education reform, the ability to work with a diverse group of people and a track record of success.

Job Summary

Assist the Principal and Teaching & Learning Specialist in improving the quality of instruction at the Academy at an aggregate level as well as at the classroom and student level. Support the teachers in planning and delivering high-quality instruction by giving feedback, sharing evidence-based practices, and providing resources. Provide data to the Principal and Teaching & Learning Specialist to support effective assessment and training. Assist the Leader in planning and facilitating teacher collaboration and professional learning communities.

Minimum Qualifications:

- In-depth knowledge of teaching and learning, best practices and evidence-based strategies in the areas of academics, behavior, character education and social-emotional learning
- In-depth knowledge of Tier 1 instruction
- Ability to coach, communicate and collaborate effectively with all school stakeholders
- Ability to provide leadership and manage complex projects
- Ability to analyze, implement, track and report data
- Bachelor's Degree in education
- Teacher Certification through Michigan Department of Education
- Criminal Justice Fingerprint/Background Clearance

Preferred Qualifications:

- Master's degree in education
- Background in literacy instruction and intervention with growth in student achievement
- Administrator Certification through Michigan Department of Education
- Five years of classroom experience
- Two years of coaching and/or leading professional learning experience
- Successful experience working with at-risk students

Responsibilities:

- Develop, with the collaboration of the teacher, clear, realistic and important instructional goals, professional development goals that are standards based and reflect the individual needs of the teacher.
- Guide, teach, influence, and support teachers in planning and delivering high quality instruction in the classroom through reflection, collaboration, and shared inquiry.
- Observe teachers and review lesson plans and other teacher-generated documents to provide support for teachers around creating a collaborative/student-centered classroom with high-quality/high-impact learning
- Support significant learning of all students and teachers by supporting teachers in developing and sustaining consistent: 1) collaborative quality-focused and learner- centered cultures; 2) responsive and evidence-based instructional practices; and 3) inquiry-driven and evidence-based, decision-making

- Support teachers in developing excellence in the following areas: 1) understanding and organizing subject matter for student learning; 2) planning instruction and designing learning experiences for all students; 3) creating and maintaining an effective environment for student learning; 4) engaging and supporting all students in learning; 5) assessing student learning; 6) developing as a professional educator and 7) gathering and analyzing data to inform instruction and meet the needs of all students
- Share methods, materials, and other resources through modeling and other best practices to enhance teacher effectiveness in the areas of learning, instruction, classroom climate and culture and student behaviors.
- Research instructional and classroom management resources that best benefit the individual classroom teacher.
- Employ coaching processes that foster increased autonomy in direction and responsibility.
- Provide guidance while incorporating effective processes to achieve desired programmatic goals.
- Impart a repertoire of teaching methods, intervention strategies, and alternative modalities of learning that affect student achievement and behavior
- Facilitate reflective thinking and self-advocacy by being a neutral and active listener.
- Maintain conversations that are student-centered
- Advocate for relevant professional learning based on teacher needs and input.
- Determine appropriate research-based resources to improve the abilities and skills of individual teachers.
- Maintain consistent communication with the School Leader to share data, thoughts and observations and to celebrate successes and troubleshoot program issues.
- Other duties as assigned, as deemed allowable under respective funding source.

Charter HR Educational Services, LLC
Job Description for William C. Abney School

Title: Lunch Aide
Status: Part-time Non-Exempt
Pay Range: Commensurate with Experience
Reports To:

Job Summary

The Lunch Aide monitors and provides a safe environment for the students during the lunch period while maintaining the established culture of the school.

Duties and Responsibilities

- Monitors and supervises students during lunch periods;
- Maintains and supports the school culture at all times;
- Enforces safety, appropriate behavior standards and lunchroom policies;
- Attends to students experiencing difficulties;
- Collaborate with Teachers, School Operations Managers, Dean of Culture and School
- Director to meet the needs of the students;
- Perform the duties as the Point of Sale for students purchasing lunch;
- Attend Food Service meetings; and
- Perform all other duties as assigned.

Knowledge, Skills, Abilities, & Personal Traits

To perform the job successfully, an individual should demonstrate the following competencies:

- Demonstrate the ability to relate joyfully to children
- Active listening skills
- Professional etiquette and demeanor
- Ability to work in a fast-paced environment
- Strong interpersonal skills
- Reliable transportation
- Ability to:
 - Apply learning and training in a classroom environment
 - Work outside of regular schedule when required
 - Connecting with Children,
 - Deal with Uncertainty
 - Support Diversity
 - Be Dependable
 - Show Emotional Control
 - Handle Pressure
 - Have a Positive affect with students and parents
 - Respond to parent/student inquiries

- Provide formative, thorough feedback on assign

Credentials and Experience

- ServSafe certification
- Criminal Justice Fingerprint/Background Clearance

Physical Demands / Work Environment

- Work is primarily performed in a cafeteria environment.
- Incumbent must be able to lift up to 40 pounds
- Stand up to 75% of the day
- Assume postures in low level positions that best allow physical and visual contact with children
- Must be able to sustain a high level of energy
- Bend to perform various tasks numerous times throughout the day
- Stoop, sit on the floor
- Have the agility to move from a seated position to a standing position promptly to respond to emergency situations
- Perform all activities with children, i.e. jump, dance, walk, run, etc. for extended periods of time
- Must possess acceptable hearing and visual capabilities in order to monitor the environment and children's well being
- Must be able to excel in an ambiguous and continuously changing, competitive environment
- Incumbent will need to be flexible and be able to respond quickly and appropriately to changing situations
- Work hours may vary to meet the needs of the children
- Incumbent will be faced with a variety of issues on a daily basis and will be engaged in multiple tasks and must respond quickly and appropriately to frequently changing needs of children

Charter HR Educational Services, LLC
Job Description for William C. Abney School

Title: Family Liaison
Status: Full-Time
Pay Range: Commensurate with Experience
Reports To: School Leader

Job Summary

The Family Liaison will work collaboratively with families, education staff, partners and the community to ensure the needs of the whole child and supports parents/guardians in addressing family needs and setting and achieving ambitious community and family goals. The Family Liaison will serve as part of the Community School school/community teams.

Duties and Responsibilities

Family Engagement and Education

- Collaborate with teachers and instructional leaders to engage parents in the classroom and school, including meaningful volunteer/participation opportunities.
- Ensure that there is a welcoming environment for families and the community.
- Lead development and implementation of parent/family education opportunities, leveraging internal resources and community partners.
- Solicit parent/family input and planning assistance on parent/family education offerings.
- Implement and support activities to ensure a strong connection between home and school, including home learning activities.
- Engage parents/families in community school teams, parent advisory committees and other leadership opportunities.
- Lead parent leadership and parent mentor training programs.

Attendance

- Work with school staff when contacting parents of absent students to determine reasons for absence.
- With school staff review attendance on a regular basis to identify patterns of absenteeism.
- Determine supports needed to support regular attendance and connect parents to resources as appropriate.
- Educate families about the importance and benefits of regular attendance.

Other

- Facilitate successful authorizer audits
- Act as the LASSO for the academy
- Internal representative for human resource matters
- Coordinate with ESP

Knowledge, Skills, Abilities, & Personal Traits

To perform the job successfully, an individual should demonstrate the following

competencies:

- Demonstrate the ability to relate joyfully to children
- Active listening skills
- Professional etiquette and demeanor
- Ability to work in a fast-paced environment
- Strong interpersonal skills
- Reliable transportation
- Ability to:
 - Work outside of regular schedule when required
 - Connecting with Children,
 - Deal with Uncertainty
 - Support Diversity
 - Be Dependable
 - Show Emotional Control
 - Handle Pressure
 - Have a Positive affect with students and parents
 - Respond to parent/student inquiries
 - Provide formative, thorough feedback on assign

Credentials and Experience

- Criminal Justice Fingerprint/Background Clearance

Physical Demands / Work Environment

- Work is primarily performed in the school environment.
- Incumbent must be able to lift up to 40 pounds
- Stand up to 75% of the day
- Assume postures in low level positions that best allow physical and visual contact with children
- Must be able to sustain a high level of energy
- Bend to perform various tasks numerous times throughout the day
- Stoop, sit on the floor
- Have the agility to move from a seated position to a standing position promptly to respond to emergency situations
- Perform all activities with children, i.e. jump, dance, walk, run, etc. for extended periods of time
- Both indoor and outdoor environment are typically found in a childcare facility
Depending upon activities and season, may be required to be outdoors for regular, prolonged activities
- Must possess acceptable hearing and visual capabilities in order to monitor the environment and children's well being
- Must be able to excel in an ambiguous and continuously changing, competitive environment
- Incumbent will need to be flexible and be able to respond quickly and appropriately to changing situations
- Work hours may vary to meet the needs of the children

- Incumbent will be faced with a variety of issues on a daily basis and will be engaged in multiple tasks and must respond quickly and appropriately to frequently changing needs of children

Axios Charter HR, LLC
Job Description for William C Abney Academy

Title: School Culture Specialist
Status: Full-time, Exempt
Pay Range: Commensurate with Experience
Funding: Funded by state or federal grant funds and is available based on continuation of funding.
Reports To: Superintendent/School Leader

Job Summary

The School Culture Specialist will lead, develop and maintain a school culture conducive to learning where all students, staff, families and visitors feel valued, welcome and appreciated. The School Culture Specialist will develop programs to support school culture for both staff and students and work collaboratively with the MTSS Coordinator to design, implement and monitor the school-wide PBIS initiative. The Specialist will work inside the school culture to impact change. The School Culture Specialist will provide staff training and support as it relates to cultural relevancy and restorative practices.

