

**RESOLUTION TO APPROVE THE REAUTHORIZATION OF  
PUBLIC SCHOOL ACADEMIES**

WHEREAS, the University has issued contracts confirming the status of each of the following as public school academies in the State of Michigan:

Faxon Academy,  
Flat River Academy,  
Kingsbury Country Day School, and  
Merritt Academy;

WHEREAS, the University and each of the Renewal Academies wish to extend the terms of each of the respective Contracts; and

NOW, THEREFORE, BE IT RESOLVED, that subject to the requirements of this Resolution, the term of the Contract between the University and Merritt Academy, whereby the University authorized the academy to operate as a public school academy shall be extended through June 30, 2032 (7 years); and

BE IT FURTHER RESOLVED, that subject to the requirements of this Resolution, the term of the Contract between the University and Kingsbury Country Day School, whereby the University authorized the academy to operate as a public school academy shall be extended through June 30, 2030 (5 years); and

BE IT FURTHER RESOLVED, that subject to the requirements of this Resolution, the term of the Contract between the University and Flat River Academy, whereby the University authorized the academy to operate as a public school academy shall be extended through June 30, 2029 (4 years); and

BE IT FURTHER RESOLVED, that subject to the requirements of this Resolution, the term of the Contract between the University and Faxon Academy, whereby the University authorized the academy to operate as a public school academy shall be extended through June 30, 2027 (2 years); and

BE IT FURTHER RESOLVED, that the President and/or the Director of School/University Partnerships, acting together or separately, are authorized and directed to execute such documents as may be necessary or desirable to accomplish these purposes.

Adopted by SVSU Board of Control: May 9, 2025



***SAGINAW VALLEY STATE UNIVERSITY***

***BOARD OF CONTROL MINUTES  
REGULAR FORMAL SESSION***

***MAY 9, 2025***

**SAGINAW VALLEY STATE UNIVERSITY**  
**BOARD OF CONTROL**  
**Minutes of the Regular Formal Session**  
**Friday, May 9, 2025**  
**1:30 p.m.**

A regular formal session of the Board of Control was held on Friday, May 9, 2025, at 1:30 p.m. in Wickes Hall, Room 350.

Trustees present:

John D. Cherry, Jr., Secretary  
JoAnn Crary  
Lindsay Eggers, Vice Chair  
Heather Gallegos  
Raj Wiener, Chair  
Carl Williams  
George Grant Jr, Ex Officio

Trustees absent:

Ron Bacon  
Vanessa Guerra, Treasurer

SAGINAW VALLEY STATE UNIVERSITY  
 BOARD OF CONTROL MINUTES  
 FRIDAY, MAY 9, 2025  
 REGULAR FORMAL SESSION  
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elected officials revealed their enthusiasm for the university. He noted that they shared encouraging feedback based on their campus visits and experiences, expressing a desire to return to campus to stay informed about ongoing university initiatives.

**VI. OTHER ITEMS FOR CONSIDERATION**

There were none.

**VII. ADJOURNMENT**

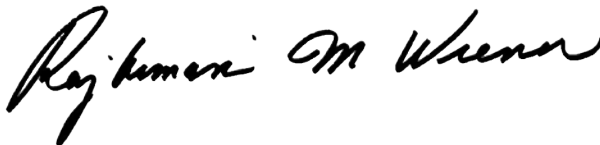
12. Motion to Adjourn

**BM-1280                      It was moved and supported that the meeting be adjourned.**

The motion was APPROVED unanimously.

The meeting was adjourned at 2:35 p.m.

Respectfully submitted by:



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Rajkumari M Wiener, Chair



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John D. Cherry, Jr., Secretary



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Mary Kowaleski  
Recording Secretary



**CONTRACT TO OPERATE A PUBLIC SCHOOL ACADEMY**

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**between**

**the Saginaw Valley State University Board of Control**

**and**

**KINGSBURY COUNTRY DAY SCHOOL,  
a Michigan Public School Academy**

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## CONTRACT

Pursuant to the Michigan Revised School Code (“Code”), and in particular being Part 6A, Sections 380.501 through and including 380.507 of the Michigan Compiled Laws, the Saginaw Valley State University Board of Control (“University Board”) grants a contract confirming the status of a public school academy in this State to the Kingsbury Country Day School (the “Academy”), a Michigan public school academy. The Parties agree that the granting of this Contract is subject to the following terms and conditions, and this Contract is effective as of the 1st day of July 2025.