Minimum Qualifications

- Knowledge of MTSS framework, PBIS, SEL, restorative practices, trauma-informed practices, best practices and research-based intervention strategies in the areas of behavior, character education and social-emotional learning
- Ability to communicate and collaborate effectively with all school stakeholders
- Bachelor's Degree
- Criminal Justice Fingerprint/Background Clearance

Preferred Qualifications

- Bachelor's and Master's degree in education
- Five years of school experience
- Successful experience working with at-risk students

Duties and Responsibilities

- Design and implement Character Development programs (True Success, Morning Inspiration/Announcements, Student Mentorship Program)
- Implement and deliver character education and social-emotional learning targets and lessons in classrooms to support student growth in personal responsibility and self-discipline
- Serve as an active member of the PBIS team
- Lead lunchroom, arrival and dismissal systems
- Mentor students, and facilitate restorative practices with students
- Increase academic student achievement by eliminating and/or reducing social, emotional, behavioral and/or academic barriers to academic success
- Support students in planning for behavior success in the classroom to build students' ability to meet the school's expectations and academic achievement

- Assist with push-in and/or pull-out with student supports to help promote positive academic achievement
- Facilitate and monitor the implementation of student behavior plans
- Implement differentiated Tier 2 and Tier 3 strategies that support students in mediating their own thinking and behaviors to support intrinsic motivation and self-regulation while clarifying personal identity
- Support relationship and communication between students and teachers/staff
- Collaborate with Parent Liaison around family communication and engagement, family needs and resources available, and school to home communication
- Coordinate and facilitate school pride events and projects for staff and students (Rising Eagles Celebration, assemblies, School Spirit Initiatives, wall murals, logo, holiday and special events, staff team building events)
- Build positive relationships with all school community members
- Provide professional learning opportunities to staff around topics relevant to school culture and climate
- Support teachers in implementing restorative practices and the PBIS processes
- Coach teachers in the engagement of families in the student behavior processes
- Foster partnerships with community organizations, government agencies, out-of-school programs and families to ensure availability of resources for families
- Analyze perception and demographic data to inform development and implementation of programs
- Maintain/submit timely, accurate logs documenting daily activity
- Other duties as assigned and allowable under this funding source

Knowledge, Skills, Abilities, & Personal Traits

To perform the job successfully, an individual should demonstrate the following competencies:

Problem Solving

- Identifies and resolves problems in a timely manner
- Gathers and analyzes information skillfully
- Develops alternative solutions
- Works well in group problem solving situations
- Uses reason even when dealing with emotional topics

Student Focus & Management

- Manages difficult or emotional student situations
- Responds promptly to student and staff needs
- Solicits feedback to improve delivery
- Responds to requests for service and assistance
- Meets commitments

Oral Communication

- Speaks clearly and persuasively in positive or negative situations
- Listens and gets clarification
- Responds well to questions

- Demonstrates group presentation skills
- Participates in meetings

Team Work

- Exhibits objectivity and openness to others' views
- Gives and welcomes feedback
- Contributes to building a positive team spirit
- Able to build morale and group commitments to goals and objectives
- Supports everyone's efforts to succeed
- Recognizes accomplishments of other team members

Written Communication

- Writes clearly and informatively
- Edits work for spelling and grammar
- Varies writing style to meet needs
- Presents numerical data effectively
- Able to read and interpret written information

Change Management

- Develops workable implementation plans
- Communicates changes effectively
- Builds commitment and overcomes resistance
- Prepares and supports those affected by change
- Monitors transition and evaluates results

Organizational Support

- Follows policies and procedures
- Completes administrative tasks correctly and on time
- Supports organization's goals and values
- Supports affirmative action and respects diversity
- Demonstrates persistence and overcomes obstacles
- Measures self against standard of excellence

Planning/Organizing

- Prioritizes and plans work activities
- Uses time efficiently
- Plans for additional resources
- Sets goals and objectives

Safety and Security

- Observes safety and security procedures
- Determines appropriate action beyond guidelines
- Reports potentially unsafe conditions

Physical Demands / Work Environment

- Incumbent must be able to lift up to 25 pounds

- Stand for up to 75% of the day
- Assume postures in low level positions that best allow physical and visual contact with children
- Must be able to sustain a high level of energy
- Bend to perform various tasks numerous times throughout the day
- Stoop, sit on the floor
- Perform all activities with children, i.e. jump, dance, walk, run, etc. for extended periods of time
- Both indoor and outdoor environment are typically found in a school environment
- Depending upon activities and season, may be required to be outdoors for regular, prolonged activities
- Must possess acceptable hearing and visual capabilities in order to monitor the environment and children's well being
- Must be able to excel in an ambiguous and continuously changing, competitive environment
- Work hours may vary to meet the needs of the children
- Incumbent will be faced with a variety of issues on a daily basis and will be engaged in multiple tasks and must respond quickly and appropriately to frequently changing needs of children

Axios Charter HR, LLC
Job Description for William C Abney Academy

Title: Academic Interventionist
Status: Part-time or Full-time, Exempt
Pay Range: Commensurate with Experience
Reports To: Principal

Job Summary

Academic Interventionists provide small group and/or individual instruction/intervention to students who are not yet meeting grade-level proficiency standards in math and/or reading. Academic interventionists support students in developing reading and/or math skills that contribute to academic success. They create targeted, strategic learning experiences based on individual student needs.

Minimum Qualifications

- In-depth knowledge of best practice and research-based instructional strategies
- Ability to communicate and collaborate effectively with all school stakeholders
- Ability to analyze, implement, track and report academic data for caseload
- Bachelor's Degree in education
- Teacher Certification through Michigan Department of Education
- Criminal Justice Fingerprint/Background Clearance

Preferred Qualifications

- Five years of classroom experience
- Successful experience working with at-risk students

Duties and Responsibilities

- Discusses assigned teaching area with certified classroom teacher and MTSS Coordinator to coordinate instructional efforts for each child
- Teach Reading, ELA and/or Mathematics to small groups and/or individual students to support the classroom teacher in meeting the needs of all learners
- Use research-based, best-practice, high-yield strategies for small group and/or individual intervention
- Maintain a log documenting students tutored and/or worked with each day
- Keep accurate records on each student; such as assessment and progress monitoring data, lesson plans used, attendance records and behavior/discipline records
- Assists students, individually or in groups, with lesson assignments to present or reinforce learning concepts
- Maintain confidentiality concerning all student information and any professional matters
- Work collaboratively with staff to improve student learning and achievement
- Participate in professional learning opportunities
- Maintain Teacher certification status as defined by the State of Michigan

- Contribute to a positive climate and culture by exhibiting high professional standards
- Understand, accept, abide by and implement the school's philosophy and mission statement—the Abney Way—in all school activities
- Provide social-emotional / behavior support to students to reduce and/or eliminate barriers to academic growth
- Other grant allowable duties as assigned

Knowledge, Skills, Abilities, & Personal Traits

To perform the job successfully, an individual should demonstrate the following competencies:

Problem Solving

- Identifies and resolves problems in a timely manner
- Gathers and analyzes information skillfully
- Develops alternative solutions
- Works well in group problem solving situations
- Uses reason even when dealing with emotional topics

Student Focus & Management

- Manages difficult or emotional student situations
- Responds promptly to student needs
- Solicits feedback to improve delivery
- Responds to requests for service and assistance
- Meets commitments

Oral Communication

- Speaks clearly and persuasively in positive or negative situations
- Listens and gets clarification
- Responds well to questions
- Demonstrates group presentation skills
- Participates in meetings

Team Work

- Exhibits objectivity and openness to others' views
- Gives and welcomes feedback
- Contributes to building a positive team spirit
- Able to build morale and group commitments to goals and objectives
- Supports everyone's efforts to succeed
- Recognizes accomplishments of other team members

Written Communication

- Writes clearly and informatively
- Edits work for spelling and grammar
- Varies writing style to meet needs
- Presents numerical data effectively
- Able to read and interpret written information

Change Management

- Develops workable implementation plans
- Communicates changes effectively

- Builds commitment and overcomes resistance
- Prepares and supports those affected by change
- Monitors transition and evaluates results

Organizational Support

- Follows policies and procedures
- Completes administrative tasks correctly and on time
- Supports organization's goals and values
- Supports affirmative action and respects diversity
- Demonstrates persistence and overcomes obstacles
- Measures self against standard of excellence

Planning/Organizing

- Prioritizes and plans work activities
- Uses time efficiently
- Plans for additional resources
- Sets goals and objectives

Safety and Security

- Observes safety and security procedures
- Determines appropriate action beyond guidelines
- Reports potentially unsafe conditions

Physical Demands / Work Environment

- Work is primarily performed in the classroom environment. Classrooms are dynamic with a high level of activity. Work may also be performed at community sites for field trips.
- Incumbent must be able to lift up to 25 pounds
- Stand for up to 75% of the day
- Assume postures in low level positions that best allow physical and visual contact with children
- Must be able to sustain a high level of energy
- Bend to perform various tasks numerous times throughout the day
- Stoop, sit on the floor
- Perform all activities with children, i.e. jump, dance, walk, run, etc. for extended periods of time
- Both indoor and outdoor environment are typically found in a school environment
- Depending upon activities and season, may be required to be outdoors for regular, prolonged activities
- Must possess acceptable hearing and visual capabilities in order to monitor the environment and children's well being
- Must be able to excel in an ambiguous and continuously changing, competitive environment
- Work hours may vary to meet the needs of the children
- Incumbent will be faced with a variety of issues on a daily basis and will be engaged in multiple tasks and must respond quickly and appropriately to frequently changing needs of children

CONTRACT SCHEDULE 6

PHYSICAL PLANT DESCRIPTION

PHYSICAL FACILITIES ACKNOWLEDGEMENT

Please review Tab C6 in your current Charter Contract, Physical Plant Descriptions (if applicable). If there is any missing material for any listed campuses or new campuses, please submit that in Epicenter along this form.

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)]. Please collect and provide the following information for each separate physical facility.
2. Description and Address of Academy

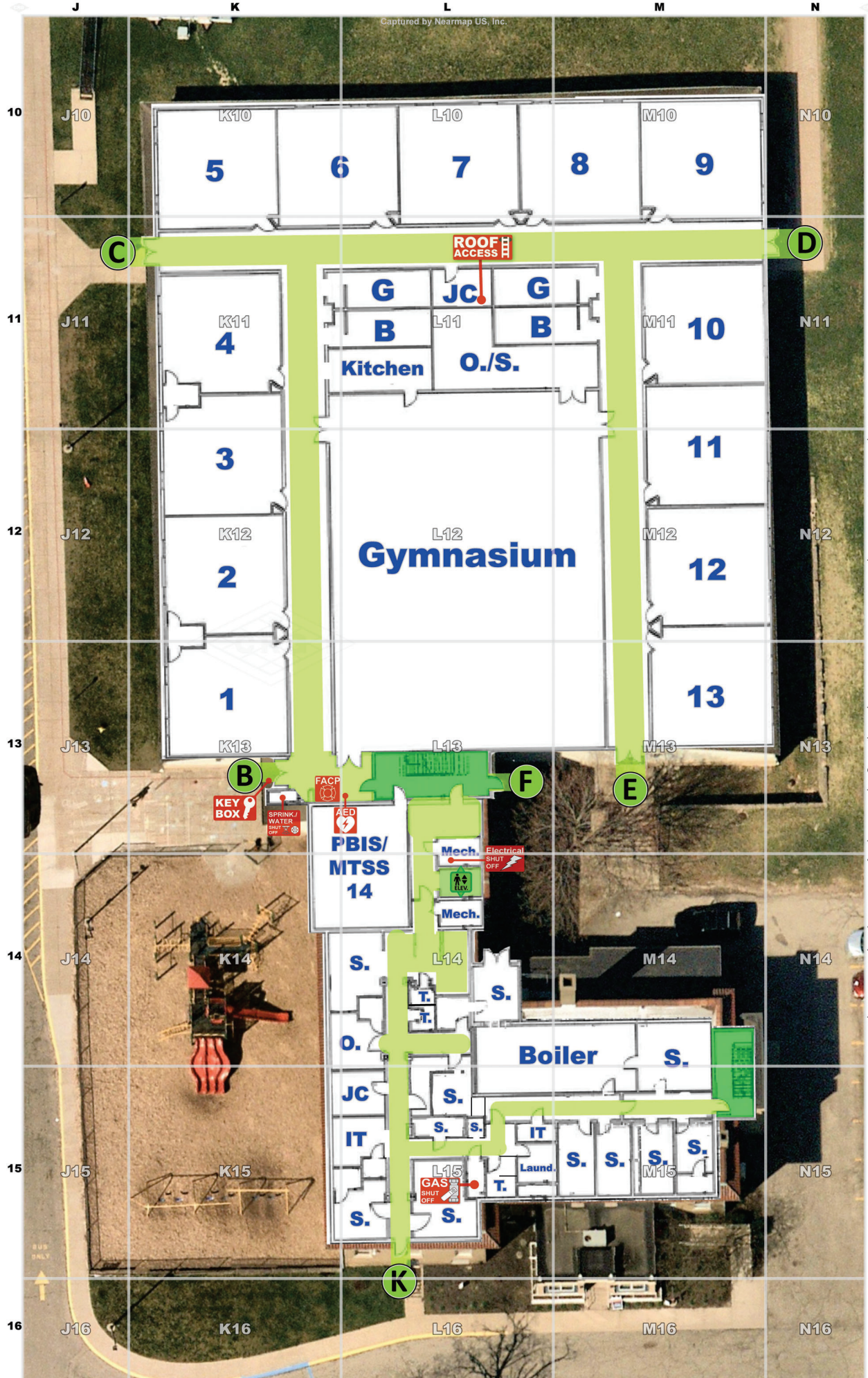
Description: The school building is 19,445 sq ft (according to city records). There are 3 levels, with 2 stairwells and 1 elevator. The original building has 2 stories and a basement; it is comprised of offices, conference rooms, the art and library rooms, and 2 classrooms. The addition with classrooms and a gymnasium to the back of the original building is on the same level as the basement. Please see floor plans for more details.

Address: 1435 Fulton St. E, Grand Rapids, MI 49503

Name of Local School District: William C. Abney Academy (41917)

Name of Intermediate School District: Kent 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 – 19,445 sq ft
 - B. Floor plan – See attached.
 - C. Description of rooms – See above description and attached exhibits.
 - D. Copy of lease or purchase agreement – N/A, school owns property and building outright.
 - E. Name of local school district in which school is located – William C. Abney Academy (41917)
 - F. Name of intermediate school district in which school is located – Kent ISD



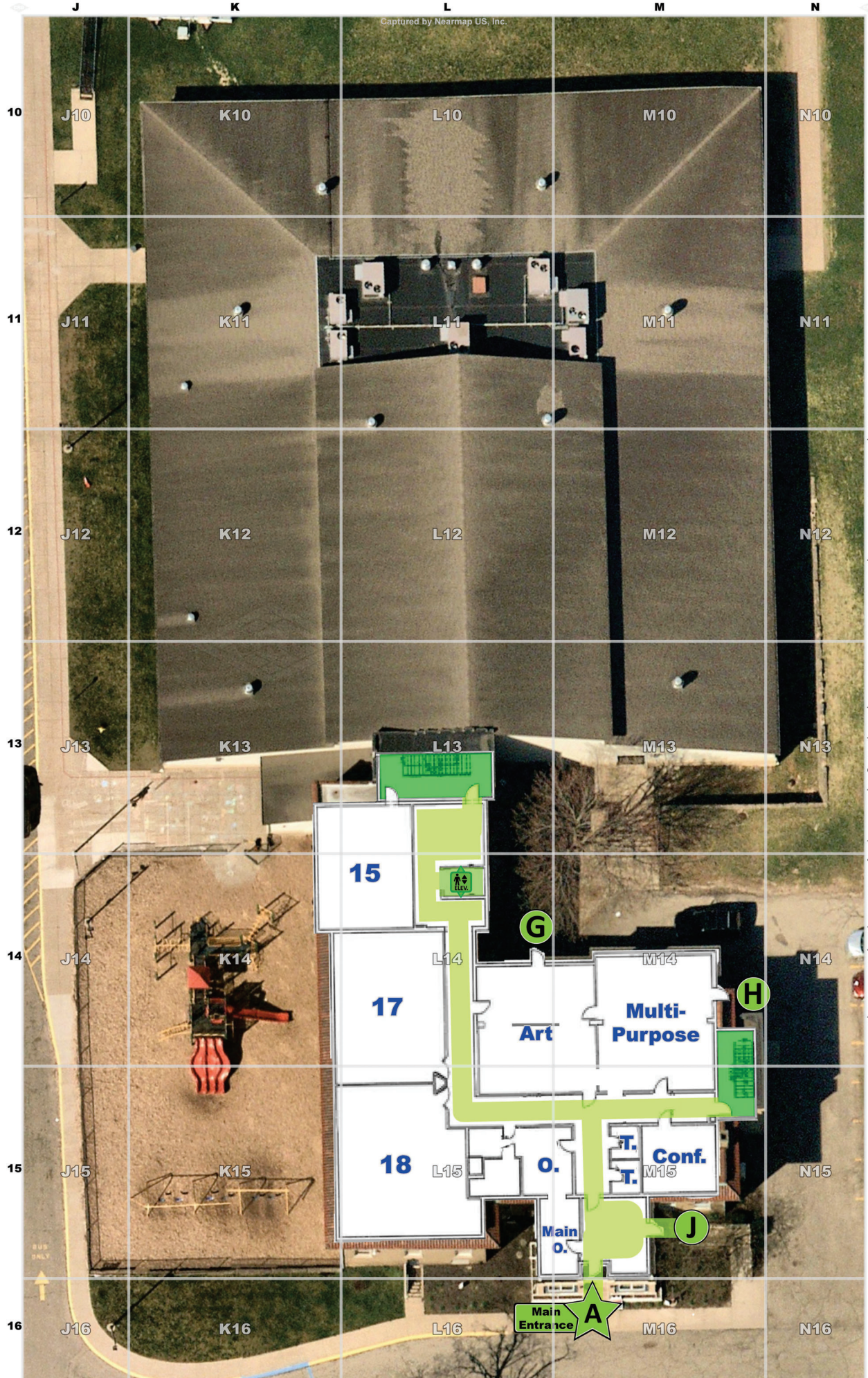
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Ground Floor - Micro
William C. Abney Academy
1435 Fulton Street E, Grand Rapids, MI 49503