### 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 nonprofit corporation named the Kingsbury Country Day School, which is established as a public school academy pursuant to this Contract, is located within the Oxford Community Schools in the Oakland Intermediate School District.
- (b) “Academy Board” means the Board of Directors of the Kingsbury Country Day School, each of whom must be a U.S. Citizen to hold office and remain in good standing, and as listed on the University’s Board Member List.
- (c) “Applicable Law” means all state and federal law and regulations applicable to public school academies. This term also applies to any Executive Order of the Governor of the State of Michigan under section 1 of article 5 of the Michigan Constitution of 1963, the Emergency Management Act, 1976 PC 390, as amended, MCL 30.401 et seq. and/or the Emergency Powers of the Governor Act of 1945, 1945 PA 302, as amended, MCL 10.31 et seq. and to all laws cited herein.
- (d) “Application” means the Phase I and Phase II Application to the Saginaw Valley State University (including all attachments and the executed Assurances page) in which representations were made to the University regarding the program and its operation, which representations were material inducements to the University to grant the Contract.
- (e) “Authorizing Body” or “Authorizer” means the Saginaw Valley State University Board of Control.
- (f) “Board Member List” means the University’s official document listing the names and terms of each member of the Academy Board appointed by the University, the current list being incorporated into Schedule 13 of this Contract.

- (g) “Code” means the Michigan Revised School Code, Act No. 451 of the Public Acts of 1976, as amended, being Sections 380.1 to 380.1852 of the Michigan Compiled Laws.
- (h) “Department” means the Michigan Department of Education.
- (i) “Director” means a person who is a member of the Academy Board of Directors.
- (j) “ESP” means the educational service provider, employee leasing company or third-party management company contracted by the Academy Board, if any.
- (k) “Policy” means the Policy Statement adopted by resolution of the Saginaw Valley State University Board of Control, as amended from time to time, establishing the method of selection, length of term and number of members of the Academy Board.
- (l) “President” means the President of Saginaw Valley State University and shall also include his/her authorized designee.
- (m) “Relative” means 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, domestic or same-sex partner.
- (n) “Resolution” means the Resolution of the University Board establishing Kingsbury Country Day School as a public school academy.
- (o) “State Board of Education” means the State Board of Education, established pursuant to the Michigan Constitution of 1963, Article 8, Section 3.
- (p) “State Superintendent” means the State Superintendent of Public Instruction.
- (q) “The Charter Collaborative” (charter office) means the office charged by the University Board with overseeing authorized public school academies, schools of excellence and strict discipline academies.
- (r) “University” means Saginaw Valley State University established pursuant to Article 8, sections 4 and 6 of the 1963 Michigan Constitution and MCL 390.711 et seq.
- (s) “University Board” means the Saginaw Valley State University Board of Control, and also its designee (the University President or the Director of The Charter Collaborative office), as the case may be.

Section 1.2. Schedules. All schedules to this Contract are part of this Contract and incorporated into this Contract as if fully stated herein.

Section 1.3. Statutory Definitions. Statutory terms defined in the Code and as set forth in applicable law shall have the same meaning in this Contract.

**ARTICLE II**  
**ROLE OF SAGINAW VALLEY STATE UNIVERSITY**  
**BOARD OF CONTROL AS AUTHORIZING BODY**

Section 2.1. Method of Selection, Length of Term, and Number of Members of the Board of Directors. The University Board has adopted the Policy providing for the method of selection, length of term, number of members, qualification of members, the procedure for removal of members and the names of the initial Academy Board. The Policy is incorporated into this Contract as Schedule 1 (see Policy Statement part V).

Section 2.2. Method for Monitoring Academy's Compliance with Applicable Law and Performance of its Targeted Educational Outcomes. The University Board has the responsibility to oversee the Academy's compliance with the Contract and all Applicable Law. Additionally, the Academy shall be responsible for the following:

- (a) The Academy shall provide the President with (i) a copy of the annual educational report prior to the date required for publication by Applicable Law and submit to the President documentation sufficient to demonstrate the Academy's progress in meeting its educational goals, including with respect to student success on all assessments administered, and (ii) the monthly report required under MCLA 380.552 (20) for public school academies operating an online program or distance learning program, if permitted in this Contract.
- (b) In the event that the President determines that the Academy's educational outcomes are not meeting the targeted educational goals, the University, at its discretion, may require an objective evaluation of student performances by an educational consultant, acceptable to the President. The Academy shall pay for the expense of the evaluation.
- (c) The Academy shall submit audited financial reports, including auditor's management letters and any exceptions noted by the auditors, to the University President. The reports shall be prepared by the Academy's independent Certified Public Accountant (CPA) and submitted to the President prior to the date by which such audited financial reports must be submitted to the State of Michigan pursuant to Applicable Law.
- (d) The Academy shall provide the President with a copy of the proposed annual budget for the upcoming fiscal year of the Academy no later than July 1.
- (e) The Academy shall provide to the President agendas and notice in advance of all Academy Board meetings and minutes of all Academy Board meetings. All notices of special meetings shall be accompanied by an affidavit that the posting was undertaken in accordance with this Contract, the Academy Board's bylaws, and Applicable Law.

- (f) The Academy shall promptly notify the President of correspondence received from the Michigan Department of Education or State Board of Education that requires a formal response and provide a copy of said response.
- (g) The Academy shall immediately report to the President any litigation or formal proceedings alleging a violation or violations of Applicable Law by the Academy, its officers, employees, agents, and/or contractors and/or the ESP, its officers, employees, agents, and/or contractors or subcontractors.
- (h) The Academy shall permit visitation of its facilities and programs at any time by representatives of the University authorized by the President. No advance notice is required.
- (i) The Academy shall permit examination and/or duplication of any or all records the Academy is required to maintain and/or submit at any time by representatives of the University authorized by the President.
- (j) The Academy shall provide certification of its adoption of such policies as the Academy Board deems reasonable and necessary to discharge its functions and to comply with Applicable law.

Section 2.3. Reimbursement of University Board Costs. Pursuant to MCL 380.502(6), the Academy shall pay the University Board an administrative fee to reimburse the University Board for the costs of its execution of its oversight responsibilities. The fee is deemed earned upon the commencement of a given fiscal year of the Academy and shall be 3% of the total of all state school aid payments received by the Academy for that fiscal year. The University may choose, at its sole discretion, to waive all or a portion of the fee.

Section 2.4. Reimbursement for University Board Services Associated with Third-Party Subpoenas and Freedom of Information Act Requests. If the University Board receives a Freedom of Information Act Request or a subpoena 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) or any third party, the University Board may charge the Academy for the cost of the services associated with the University Board's response to the subpoena or FOIA request (including actual attorney's fees in fulfilling the request). The parties agree that the Academy may avoid the obligation to pay for services by the University Board associated with responses for requests for documents by directly producing Academy documents to the requesting party.

In the event the University receives a subpoena or other valid order or process from a Court of competent jurisdiction compelling testimony of a member of the University's Board of Control, its President or any other of its officers, directors, or other personnel, the Academy shall pay all legal fees and costs (including actual attorney's fees) related to the required testimony.

Section 2.5. University Board as Fiscal Agent for the Academy. The University Board is the fiscal agent for the Academy. The University shall retain any amount owed to the University by the Academy pursuant to this Contract, provided that the University Board shall retain no more than the total of (a) 3% of each installment for its University Board Costs and (b) the costs associated with responding to a subpoena or FOIA request under Section 2.4 in the event the Academy declines to produce such documents itself. For purposes of this section, the responsibilities of the University, the State of Michigan, and the Academy are set forth in the Fiscal Agent Agreement incorporated herein as Schedule 2.