School Code
MI-41917-08600



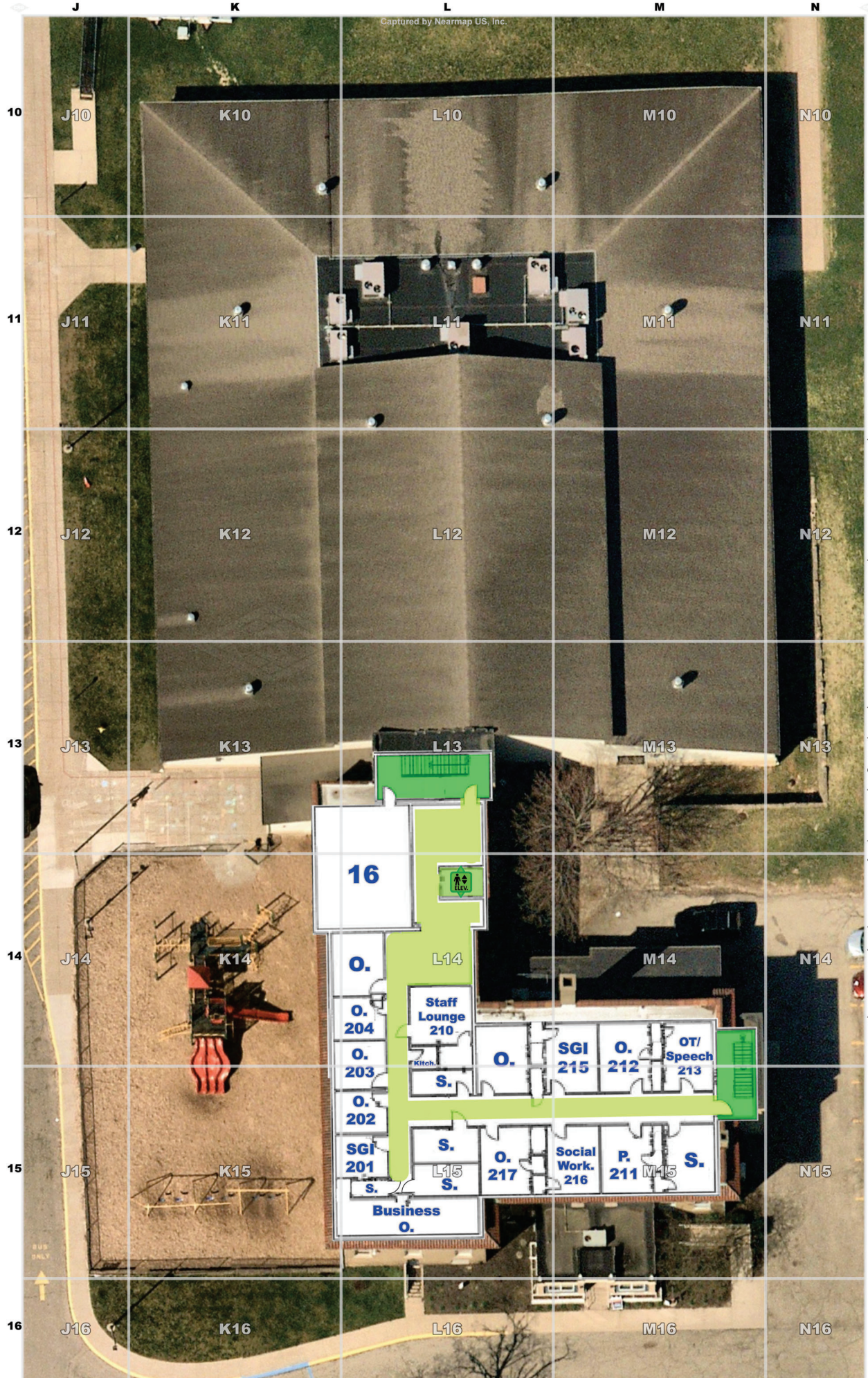


First Floor - Micro

William C. Abney Academy

1435 Fulton Street E, Grand Rapids, MI 49503





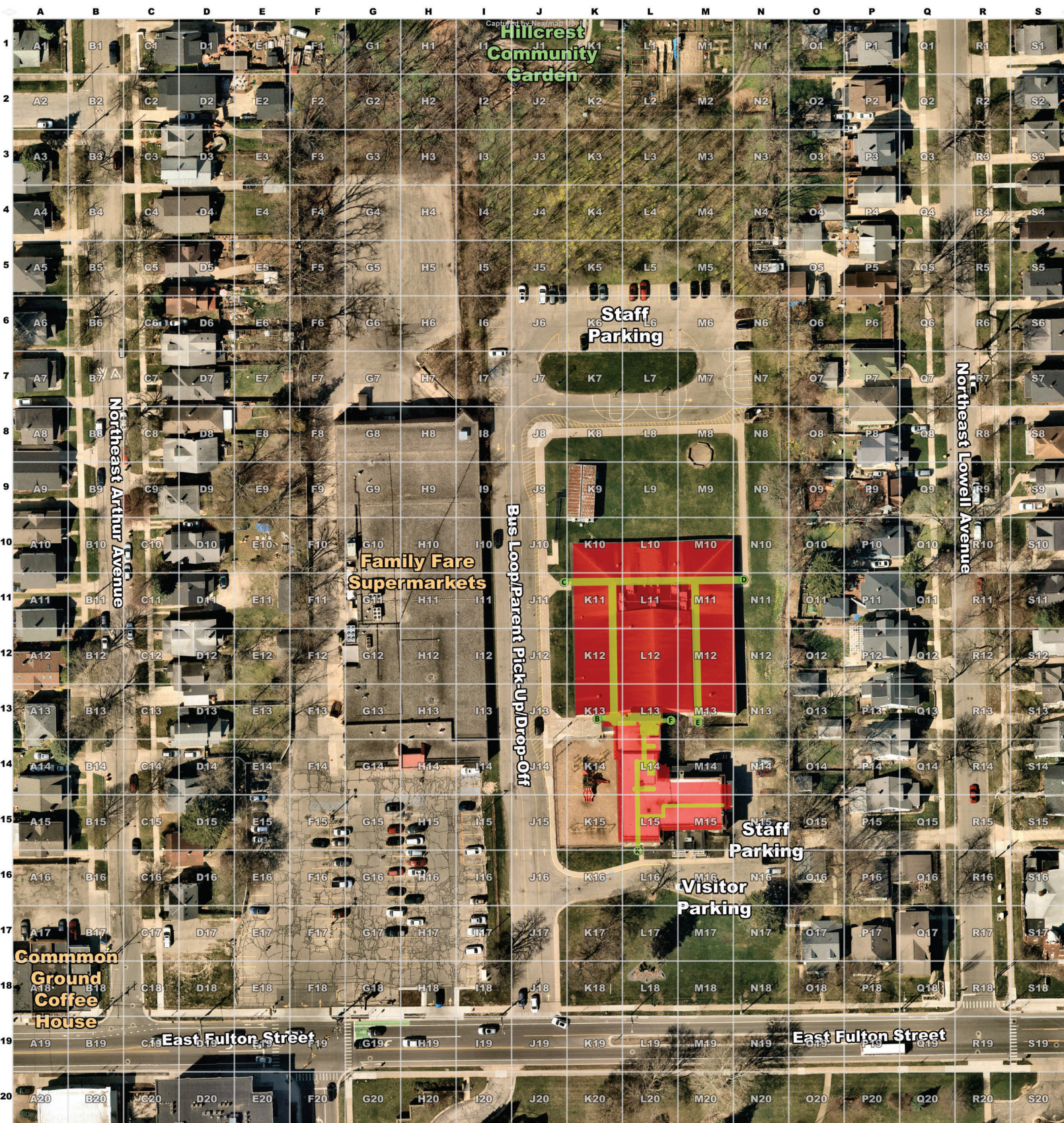
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Second Floor - Micro
William C. Abney Academy
1435 Fulton Street E, Grand Rapids, MI 49503

School Code
MI-41917-08600





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Version Control #
V1.0

MACRO

William C. Abney Academy
1435 Fulton Street E, Grand Rapids, MI 49503

School Code
MI-41917-08600



Commissioned by: William C. Abney Academy

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

FERRIS STATE UNIVERSITY

FERRIS FORWARD

CHARTER SCHOOLS OFFICE POLICY

Adopted:

Revised: January 31, 2025

GOVERNANCE STRUCTURE

The Academy is a body corporate and is not a division or part of the University. The relationship between the Academy and the University is based solely on the applicable provisions of the Code and the terms of this Contract.

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. Contract Schedule 2: Bylaws, set forth a further description of the Academy Board's governance structure. Academy Board members shall serve in their individual capacity, and not as a representative or designee of any other person or entity. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interests and prohibited familial relationships, including Article IV, Sections 4.4 and 4.5 of the Terms and Conditions of this Contract.

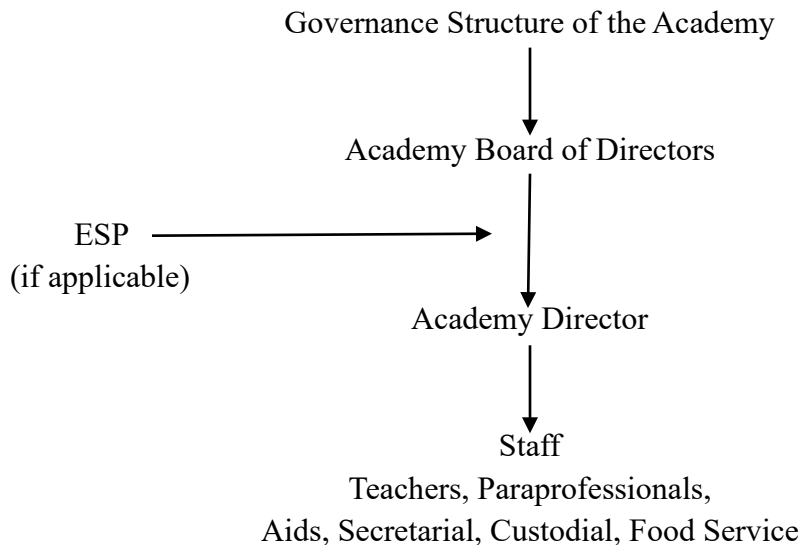
The method of selection and appointment, length of term, number of directors, oath of public office requirements, tenure, removal, resignation, compensation, and prerequisite qualifications for and other matters pertaining to members of the Academy Board shall comply with the Resolution adopted by the 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.

Pursuant to applicable law and the Terms and Conditions of this Contract, including Article III, Section 3.6, the Academy Board may employ or contract for personnel according to the position information outlined in Schedule 5. 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, provided that before entering into an agreement with an ESP or an employee leasing company to provide services or to provide personnel to perform services or work at the Academy, the Academy Board must first comply with the Educational Service Provider Policies issued by the CSO. If the Academy Board retains an ESP, that ESP will be responsible for the performance of the Academy and will be accountable to the Academy Board. An ESP must report to the Academy Board at regularly scheduled times and upon any request by the Academy Board.

The day-to-day operation of the Academy will be the responsibility of the Academy Director (School Leader, Chief Academic Officer, Principal, Superintendent, etc.) who will have the authority to operate the school and supervise the staff. The ESP shall report directly to the Academy Board.



SECTION b

EDUCATIONAL GOALS AND PROGRAMS

Charter Schools Office Policy

Adopted: 2010

Revised: April 2025

CONTRACTUAL EDUCATIONAL GOALS AND RELATED MEASURES

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

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

A. EDUCATIONAL GOALS AND RELATED MEASURES

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

B. EDUCATIONAL GOALS TO BE ACHIEVED

Academies will show academic progress by demonstrating:

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

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.

** Or a similar benchmark from an FSU CSO-approved, nationally normed assessment.

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.

** Or a similar benchmark from an FSU CSO-approved, nationally normed assessment.

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

SCHEDULE 7C CURRICULUM

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.2, the Academy shall implement, delivery and support the curriculum as identified in Schedule 7, Section c.

WILLIAM C. ABNEY 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.

The Academy will comply with the requirements of MCL 380.552(20). The Academy will submit a report to the Michigan Department of Education (“MDE”), in a form or manner prescribed by the MDE, that reports the number of pupils enrolled in an online or distance learning program during the immediately preceding month.

A complete description of the curriculum is on file at the Academy and at Ferris State University Charter Schools Office.

Michigan Department of Education Public School Academies Unit
Curriculum Requirements – Schedule 7c

Academy	William C. Abney Academy
Curriculum Contact	Lisa Cebelak
Title	Director of Teaching and Learning
Email	CebelakL@thewcaa.org
Phone	616.454.5541

Elementary Courses:

Indicate all subjects/courses that will be offered, changing the course title to reflect the Academy courses.

- Mark with an "X" the grade or level the course will be offered.
- A written curriculum must be submitted for each course that is offered at the Academy.
- Non-core courses are not required to be included on the course matrix for kindergarten through eighth grade.

Course	K	1	2	3	4	5	6	7	8
English Language Arts	x	x	x	x	X	x	x	x	N/A
Mathematics	x	x	x	x	x	x	x	x	N/A
Science	x	x	x	x	x	x	x	x	N/A
Social Studies	x	x	x	x	x	x	x	x	N/A
Health	x	x	x	x	x	x	x	x	N/A
Physical Education	x	x	x	x	x	x	x	x	N/A

High School Courses

Indicate all subjects/courses that will be offered including the grade offered, adjusting course names to reflect Academy offerings. A written curriculum must be submitted for each course that is offered at the Academy. Michigan Merit Curriculum minimum requirements are identified on the below course matrix. Additional lines should be added, as needed.

*If students are not required to take a course at a specific grade level, indicate by using the word "any."

**Virtual Courses are any courses that are delivered using a web-based provider. List the course titles (attach additional pages as necessary); provide a password and login for verification.

***Off-Campus Courses: List the titles of all off-campus offerings (attach additional pages as necessary); submit a course description document with the curriculum submission.

Ferris State University – Components of the Charter Contract
Curriculum Requirements – Schedule 7c

Academy: William C. Abney Academy (WCAA)

Curriculum Contact: Lisa Cebelak

Title: Director of Teaching and Learning

Email: CebelakL@thewcaa.org

Phone: 616-454-5541 (cell) 616-734-5084

All curriculum documents are located here: Google Folder titled “WCAA Curriculum”

<https://drive.google.com/drive/folders/1GnJs83dWDW2-21ZcyKZxpRlcYFwZ3Fw-?usp=sharing>

This link provides public access for viewing. If anyone has trouble with the link and/or any folders/documents within this Google Folder, please email cebelakl@thewcaa.org or call 616.734.5084.