Section 2.6. Authorization of Employment. The Academy may employ or contract with personnel, in accordance with all state law requirements regarding certification (including certified teachers, administrators, and chief business officials) according to Applicable Law, and qualifications of certain employees of public schools, except that noncertified teachers and/or administrators may be used as permitted by Applicable Law. Academy shall make available to the University for its review all licenses, certifications, and other qualifications of Academy personnel required by law, and shall undertake or cause to be undertaken all criminal background and unprofessional conduct checks required by applicable law.

Section 2.7. Borrowings by the Academy. The Academy shall not incur indebtedness or borrow money except in accordance with applicable law and with the prior approval of the University. It is the Academy's obligation to provide the University with sufficient notice and time to review any and all closing documents prior to any anticipated closing. Failure to do so risks non-approval of the borrowing in question or non-delivery of any certificates requested of the authorizing body. The Academy may not levy taxes. Notwithstanding the foregoing, the Academy, only after obtaining the prior written approval of The Charter Collaborative Director, which consent may be withheld for any reason, may incur debt only as follows:

- (a) Short-term: The Academy may incur temporary debt in accordance with Section 1225 of the Code provided, at the option of the charter office, it submits forms of the proposed financing documents (including term sheet, amortization schedule and cash flow) to the attention of the Director of The Charter Collaborative at least fifteen (15) business days prior to closing and obtains his/her written nondisapproval of the transaction prior to closing. For transactions involving the Michigan Finance Authority's annual State Aid Note Pool program, in recognition of the fact that the documents are of a standardized set and have historically been released to counsel and require return by counsel in a compressed time period, in lieu of providing transaction documents, the Academy will provide the State Aid Note Program application, cash flow workbook, and all application-related materials to the charter office simultaneous with submission to the State Aid Note Program staff. The Charter Collaborative's nondisapproval of any transaction hereunder is not a representation by the charter office of any aspect of the Academy's operations, the Academy's creditworthiness, or the Academy's ability to repay the indebtedness incurred. Credit decisions regarding indebtedness are expressly the responsibility of the lender.

- (b) Long-term: The Academy may enter into long-term indebtedness in the manner and form permitted by applicable law provided it submits forms of the proposed financing documents (including term sheet, amortization schedule and any preliminary offering document, e.g., a Preliminary Official Statement) to the attention of the Director of The Charter Collaborative at least thirty (30) days prior to closing and obtains his/her written nondisapproval of the transaction. The Charter Collaborative's nondisapproval of any transaction does not mean that the charter office expresses or implies any opinion as to the veracity or completeness of any representation made in any offering document or that The Charter Collaborative is making any representations of the Academy's creditworthiness or its ability to repay any indebtedness so incurred. Credit decisions regarding indebtedness are expressly the responsibility of the lender.
- (c) An 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 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 Saginaw Valley State University shall ever be pledged for the payment of any Academy instrument of indebtedness.
- (d) The Academy has no authority whatsoever to enter into any contract or other agreement that would financially obligate the State of Michigan or Saginaw Valley State University, nor does the Academy have any authority whatsoever to make any representations to lenders or third parties, that the State of Michigan or Saginaw Valley State University in any way guarantee, are financially obligated, or are in any way responsible for any agreement, promissory note, contract, mortgage, loan or other instrument of indebtedness entered into by the Academy. No party shall attribute any representation regarding the Academy in any manner, including in relation to any financing or financial undertaking that does not appear in a document physically signed with a wet signature by the Director of The Charter Collaborative.
- (e) In the event that indebtedness of any sort contemplated by the Academy requires an intercept of state school aid for payment of debt service, a certificate or certification by the University or the University President, the issuance of such is subject to the sole discretion of the University, through its designee, the Director of The Charter Collaborative. It is the Academy's responsibility to provide ample notice of at least sixty (60) days of its need for same to ensure sufficient time for review, unless extenuating circumstances prohibit such review, in which case, the Academy shall provide notice at the earliest possible opportunity.

**ARTICLE III**  
**REQUIREMENT THAT ACADEMY ACT SOLELY**  
**AS GOVERNMENTAL ENTITY**

Section 3.1. Governmental Entity. The Academy shall act exclusively as a governmental entity and shall delegate none of its governmental functions, including the determination to assert or not to assert governmental immunity under Applicable Law.

Section 3.2. 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 Michigan nonprofit corporation. The Academy is not a division or a part of Saginaw Valley State 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 or other written agreements between the University and the Academy.

Section 3.3. Prohibition of Identified Family Relationships. No person shall be a member of the Academy Board if he or she is a Relative of another member of the Academy Board; an employee, officer or individual with an ownership interest in the Academy's ESP or a Relative of such individual; or if he or she works at the Academy or provides contracted services to the Academy or is a Relative of such individual. Additionally, no Relative may occupy a supervisory position over another Relative. Likewise, prohibitions against holding incompatible public office and against specified conflicts of interest set forth in MCL 15.181 to 15.185 and MCL 15.321 to 15.330, respectively, shall be scrupulously observed.

Section 3.4. Prohibition of Tuition and Religious Affiliation. The Academy shall not impose tuition of any nature and 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.

Section 3.5. Prohibition of Employment in More than One Full-time Position. No individual shall be employed by or at the Academy in more than 1 full-time position in which he or she is compensated at a full-time rate for each of those positions.

Section 3.6. 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. Subject to Section 2.5 of this Contract, the Academy may enter into agreements with other public schools, public school academies, governmental units, businesses, community, and nonprofit organizations where such agreements contribute to the effectiveness of the Academy or advance education in this state.

**ARTICLE IV  
PURPOSE**

Section 4.1. Academy's Purpose. The Academy's purpose is as stated in the Articles of Incorporation as set forth in Schedule 3 attached hereto.

**ARTICLE V  
CORPORATE STRUCTURE OF THE ACADEMY**

Section 5.1. Michigan Nonprofit Corporation. The Academy's corporate structure is that of a Michigan nonprofit corporation, organized pursuant to MCL 450.2101.

Section 5.2. Articles of Incorporation. Unless amended pursuant to this Contract, the Articles of Incorporation of the Academy, as set forth in Schedule 3, shall be the Articles of Incorporation of the Academy.

Section 5.3. Bylaws. Unless amended pursuant to this contract, the Bylaws of the Academy, as set forth in Schedule 4 shall be the Bylaws of the Academy.

**ARTICLE VI  
OPERATING REQUIREMENTS**

Section 6.1. Governance Structure. The Academy shall be organized and administered as a Michigan nonprofit corporation under the direction of the Academy Board and pursuant to the governance structure as set forth in the Bylaws. The Academy's Board of Directors shall meet monthly unless another schedule is mutually agreed upon by the President and the Academy. The Academy shall not delegate this duty of organization and administration of the Academy without the express affirmative consent of the University.

Section 6.2. 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 Saginaw Valley State University. The University shall not be required to receive any contributions or donations for the benefit of the Academy. If the University accepts contributions or donations for the benefit of the Academy, it shall forward such funds to the Academy within three (3) business days of receipt.

Section 6.3. Educational Goals and Programs. The Academy shall pursue the educational goals identified in Schedule 5. Such goals may be amended pursuant to Section 8.1 of Article VIII of this Contract. The Academy shall provide, annually, a report to Saginaw Valley State University of its performance in meeting these objectives. This report shall contain a statement of student growth and achievement as well as the summarized results of all standardized testing administered at the Academy. In addition to any educational goals set forth in Schedule 5, the educational goals shall include demonstrated improved pupil academic achievement for all groups of pupils, and the Academy shall not be identified as being in the bottom 5% of all public schools in the State; if the

Academy is so identified, it shall present to the Director within 60 days of being so identified its plan for improvement that comports with applicable law. To the extent applicable, the progress of the pupils in the Academy shall be assessed using at least Michigan's statewide assessments under MCLA 380.1279g or such successor instrument required by applicable law.

Section 6.4. Curriculum. The Academy shall have flexibility in developing, realigning, and implementing the curriculum identified in Schedule 6.