The Folder contains the curriculum by subject/course. The information included will:

- Demonstrate a logical sequence of learning objectives aligned to state and national standards;
- Outline instructional resources and tools;
- Provide the essential vocabulary for each content area; and
- Specify the methods of assessment.

The subject/content areas covered (folders):

- ELA
- Math
- Science
- Social Studies
- Health
- P.E.
- GRF – K (Great First Eight curriculum was adopted for kindergarten and integrates ELA, Math, Science, and Social Studies into all units)
- SEL – Cues 4 Success

Other areas covered (folders):

- Instruction
- Research
- Assessments

Curriculum

Subject	Grades	Name of Curriculum/Program	Adoption
ELA	DK, 1-6	i-Ready Foundations (DK, 1-2) I-Ready Magnetic Reading (DK, 1-5) i-ready Core Reading (Dk, 1-5) i-Ready Writing (DK,1 –5) I-ready Middle School Core (6)	2024-2025
Math	DK, 1-6	i-Ready Mathematics	2024-2025
Science	DK, 1-6	Discovery Education: Science Techbook (supplemental: Mystery Science)	2023-2024
Social Studies	DK, 1-6	Studies Weekly: Online 3.0 & Teacher and Student hard copies/materials	2023-2024
Health	DK-6	Michigan Model for Health	2023-2024
P.E.	DK - 6	Epec Play: Foundational Units	2024-2025
SEL	DK - 6	Cues 4 Success (formally True Success)	2023-2024

Assessments

Assessment	Frequency	Grades	Adoption
i-Ready Math	3x a year - benchmark	DK - 6	2024-2025
i-Ready Reading	3x a year - benchmark	DK - 6	2024-2025
Acadience	3x a year – benchmark (along with classroom progress monitoring)	DK - 6	2024-2025
MSTEP	State mandated - 1x	3-6	
Brigance	Adaption used for kinder readiness	DK, K	2024-2025

WCAA replaced NWEA Map with i-Ready and F & P with Acadience. These are summative assessments. Formative assessments occur in the classroom within the content of subject.

SECTION d

METHODS OF PUPIL ASSESSMENT

FERRIS STATE UNIVERSITY

FERRIS FORWARD

CHARTER SCHOOLS OFFICE POLICY

Adopted: 2010

Revised: January 31, 2025

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.

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Sections 6.3 and 6.4, the Academy shall properly administer all state-mandated academic assessments identified in the Code, as applicable, and all academic assessments identified in the Public School Academy Chartering Policies adopted by the University Board, as applicable, in accordance with the requirements detailed in the Master Calendar annually issued by the Ferris State University Charter Schools Office (CSO).

Without limiting the foregoing, the 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

FERRIS STATE UNIVERSITY

FERRIS FORWARD

CHARTER SCHOOLS OFFICE POLICY

Revised: January 31, 2025

ADMISSION POLICY AND CRITERIA

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Sections 6.4 and 6.14, the Academy shall comply with the application and enrollment requirements identified in this Schedule.

Enrollment Limits

The Academy will offer the grade ranges set forth in Schedule 7h. Charter schools, legally known as public school academies (PSAs) can set maximum enrollment numbers. Before Open Enrollment, the school needs to set enrollment maximums by building or grade level(s).

Requirements

Section 504 of the Code provides that public school academies 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 Michigan school district.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan school district.
- The Academy shall allow any pupil who was enrolled in the Academy in the immediately preceding school year to enroll in the Academy unless the appropriate grade is not offered.
- No student may be denied participation in the application process due to lack of student records.

- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

The 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.

The Academy shall comply with the requirements regarding legal notice and advertisement of enrollment procedures under Applicable Law and as are set forth in Schedule 7f.

Matriculation Agreements

- The Academy Board may enter into a matriculation agreement with another public school pursuant to Section 504(4) of the Code.
- However, before the Academy Board approves a matriculation agreement, the Academy shall provide a draft copy of such agreement to Ferris State University's Charter Schools Office ("CSO") for review.
- Any matriculation agreement entered into by the Academy and approved by the CSO shall be added to this Schedule 7e and Schedule 8 through a contract amendment approved in accordance with Article IX in the Terms and Conditions of this Contract.
- Until the matriculation agreement is incorporated into this Contract, the Academy is prohibited from granting an enrollment priority to any student pursuant to that matriculation agreement.

Application Process

- School applications that a student must submit to enroll in the Academy must include the names of the University and any educational management organization that has entered into a management agreement with the University and is responsible for both administrative services or staff and educational and instructional services or staff.
- **The Open Enrollment Period shall be a minimum of two (2) weeks** that include opportunities for students to enroll.
- Enrollment times must include some evening and weekend times.
- The Academy shall make reasonable effort to advertise its enrollment opening.
- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the Academy's next open enrollment period.
- In the event that there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing described below (the "lottery"). If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The Academy may neither close the application period nor hold a lottery for unauthorized grades prior to receipt of written approval from the CSO.
- 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.
- The lottery shall be conducted in a manner that is open to parents, community members and members of the public who want to observe the process, and the Academy shall use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

Field Representatives must remind their schools to follow the contractual lottery process:

LOTTERY PROCESS

1. 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.
2. Sort cards by grade (or group).
3. Start lottery with either highest grade offered or lowest grade offered.
4. Place cards, for group to be drawn, in an opaque container large enough to thoroughly mix the cards.
5. Mix the cards.
6. Have an impartial party draw the cards.
7. 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”.)
8. 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”.)
9. Remove sibling cards from their drawing group.

10. Continue the process until available seats for the group are filled.
11. 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.)**
12. Continue the process until all names, for that group, have been drawn.
13. 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.

The Academy shall notify applicants not chosen in the lottery that they were not selected and that their name has been placed on the Academy's official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

SECTION f

PUBLIC NOTICE OF ENROLLMENT PROCEDURES

PUBLIC NOTICE OF ENROLLMENT PROCEDURES

Must contain a statement regarding nondiscrimination.

Revised: January 31, 2025

Public Notice Regarding Recruitment. 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.

Advertisement and Public Notice Regarding Enrollment.

- The Academy shall provide legal notice or advertisement of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice or advertisement shall be forwarded to the CSO. The legal notice or advertisement of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy. At a minimum, the legal notice or advertisement must include:
 - The process and/or location(s) for requesting and submitting applications.
 - The beginning date and ending date of the application period.
 - The date, time, and place the random selection drawing(s) will be held, if needed.
- Grade/building level maximums should be available on the PSA's website, as well as included in 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.

- All promotional material (including without limitation billboards, internet advertisements, television requirements, and radio advertisements), the footer of the Academy's website pages, and the school application that a student must submit in order to enroll in the Academy, must include the names of the University and the educational management organization that is responsible for both administrative services or staff, and educational and instructional services or staff.
- The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

WILLIAM C. ABNEY 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

Building(s): William C Abney Academy Elementary

Grade(s): DK-7

July 2025					Sched A	
M	T	W	T	F	Sched B	
	1	2	3	4	Sched C	
7	8	9	10	11	Sched D	
14	15	16	17	18	Sched E	
21	22	23	24	25	Sched F	
28	29	30	31		Sched G	
Regular Days: _____					QPD	
Total						0

August 2025					Sched A	
M	T	W	T	F	Sched B	
				1	Sched C	
4	5	6	7	8	Sched D	
11	12	13	14	15	Sched E	
18	19	20	21	22	Sched F	
25	26	27	28	29	Sched G	
Regular Days: 8					QPD	
Total						8

September 2025					Sched A	1
M	T	W	T	F	Sched B	
1	2	3	4	5	Sched C	
8	9	10	11	12	Sched D	
15	16	17	18	19	Sched E	
22	23	24	25	26	Sched F	
29	30				Sched G	
Regular Days: 20					QPD	
Total						21

October 2025					Sched A	1
M	T	W	T	F	Sched B	
		1	2	3	Sched C	
6	7	8	9	10	Sched D	
13	14	15	16	17	Sched E	
20	21	22	23	24	Sched F	
27	28	29	30	31	Sched G	
Regular Days: 22					QPD	
Total						23

November 2025					Sched A	1
M	T	W	T	F	Sched B	
					Sched C	
3	4	5	6	7	Sched D	
10	11	12	13	14	Sched E	
17	18	19	20	21	Sched F	
24	25	26	27	28	Sched G	
Regular Days: 16					QPD	
Total						17

December 2025					Sched A	
M	T	W	T	F	Sched B	
1	2	3	4	5	Sched C	
8	9	10	11	12	Sched D	
15	16	17	18	19	Sched E	
22	23	24	25	26	Sched F	
29	30	31			Sched G	
Regular Days: 15					QPD	
KISD Common Cal Break: 12/22-1/2						
Total						15

January 2026					Sched A	
M	T	W	T	F	Sched B	
			1	2	Sched C	
5	6	7	8	9	Sched D	
12	13	14	15	16	Sched E	
19	20	21	22	23	Sched F	
26	27	28	29	30	Sched G	
Regular Days: 18					QPD	
Total						18

February 2026					Sched A	1
M	T	W	T	F	Sched B	
2	3	4	5	6	Sched C	
9	10	11	12	13	Sched D	
16	17	18	19	20	Sched E	
23	24	25	26	27	Sched F	
					Sched G	
Regular Days: 17					QPD	
Total						18

March 2026					Sched A	1
M	T	W	T	F	Sched B	
2	3	4	5	6	Sched C	
9	10	11	12	13	Sched D	
16	17	18	19	20	Sched E	
23	24	25	26	27	Sched F	
30	31				Sched G	
Regular Days: 21					QPD	
Total						22

April 2026					Sched A	1
M	T	W	T	F	Sched B	
		1	2	3	Sched C	
6	7	8	9	10	Sched D	
13	14	15	16	17	Sched E	
20	21	22	23	24	Sched F	
27	28	29	30		Sched G	
Regular Days: 15					QPD	
KISD Common Cal Break: 4/3 - 4/10						
Total						16

May 2026					Sched A	1
M	T	W	T	F	Sched B	
				1	Sched C	
4	5	6	7	8	Sched D	
11	12	13	14	15	Sched E	
18	19	20	21	22	Sched F	
25	26	27	28	29	Sched G	
Regular Days: 18					QPD	
Total						19

June 2026					Sched A	
M	T	W	T	F	Sched B	
1	2	3	4	5	Sched C	
8	9	10	11	12	Sched D	
15	16	17	18	19	Sched E	
22	23	24	25	26	Sched F	
29	30				Sched G	
Regular Days: 5					QPD	
Total						5

Color Key (Identify name of "Other Schedule" in boxes below)	
	No Pupil Instruction Scheduled
	State Law Prohibited School Day
	Regular Daily Schedule Followed
	Count Day - Instruction Must be Scheduled
	QPD Day - Claimed as Instructional Day
	Other Schedule A:
	Other Schedule B:
	Other Schedule C:
	Other Schedule D:
	Other Schedule E:
	Other Schedule F:
	Other Schedule G:

Please do not change these standard colors. Colors used for Schedules A - G may be changed.