Section 6.5. Staff Responsibilities. Subject to Section 2.5 of this Contract, the University Board authorizes the Academy to employ or contract with personnel as outlined in Schedule 7, which shall include copies of any agreement with an ESP or board liaison which the Academy may enter into, job descriptions (including identification of certifications required under Applicable Law) and a schematic or narrative governance structure of the Academy.

Section 6.6. Admission Policy. The Academy shall comply with all admissions policies and criteria required by laws applicable to public school academies under the Code. The Academy must make a reasonable effort to advertise its enrollment openings. Open enrollment must be for a period of at least two (2) weeks and shall permit the enrollment of pupils by parents and/or guardians at times in the evening and weekends and shall comply with all requirements of Applicable Law. Schedule 9.

Section 6.7. School Calendar/School Day Schedule. The Academy shall comply with all minimum standards governing the length of the school term, minimum number of days and hours of instruction required by law applicable to public school academies under the Code. The Academy shall provide the Authorizer copies of any waivers it has obtained related to days and hours of instruction or calendar. Schedule 10.

Section 6.8. Age/Grade Range of Pupils Enrolled. The Academy shall offer programs for the grades and ages indicated in Schedule 11. The Academy may add or delete additional grades in the future, pursuant to Section 8.1 of Article VIII of this Contract.

Section 6.9. Annual Financial Audit. The Academy shall commission an annual financial audit to be conducted by an independent Certified Public Account (CPA) selected and retained by the Academy Board.

Section 6.10. Address and Description of Proposed Physical Plant. The address of the proposed physical plant for the Academy and a description of same, including certificates of occupancy and other required agency approvals, lease, land contract or deed, as applicable, and a brief description of any financing transaction entered into by the Academy for facility acquisition, and the debt-service schedule thereof is attached as Schedule 8. Except as permitted by written amendment to this Contract, the Academy shall not operate at a site other than the single site requested for the configuration of grades that will use the site.

- (a) No lease to occupy any portion of the Academy's physical plant shall exceed the term of the Academy's Contract except with the prior approval of the University President or his/her designee.

- (b) No new public school academy may locate within the boundaries of a community district except in accordance with the provisions of the Code.

Section 6.11. Reports to the University President. The Academy shall provide the University President with copies of reports and assessments concerning the educational outcomes achieved by pupils attending the Academy.

Section 6.12. Accounting Standards. The Academy shall at all times comply with accounting standards required by Applicable Law, including generally accepted public sector accounting principles.

Section 6.13. Placement of University Student Interns. The Academy may be a placement site for University students in training to serve in public schools. Such placements shall be without charge to the University and subject to other terms and conditions as the Academy and the University agree.

Section 6.14. Required Contents of Contracts with ESP. The Academy may enter into or renew an agreement with an ESP for the operation or management of the Academy, provided the Academy complies with all of the requirements of this part and applicable law. At least thirty (30) days prior to the proposed effective date or one regular board meeting of the Academy Board of Directors, whichever is longer, the form of management agreement, along with: (i) an opinion of the Academy's independent legal counsel, addressed to the University President for reliance thereon, that all such requirements, including any requirements of Applicable Law have been met and that there are no improper and/or unlawful interrelations or conflicts created by same (the "Legal Opinion") and (ii) documentation sufficient to establish to the University President's satisfaction that the ESP has the requisite educational and management expertise to operate the Academy in compliance with this Contract and all applicable law. The University may disapprove of the proposed agreement if, in the sole opinion of the University, it is contrary to applicable law or the terms of this Contract. Additionally, the agreement must comply with the following:

- (a) In negotiating and finalizing any such contract, the Academy Board must seek the advice of independent legal counsel, who must deliver to the University President the Legal Opinion referenced above. The ESP Management Agreement must be approved by the Academy Board, during a meeting open to the public held pursuant to the Michigan Open Meetings Act.
- (b) The Academy Board must ensure that, at all times during the term of this Contract, any ESP employed by the Academy maintains comprehensive general liability and umbrella insurance coverage at levels satisfactory to the University President (see Article 13). The insurance coverage required of the ESP shall not be in lieu of the insurance coverage requirements applicable to the Academy. Any policy of insurance maintained by the ESP must include coverage for sexual molestation or abuse, must name the University as an additional, named insured, and shall not be changed, revoked, or modified absent thirty (30) days' notice to the University President. The ESP Management Agreement shall also specify that, in the event the University President modifies the level, type, scope or other aspects of such

coverage, then the ESP shall undertake like and similar modifications within 30 days of being notified of such change.

- (c) The Academy Board must ensure that, and the ESP Management Agreement shall provide that, any ESP performing services at the Academy shall comply with the requirements under this Contract to the extent such ESP is performing services on behalf of the PSA.
- (d) No provision of the ESP Management Agreement shall interfere with the Academy Board's duties under the Contract, and the Academy's duties under the Contract shall not be limited or rendered impossible by action or inaction of the ESP.
- (e) No provision of the ESP Management Agreement shall predetermine the Academy Board's course of action in choosing to assert or not assert governmental immunity.
- (f) The ESP Management Agreement shall state that all financial, educational, and student records pertaining to the Academy are Academy property and that such records are subject to the provisions of Michigan's Freedom of Information Act, except for some data which may be contained in such records, which may be redacted or withheld as permitted by applicable law, which shall be specifically cited in the event of withholding or redaction. All such records must be stored, in physical form, on-site at the Academy's facility or be directly accessible at the Academy facility. All records pertaining to teacher and administrator certification, as well as a copy of the employee handbook shall be maintained physically on site or directly accessible at the Academy facility.
- (g) The ESP Management Agreement shall state that all of the Academy's financial and other ESP-related records will be made available to the Academy's independent auditor and that the ESP staff will cooperate with said auditor, and that the ESP shall not select or retain the Academy's auditor.
- (h) The ESP Management Agreement must certify that there shall be no markup of costs for supplies, materials, or equipment procured by the ESP on the Academy's behalf and that the Academy and that all supplies, materials, and equipment procured for the Academy by the ESP shall be inventoried by an acceptable method of inventory and further that an inventory of Academy equipment shall be maintained so that it can be clearly established which property belongs to the Academy.
- (i) The ESP Management Agreement shall contain a provision that states upon termination, the ESP shall work for a specified period of time to transition to a new ESP. There may be a reasonable fee set forth for this service.
- (j) The ESP Management Agreement shall contain a provision that states upon termination the ESP shall, without charge (i) close the books on the then-current fiscal quarter; (ii) organize and prepare the Academy's records for transition to the new ESP; (iii) organize and prepare student records for transition to the new ESP; and

- (iv) provide for the orderly transition of employee compensation and benefits to the new ESP without disruption to staffing.
- (k) The ESP Management Agreement shall prohibit the ESP from executing contracts with its staff assigned to the Academy (including by way of example and not limitation, teachers, administrators, counselors, and the like) that contain noncompete and/or nonsolicitation agreements of any nature.
- (l) The Academy Board and the ESP may not substantially amend the management contract without notifying the University President. No amendment shall be contrary to this section and shall be accompanied by a Legal Opinion. Whether or not substantial, the Academy shall submit to the University President Designee all amendments to the management contract within 10 days after such amendment.
- (m) The ESP Management Agreement shall contain the following provision:  
“Indemnification of Saginaw Valley State University. The parties acknowledge and agree that the Saginaw Valley State University Board of Control, Saginaw Valley State University and its members, officers, employees, agents, or representatives are deemed to be third-party beneficiaries for purposes of this Agreement. As third-party beneficiaries, the parties hereby promise to indemnify and hold harmless Saginaw Valley State University Board of Control, Saginaw Valley State University and its members, officers, employees, agents or representatives from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of Saginaw Valley State University, which arise out of or are in any manner connected with Saginaw Valley State University Board’s approval of the Public School Academy application, 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 by Saginaw Valley State University and its Board of Control members, officers, employees, agents or representatives upon information supplied by the Academy or the Educational Management Organization, or which arise out of the failure of the Academy to perform its obligations under the Contract issued to the Academy by Saginaw Valley State University Board of Control. The parties expressly acknowledge and agree that Saginaw Valley State University and its Board of Trustee members, officers, employees, agents, or representatives may commence legal action against either party to enforce its rights as set forth in this Agreement.”
- (n) The ESP Management Agreement shall require all ESP employees to undergo criminal background and unprofessional conduct checks required by applicable law in the matter presented therein.
- (o) The ESP Management Agreement shall contain a provision requiring the educational service provider to make information available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations

under Section 7.4 of this Contract and also at least the information that a school district is required to be disclosed under MCLA 388.1618 for the most recent fiscal year for which that information is available.