District Operates On (please check one):
☐ District Wide Calendar ☐ Individual Bldg Calendars

Directions - Mark calendar days as indicated:
1. White indicates the school day follows the *Regular Daily Schedule*.
2. Green days indicate statutory count days, and instruction must be scheduled. However, if a schedule other than the Regular Daily Schedule will be followed, color may be changed to appropriate Schedule A-G.
3. **Fill purple day on calendar only if QPD is being counted as instructional day (also must be reported as QPD day on Tab 3).**
4. Label *Other Schedules A-G* on Color Key to the left - use color to identify days that do not follow regular schedule (e.g., *half days, advisory/seminar days, etc.*)
5. For each month, manually total *Regular Days* below calendar grid and *Other Schedules A-G and QPD days* to the right of that month's calendar.
6. Monthly totals entered will automatically calculate and also populate into the Summary - Total Scheduled Days section to the right.

Notes:
❖ Even a partial school day counts as "1" day.
❖ **Please report 21f(14) virtual days at the end of SY25/26 with canceled days. Please do not add 21f(14) to PA-45 calendar, even if dates have**

Summary - Total Scheduled Days	
Regular Daily Schedule	175
Schedule A	7
Schedule B	0
Schedule C	0
Schedule D	0
Schedule E	0
Schedule F	0
Schedule G	0
Subtotal Days without QPD:	182
*QPD Days Claimed	0
Total Scheduled Days	182
*If QPD days counted, district must complete Tab 3 & have signed QPD certification on file.	

Directions: Identify Activity and Start/End Time. For all other columns, please enter values ONLY in fields with dashed border. Entering data in other columns will overwrite formulas.

Regular Daily Schedule						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of Regular Days Scheduled: (from calendar)
Sel Lesson	8:30 AM	8:45 AM	15		15	
Literacy	8:50 AM	11:10 AM	140		140	
Science	11:10 AM	11:50 AM	40		40	
Lunch	11:50 AM	12:10 PM	20		20	175
Recess	12:10 PM	12:25 PM	15	5	20	
Math	12:30 PM	2:25 PM	115		115	
Recess	2:25 PM	2:40 PM	15		15	
Special	2:45 PM	3:30 PM	45		45	
			0		0	
Enter Manually - Total Minutes for Lunch					20	(Days x Daily Hrs)
Total Minutes (Less Lunch)					390	
Minutes Converted to Hours					6.50	
1,137.50						
Other Schedule A (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of A Days Scheduled: (from calendar)
SEL Lesson	8:30 AM	8:45 AM	15		15	
Literacy	8:45 AM	9:50 AM	65		65	
Recess	9:50 AM	10:05 AM	15	5	20	
Literacy	10:10 AM	11:10 AM	60		60	7
Lunch	11:10 AM	11:40 AM	30		30	
Math	11:40 AM	12:45 PM	65		65	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch					30	(Days x Daily Hrs)
Total Minutes (Less Lunch)					225	
Minutes Converted to Hours					3.75	
26.25						
Other Schedule B (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of B Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch					0	(Days x Daily Hrs)
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
0.00						

Other Schedule C (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of C Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch					0	(Days x Daily Hrs)
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
0.00						
Other Schedule D (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of D Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch					0	(Days x Daily Hrs)
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
0.00						
Other Schedule E (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of E Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch					0	(Days x Daily Hrs)
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
0.00						

Other Schedule F (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of F Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch					0	(Days x Daily Hrs)
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
0.00						
Other Schedule G (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of G Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch					0	(Days x Daily Hrs)
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
0.00						

If more schedule variations needed, additional may be added. Contact primary auditor if assistance needed.	Total Hours of Instruction for School Year	
	Regular Daily Schedule:	1,137.50
	Schedule A:	26.25
	Schedule B:	0.00
	Schedule C:	0.00
	Schedule D:	0.00
	Schedule E:	0.00
	Schedule F:	0.00
	Schedule G:	0.00
	Subtotal Hours w/o QPD:	1163.75
*If QPD hours claimed, district must complete Tab 3, and submit signed annual QPD certification.	*Prof. Dev. Hours (if applicable)	0.00
Total Hours of Instruction		1,163.75

Directions: Identify Activity and Start/End Time. For all other columns, please enter values ONLY in fields with dashed border. Entering data in other columns will overwrite formulas.

Regular Daily Schedule						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of Regular Days Scheduled: (from calendar)
Connection	8:30 AM	8:45 AM	15		15	
Literacy	8:45 AM	10:50 AM	125		125	
Math	10:50 AM	11:50 AM	60		60	
Lunch	11:50 AM	12:10 PM	20		20	175
Recess	12:10 PM	12:25 PM	15	5	20	
Social Studies	12:30 PM	1:00 PM	30		30	
Math/Science	1:00 PM	2:25 PM	85		85	
Recess	2:25 PM	2:40 PM	15	5	20	
Special	2:45 PM	3:30 PM	45		45	Total Hours
Enter Manually - Total Minutes for Lunch					20	
Total Minutes (Less Lunch)					400	(Days x Daily Hrs)
Minutes Converted to Hours					6.67	1,167.25
Other Schedule A (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of A Days Scheduled: (from calendar)
Connection	8:30 AM	8:45 AM	15		15	
Literacy	8:45 AM	9:50 AM	65		65	
Recess	9:50 AM	10:05 AM	15	5	20	
Literacy	10:10 AM	11:10 AM	60		60	7
Lunch	11:10 AM	11:40 AM	30		30	
Math	11:40 AM	12:45 PM	65		65	
			0		0	
			0		0	
			0		0	Total Hours
Enter Manually - Total Minutes for Lunch					30	
Total Minutes (Less Lunch)					225	(Days x Daily Hrs)
Minutes Converted to Hours					3.75	26.25
Other Schedule B (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of B Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	Total Hours
Enter Manually - Total Minutes for Lunch						
Total Minutes (Less Lunch)					0	(Days x Daily Hrs)
Minutes Converted to Hours					0.00	0.00

Other Schedule C (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of C Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	Total Hours
Enter Manually - Total Minutes for Lunch						
Total Minutes (Less Lunch)					0	(Days x Daily Hrs)
Minutes Converted to Hours					0.00	0.00
Other Schedule D (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of D Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	Total Hours
Enter Manually - Total Minutes for Lunch						
Total Minutes (Less Lunch)					0	(Days x Daily Hrs)
Minutes Converted to Hours					0.00	0.00
Other Schedule E (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of E Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	Total Hours
Enter Manually - Total Minutes for Lunch						
Total Minutes (Less Lunch)					0	(Days x Daily Hrs)
Minutes Converted to Hours					0.00	0.00

Other Schedule F (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of F Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	Total Hours
Enter Manually - Total Minutes for Lunch						
Total Minutes (Less Lunch)					0	(Days x Daily Hrs)
Minutes Converted to Hours					0.00	0.00
Other Schedule G (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of G Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	Total Hours
Enter Manually - Total Minutes for Lunch						
Total Minutes (Less Lunch)					0	(Days x Daily Hrs)
Minutes Converted to Hours					0.00	0.00

If more schedule variations needed, additional may be added. Contact primary auditor if assistance needed.	Total Hours of Instruction for School Year	
	Regular Daily Schedule:	1,167.25
	Schedule A:	26.25
	Schedule B:	0.00
	Schedule C:	0.00
	Schedule D:	0.00
	Schedule E:	0.00
	Schedule F:	0.00
	Schedule G:	0.00
	Subtotal Hours w/o QPD:	1193.50
*If QPD hours claimed, district must complete Tab 3, and submit signed annual QPD certification.	*Prof. Dev. Hours (if applicable)	0.00
	Total Hours of Instruction	1,193.50

Directions: Identify Activity and Start/End Time. For all other columns, please enter values ONLY in fields with dashed border. Entering data in other columns will overwrite formulas.

Regular Daily Schedule						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of Regular Days Scheduled: (from calendar)
SEL Lesson	8:30 AM	8:45 AM	15		15	
Literacy	8:45 AM	11:00 AM	135		135	
Social Studies	11:00 AM	11:25 AM	25		25	
MATH	11:25 AM	11:50 AM	25		25	175
Recess	11:50 AM	12:05 PM	15		15	
Lunch	12:10 PM	12:30 PM	20		20	
Math	12:30 PM	1:50 PM	80		80	
Recess	1:50 PM	2:05 PM	15		15	
Special	2:05 PM	2:40 PM	35		35	Total Hours
Science	2:40 PM	3:30 PM	50		50	
Enter Manually - Total Minutes for Lunch					20	(Days x Daily Hrs)
Total Minutes (Less Lunch)					395	
Minutes Converted to Hours					6.58	
Other Schedule A (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of A Days Scheduled: (from calendar)
SEL Lesson	8:30 AM	8:45 AM	15		15	
Literacy	8:45 AM	9:50 AM	65		65	
Recess	9:50 AM	10:05 AM	15	5	20	
Literacy	10:10 AM	11:10 AM	60		60	7
Lunch	11:10 AM	11:40 AM	30		30	
Math	11:40 AM	12:45 PM	65		65	
			0		0	
			0		0	
			0		0	Total Hours
Enter Manually - Total Minutes for Lunch					30	
Total Minutes (Less Lunch)					225	(Days x Daily Hrs)
Minutes Converted to Hours					3.75	
Other Schedule B (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of B Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch						Total Hours
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
						(Days x Daily Hrs)
					0.00	0.00

Other Schedule C (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of C Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch					0	Total Hours
Total Minutes (Less Lunch)					0	(Days x Daily Hrs)
Minutes Converted to Hours					0.00	0.00
Other Schedule D (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of D Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch					0	Total Hours
Total Minutes (Less Lunch)					0	(Days x Daily Hrs)
Minutes Converted to Hours					0.00	0.00
Other Schedule E (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of E Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch						Total Hours
Total Minutes (Less Lunch)					0	(Days x Daily Hrs)
Minutes Converted to Hours					0.00	0.00

Other Schedule F (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of F Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch					0	Total Hours
Total Minutes (Less Lunch)					0	(Days x Daily Hrs)
Minutes Converted to Hours					0.00	0.00
Other Schedule G (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of G Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch					0	Total Hours
Total Minutes (Less Lunch)					0	(Days x Daily Hrs)
Minutes Converted to Hours					0.00	0.00

If more schedule variations needed, additional may be added. Contact primary auditor if assistance needed.	Total Hours of Instruction for School Year	
	Regular Daily Schedule:	1,151.50
	Schedule A:	26.25
	Schedule B:	0.00
	Schedule C:	0.00
	Schedule D:	0.00
	Schedule E:	0.00
	Schedule F:	0.00
	Schedule G:	0.00
	Subtotal Hours w/o QPD:	1177.75
*If QPD hours claimed, district must complete Tab 3, and submit signed annual QPD certification.	*Prof. Dev. Hours (if applicable)	0.00
Total Hours of Instruction		1,177.75

Directions: Identify Activity and Start/End Time. For all other columns, please enter values ONLY in fields with dashed border. Entering data in other columns will overwrite formulas.

Regular Daily Schedule						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of Regular Days Scheduled: (from calendar)
SEL Lesson	8:30 AM	8:45 AM	15		15	
Literacy	8:45 AM	11:00 AM	135		135	
Recess	11:00 AM	11:15 AM	15		15	
Lunch	11:20 AM	11:40 AM	20		20	175
Math	11:40 AM	12:45 PM	65		65	
Special	12:45 PM	1:20 PM	35		35	
Math	1:20 PM	2:05 PM	45		45	
Recess	2:05 PM	2:20 PM	15		15	
Social Studies	2:20 PM	2:50 PM	30		30	
Science	2:50 PM	3:30 PM	40		40	Total Hours
Enter Manually - Total Minutes for Lunch					20	(Days x Daily Hrs)
Total Minutes (Less Lunch)					395	
Minutes Converted to Hours					6.58	
Other Schedule A (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of A Days Scheduled: (from calendar)
SEL Lesson	8:30 AM	8:45 AM	15		15	
Literacy	8:45 AM	10:55 AM	130		130	
Recess	10:55 AM	11:10 AM	15		15	
Lunch	11:10 AM	11:40 AM	30		30	7
Math	11:40 AM	12:45 PM	65		65	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch					30	(Days x Daily Hrs)
Total Minutes (Less Lunch)					225	
Minutes Converted to Hours					3.75	
Other Schedule B (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of B Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch						(Days x Daily Hrs)
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	

Other Schedule C (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of C Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch						Total Hours (Days x Daily Hrs)
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
0.00						

Other Schedule D (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of D Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch						Total Hours (Days x Daily Hrs)
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
0.00						

Other Schedule E (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of E Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch						Total Hours (Days x Daily Hrs)
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
0.00						

Other Schedule F (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of F Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
						Total Hours
Enter Manually - Total Minutes for Lunch						
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
Other Schedule G (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of G Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
						Total Hours
Enter Manually - Total Minutes for Lunch						
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	

If more schedule variations needed, additional may be added. Contact primary auditor if assistance needed.	Total Hours of Instruction for School Year	
	Regular Daily Schedule:	1,151.50
	Schedule A:	26.25
	Schedule B:	0.00
	Schedule C:	0.00
	Schedule D:	0.00
	Schedule E:	0.00
	Schedule F:	0.00
	Schedule G:	0.00
	Subtotal Hours w/o QPD:	1177.75
*If QPD hours claimed, district must complete Tab 3, and submit signed annual QPD certification.	*Prof. Dev. Hours (if applicable)	0.00
Total Hours of Instruction		1,177.75

Directions: Identify Activity and Start/End Time. For all other columns, please enter values ONLY in fields with dashed border. Entering data in other columns will overwrite formulas.

Regular Daily Schedule						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of Regular Days Scheduled: (from calendar)
SEL Lesson	8:30 AM	8:45 AM	15		15	
Literacy	8:45 AM	11:00 AM	135		135	
Lucnch	11:00 AM	11:20 AM	20		20	
Recess	11:20 AM	11:35 AM	15	5	20	175
Math	11:40 AM	12:40 PM	60		60	
Specials	12:40 PM	1:00 PM	20		20	
Math	1:00 PM	1:40 PM	40		40	
Science	1:40 PM	2:40 PM	60		60	
Recess	2:40 PM	2:55 PM	15		15	
Social Studies	2:55 PM	3:30 PM	35		35	Total Hours
Enter Manually - Total Minutes for Lunch					20	(Days x Daily Hrs)
Total Minutes (Less Lunch)					400	
Minutes Converted to Hours					6.67	
1,167.25						
Other Schedule A (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of A Days Scheduled: (from calendar)
SEL Lesson	8:30 AM	8:45 AM	15		15	
Math	8:45 AM	9:25 AM	40		40	
Specials	9:25 AM	10:10 AM	45		45	
Recess	10:10 AM	10:25 AM	15		15	7
Literacy	10:25 AM	12:15 PM	110		110	
Lunch	12:15 PM	12:45 PM	30		30	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch					30	(Days x Daily Hrs)
Total Minutes (Less Lunch)					225	
Minutes Converted to Hours					3.75	
26.25						
Other Schedule B (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of B Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch					0	(Days x Daily Hrs)
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
0.00						

Other Schedule C (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of C Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch					0	(Days x Daily Hrs)
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
0.00						
Other Schedule D (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of D Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch					0	(Days x Daily Hrs)
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
0.00						
Other Schedule E (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of E Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch					0	(Days x Daily Hrs)
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
0.00						

Other Schedule F (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of F Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch					0	(Days x Daily Hrs)
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
0.00						
Other Schedule G (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of G Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch					0	(Days x Daily Hrs)
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
0.00						

If more schedule variations needed, additional may be added. Contact primary auditor if assistance needed.	Total Hours of Instruction for School Year	
	Regular Daily Schedule:	1,167.25
	Schedule A:	26.25
	Schedule B:	0.00
	Schedule C:	0.00
	Schedule D:	0.00
	Schedule E:	0.00
	Schedule F:	0.00
	Schedule G:	0.00
*If QPD hours claimed, district must complete Tab 3, and submit signed annual QPD certification.	Subtotal Hours w/o QPD:	1193.50
	*Prof. Dev. Hours (if applicable)	0.00
	Total Hours of Instruction	
	1,193.50	

Directions: Identify Activity and Start/End Time. For all other columns, please enter values ONLY in fields with dashed border. Entering data in other columns will overwrite formulas.

Regular Daily Schedule						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of Regular Days Scheduled: (from calendar)
SEL Lesson	8:30 AM	8:45 AM	15		15	
Literacy	8:45 AM	11:00 AM	135		135	
Lunch	11:00 AM	11:20 AM	20		20	
Recess	11:20 AM	11:35 AM	15		15	175
Math	11:35 AM	11:55 AM	20		20	
Special	11:55 AM	12:30 PM	35		35	
Math	12:30 PM	2:00 PM	90		90	
Social Studies	2:00 PM	2:25 PM	25		25	
Recess	2:25 PM	2:40 PM	15		15	Total Hours
Science	2:40 PM	3:30 PM	50		50	
Enter Manually - Total Minutes for Lunch					20	
Total Minutes (Less Lunch)					400	
Minutes Converted to Hours					6.67	1,167.25
Other Schedule A (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of A Days Scheduled: (from calendar)
SEL Lesson	8:30 AM	8:45 AM	15		15	
Math	8:45 AM	10:15 AM	90		90	
Specials	10:15 AM	11:00 AM	45		45	
Recess	11:00 AM	11:15 AM	15		15	7
Literacy	11:15 AM	11:45 AM	30		30	
Lunch	11:45 AM	12:15 PM	30		30	
Literacy	12:15 PM	12:45 PM	30		30	
			0		0	
			0		0	Total Hours
Enter Manually - Total Minutes for Lunch					30	
Total Minutes (Less Lunch)					225	
Minutes Converted to Hours					3.75	26.25
Other Schedule B (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of B Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	Total Hours
Enter Manually - Total Minutes for Lunch						
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	0.00

Other Schedule C (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of C Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	Total Hours
Enter Manually - Total Minutes for Lunch					0	
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	0.00
Other Schedule D (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of D Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	Total Hours
Enter Manually - Total Minutes for Lunch						
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	0.00
Other Schedule E (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of E Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	Total Hours
Enter Manually - Total Minutes for Lunch						
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	0.00

Other Schedule F (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of F Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	Total Hours
Enter Manually - Total Minutes for Lunch					0	
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	0.00
Other Schedule G (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of G Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	Total Hours
Enter Manually - Total Minutes for Lunch						
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	0.00

If more schedule variations needed, additional may be added. Contact primary auditor if assistance needed.	Total Hours of Instruction for School Year	
	Regular Daily Schedule:	1,167.25
	Schedule A:	26.25
	Schedule B:	0.00
	Schedule C:	0.00
	Schedule D:	0.00
	Schedule E:	0.00
	Schedule F:	0.00
	Schedule G:	0.00
	Subtotal Hours w/o QPD:	1193.50
*If QPD hours claimed, district must complete Tab 3, and submit signed annual QPD certification.	*Prof. Dev. Hours (if applicable)	0.00
	Total Hours of Instruction	1,193.50

Directions: Identify Activity and Start/End Time. For all other columns, please enter values ONLY in fields with dashed border. Entering data in other columns will overwrite formulas.

Regular Daily Schedule						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of Regular Days Scheduled: (from calendar)
SEL Lesson	8:30 AM	8:45 AM	15		15	175
Literacy	8:45 AM	11:00 AM	135		135	
Recess	11:05 AM	11:20 AM	15		15	
Lunch	11:20 AM	11:40 AM	20		20	
Math	11:40 AM	12:45 PM	65		65	
Special	12:45 PM	1:20 PM	35		35	
Math	1:20 PM	2:00 PM	40		40	
Social Studies	2:00 PM	2:40 PM	40		40	
Recess	2:40 PM	2:55 PM	15		15	
Science	2:55 PM	3:30 PM	35		35	
Enter Manually - Total Minutes for Lunch					20	
Total Minutes (Less Lunch)					395	(Days x Daily Hrs)
Minutes Converted to Hours					6.58	1,151.50
Other Schedule A (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of A Days Scheduled: (from calendar)
Special	8:30 AM	9:20 AM	50		50	7
SEL Lesson	9:20 AM	9:35 AM	15		15	
Math	9:35 AM	10:35 AM	60		60	
Literacy	10:35 AM	11:15 AM	40		40	
Recess	11:15 AM	11:30 AM	15		15	
Literacy	11:30 AM	12:15 PM	45		45	
Lunch	12:15 PM	12:45 PM	30		30	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch					30	
Total Minutes (Less Lunch)					225	(Days x Daily Hrs)
Minutes Converted to Hours					3.75	26.25
Other Schedule B (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of B Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch						
Total Minutes (Less Lunch)					0	(Days x Daily Hrs)
Minutes Converted to Hours					0.00	0.00

Other Schedule C (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of C Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch						Total Hours (Days x Daily Hrs) 0.00
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
Other Schedule D (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of D Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch						Total Hours (Days x Daily Hrs) 0.00
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
Other Schedule E (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of E Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch						Total Hours (Days x Daily Hrs) 0.00
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	

Other Schedule F (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of F Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
						Total Hours
Enter Manually - Total Minutes for Lunch						
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
Other Schedule G (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of G Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
						Total Hours
Enter Manually - Total Minutes for Lunch						
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	

If more schedule variations needed, additional may be added. Contact primary auditor if assistance needed.	Total Hours of Instruction for School Year	
	Regular Daily Schedule:	1,151.50
	Schedule A:	26.25
	Schedule B:	0.00
	Schedule C:	0.00
	Schedule D:	0.00
	Schedule E:	0.00
	Schedule F:	0.00
	Schedule G:	0.00
	Subtotal Hours w/o QPD:	1177.75
*If QPD hours claimed, district must complete Tab 3, and submit signed annual QPD certification.	*Prof. Dev. Hours (if applicable)	0.00
Total Hours of Instruction		1,177.75

Directions: Identify Activity and Start/End Time. For all other columns, please enter values ONLY in fields with dashed border. Entering data in other columns will overwrite formulas.

Regular Daily Schedule						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of Regular Days Scheduled: (from calendar)
SEL Lesson	8:30 AM	8:45 AM	15		15	
ELA	8:45 AM	10:45 AM	120		120	
Math	10:45 AM	11:55 AM	70		70	
Recess	11:55 AM	12:10 PM	15		15	175
Lunch	12:10 PM	12:30 PM	20		20	
Socila Studies	12:30 PM	1:15 PM	45		45	
Science	1:15 PM	2:00 PM	45		45	
Special	2:00 PM	2:45 PM	45		45	
Flex(ElA/Math)	2:45 PM	3:30 PM	45		45	
Enter Manually - Total Minutes for Lunch					20	Total Hours (Days x Daily Hrs)
Total Minutes (Less Lunch)					400	
Minutes Converted to Hours					6.67	
Other Schedule A (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of A Days Scheduled: (from calendar)
SEL Lesson	8:30 AM	8:45 AM	15		15	
ELA	8:45 AM	10:15 AM	90		90	
Specials	10:15 AM	11:00 AM	45		45	
Math	11:00 AM	12:00 PM	60		60	7
Recess	12:00 PM	12:15 PM	15		15	
Lunch	12:15 PM	12:45 PM	30		30	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch					30	Total Hours (Days x Daily Hrs)
Total Minutes (Less Lunch)					225	
Minutes Converted to Hours					3.75	
Other Schedule B (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of B Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch						Total Hours (Days x Daily Hrs)
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	

Other Schedule C (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of C Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch						Total Hours (Days x Daily Hrs)
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
0.00						

Other Schedule D (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of D Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch						Total Hours (Days x Daily Hrs)
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
0.00						

Other Schedule E (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of E Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch						Total Hours (Days x Daily Hrs)
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
0.00						

Other Schedule F (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of F Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch						Total Hours (Days x Daily Hrs)
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
						0.00

Other Schedule G (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of G Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch						Total Hours (Days x Daily Hrs)
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	
						0.00

If more schedule variations needed, additional may be added. Contact primary auditor if assistance needed.	Total Hours of Instruction for School Year	
	Regular Daily Schedule:	1,167.25
	Schedule A:	26.25
	Schedule B:	0.00
	Schedule C:	0.00
	Schedule D:	0.00
	Schedule E:	0.00
	Schedule F:	0.00
	Schedule G:	0.00
	Subtotal Hours w/o QPD:	1193.50
*If QPD hours claimed, district must complete Tab 3, and submit signed annual QPD certification.	*Prof. Dev. Hours (if applicable)	0.00
Total Hours of Instruction		1,193.50

Directions: Identify Activity and Start/End Time. For all other columns, please enter values ONLY in fields with dashed border. Entering data in other columns will overwrite formulas.

Regular Daily Schedule						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of Regular Days Scheduled: (from calendar) 175
SEL Lesson	8:30 AM	8:45 AM	15		15	
Math	8:45 AM	10:45 AM	120		120	
ELA	10:45 AM	11:55 AM	70		70	
Recess	11:55 AM	12:10 PM	15		15	
Lunch	12:10 PM	12:30 PM	20		20	
Science	12:30 PM	1:15 PM	45		45	
Social Studies	1:15 PM	2:00 PM	45		45	
Science	2:00 PM	2:45 PM	45		45	
Flex(ElA/Math)	2:45 PM	3:30 PM	45		45	
			0		0	Total Hours
Enter Manually - Total Minutes for Lunch					20	
Total Minutes (Less Lunch)					400	(Days x Daily Hrs)
Minutes Converted to Hours					6.67	1,167.25
Other Schedule A (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of A Days Scheduled: (from calendar) 7
SEL Lesson	8:30 AM	8:45 AM	15		15	
ELA	8:45 AM	10:15 AM	90		90	
Specials	10:15 AM	11:00 AM	45		45	
Math	11:00 AM	12:00 PM	60		60	
Recess	12:00 PM	12:15 PM	15		15	
Lunch	12:15 PM	12:45 PM	30		30	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch					30	Total Hours
Total Minutes (Less Lunch)					225	(Days x Daily Hrs)
Minutes Converted to Hours					3.75	26.25
Other Schedule B (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of B Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch						Total Hours
Total Minutes (Less Lunch)					0	(Days x Daily Hrs)
Minutes Converted to Hours					0.00	0.00

Other Schedule C (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of C Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch						Total Hours
Total Minutes (Less Lunch)					0	(Days x Daily Hrs)
Minutes Converted to Hours					0.00	0.00
Other Schedule D (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of D Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch						Total Hours
Total Minutes (Less Lunch)					0	(Days x Daily Hrs)
Minutes Converted to Hours					0.00	0.00
Other Schedule E (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of E Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch						Total Hours
Total Minutes (Less Lunch)					0	(Days x Daily Hrs)
Minutes Converted to Hours					0.00	0.00

Other Schedule F (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of F Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch						Total Hours
Total Minutes (Less Lunch)					0	(Days x Daily Hrs)
Minutes Converted to Hours					0.00	0.00
Other Schedule G (identify):						
Activity	Start Time	End Time	Minutes	Passing Time into Next Class	Total Minutes	Number of G Days Scheduled: (from calendar)
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
			0		0	
Enter Manually - Total Minutes for Lunch						Total Hours
Total Minutes (Less Lunch)					0	(Days x Daily Hrs)
Minutes Converted to Hours					0.00	0.00

If more schedule variations needed, additional may be added. Contact primary auditor if assistance needed.	Total Hours of Instruction for School Year	
	Regular Daily Schedule:	1,167.25
	Schedule A:	26.25
	Schedule B:	0.00
	Schedule C:	0.00
	Schedule D:	0.00
	Schedule E:	0.00
	Schedule F:	0.00
	Schedule G:	0.00
	Subtotal Hours w/o QPD:	1193.50
*If QPD hours claimed, district must complete Tab 3, and submit signed annual QPD certification.	*Prof. Dev. Hours (if applicable)	0.00
	Total Hours of Instruction 1,193.50	

SECTION h

AGE OR GRADE RANGE OF PUPILS TO BE ENROLLED

AGE OR GRADE RANGE OF PUPILS TO BE ENROLLED

WILLIAM C. ABNEY ACADEMY is authorized to serve students in Grades DK - 8. The Academy is enrolling student in Grades DK - 7. 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: January 31, 2025

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article XI, Section 11.27, the Academy shall comply with this Schedule.

A. The Code provides that the board of directors of a public school academy shall collect, maintain, and make information concerning its operation and management available to the public and to the CSO in the same manner as is required by state law for school districts. 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 Academy Board 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 CSO and/or the University
11. Copy of curriculum and other educational materials given to the CSO

12. All promotional materials that are created and distributed by the Academy
13. Copy of School Improvement Plan (if required)
14. Copies of facility leases, mortgages, modular leases and/or deeds
15. Photographs of all Academy buildings' frontage
16. Copies of equipment leases
17. Proof of ownership for Academy-owned vehicles and portable buildings
18. Copy of Academy Board approved management contracts and service contracts with Education Service Providers
19. Copy of Academy Board approved services contract(s)
20. Copies of all health and safety reports and certificates, including Office of Fire Safety certificate of occupancy for all Academy facilities, Asbestos inspection report and Asbestos management plan (if required), Boiler inspection certificate, lead based paint survey (if required), Phase 1 environmental report (if required), and Local County Health Department food service permit (if required)
21. MDE letter of continuous use (if required)
22. List of current Academy teachers and school administrators, and other Academy support staff (e.g. food service workers, bus drivers, literacy coaches) with names and addresses and their individual salaries as submitted to the Registry of Educational Personnel
23. The average salary for current Academy teachers who have held their teaching certificate for less than five years ("new teachers") and the average salary for current Academy teachers who have held their teaching certificate for more than five years ("veteran teachers"). If there are fewer than five new teachers or fewer than 5 veteran teachers, submit the average salary for all current Academy teachers
24. The average salary for all current Academy support staff (including but not limited to student-facing paraprofessionals, food service workers, bus drivers, and literacy coaches)

25. Copies of administrator and teacher certificates or permits for all current administrative and teaching staff
 26. Evidence of compliance with criminal background and records 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. PDF files of the Academy's public Website
 31. The school application that students must submit to enroll in the Academy
 32. Any planned matriculation agreements with a public school
 33. Any other information specifically required under the Code
- B. By no later than November 1 of each year, the Academy shall post all of the following information on its website that is accessible to the public:
1. The average salary for new teachers (i.e. an individual who has held a teaching certificate for less than 5 years) and the average salary for veteran teachers (i.e., an individual who has held a teaching certificate for 5 or more years) employed by the Academy or employed by an educational management organization (as that term is defined in the Code, hereafter "Educational Management Organization") and assigned to the Academy, or, if there are fewer than 5 new teachers or 5 veteran teachers at the Academy, the average salary for all teachers employed by the Academy or employed by an Educational Management Organization and assigned to the Academy.
 2. The average salary for support staff employed by the Academy or employed by an Educational Management Organization and assigned to the Academy, including, but not limited to, student-facing paraprofessionals, food service workers, bus drivers, and literacy coaches.

C. Pursuant to the Terms and Conditions of the Contract, the University authorizes the Academy Board to employ or contract with personnel according to position information outlined in Schedule 5. Any Educational Service Provider Management Agreement entered into by the Academy must contain a provision requiring the Education Management Provider to provide to the Academy Board information concerning the operation and management of the Academy (including, without limitation, the information that a school district is required to disclose under the Code) available to the Academy Board in order to enable the Academy to fully satisfy its obligations under the Contract. 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 Parts A and B above.