- (p) No ESP employee shall be designated as the Chief Administrative Officer of the Academy, although such employee may be a designee of the Chief Administrative Officer for certain purposes enumerated by Board action.
- (q) 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, has filed for bankruptcy protection in the last six (6) months or within any applicable preference period, whichever is longer.
- (r) The ESP Management Agreement must contain a provision providing for the early termination or amendment of the ESP Management Agreement, with no cost or penalty to the Academy, and no recourse to the University or any third party affiliated with or engaged by the University, by the ESP or any subcontracted person or entity of the ESP, in the event the University determines to exercise its prerogative under MCLA 380.507(7) and Section 9.3 hereof to reconstitute the Academy by requiring the termination or amendment of the ESP Management Agreement.
- (s) The ESP Management Agreement shall contain a provision requiring that it make available to the Authorizer and to the public the information required under MCL 380.503.
- (t) The ESP Management Agreement shall contain a provision requiring it to adopt, implement and maintain a performance evaluation system for all required personnel as required by applicable law.
- (u) No ESP Management Agreement or Amendment may become effective until and unless the Director of The Charter Collaborative notifies the Academy in writing that it has reviewed and does not disapprove of the ESP Management Agreement or Amendment thereto.
- (v) The ESP Management Agreement may not be assigned or assignable to any third party.
- (w) The ESP Management Agreement shall not exceed the length of the Contract.

Section 6.15. University Board Approval of Condemnation. In the event that the Academy desires to acquire property pursuant to condemnation, it shall obtain the express written permission of the University Board for such acquisition; such written permission shall be in the form of a resolution adopted at a public meeting of the University Board. The Academy shall submit such written request to the University Board 120 days prior to the next regularly scheduled meeting of the

University Board. The University Board reserves unto its sole discretion the determination to act, table or decline to act upon such request.

Section 6.16. Reporting of Total Compensation. The Academy Board shall, upon request, report to the Authorizing Body the total compensation for each individual working at the Academy.

Section 6.17. Contract Administration. If the Academy employs a Board liaison or contract administrator, it shall specify the role of such contract administrator or Board liaison in Schedule 7 and include a copy of its agreement with same.

Section 6.18. Prohibition of Employment in More than One Full-time Position. No employee of the Academy or its ESP, if any, may be employed for a total of more than 1.0 full-time position.

## **ARTICLE VII COMPLIANCE WITH THE CODE AND OTHER LAWS**

Section 7.1. Compliance with the Code. The Academy shall comply with the Code.

Section 7.2. Compliance with State School Aid Act. In order to assure that funds are available for the education of pupils, the Academy shall comply with all applicable provisions of the State School Aid Act of 1979, as amended from time to time. The Academy may expend funds from the State School Aid Act for any purpose permitted by the State School Aid Act of 1979 and may enter into contracts and agreements determined by the Academy as consistent with the purposes for which the funds were appropriated.

Section 7.3. Open Meetings Act. The Academy Board shall conduct all of its meetings, including committee or other meetings, in accordance with the Michigan Open Meetings Act, Act No. 267 of the Public Act of 1976, being Sections 15.261 to 15.275 of the Michigan Compiled Laws, as amended, as required.

Section 7.4. Freedom of Information Act. The records of the Academy shall be records subject to the provisions of the Michigan Freedom of Information Act (“FOIA”), Act No. 442 of the Public Acts of 1976, being Sections 15.231 to 15.246 of the Michigan Compiled Laws, as amended. The Academy Board shall designate a freedom of information officer to assure compliance with FOIA and other applicable law providing for public disclosure or for protection of privacy.

Section 7.5. Public Employees Relations Act. The Academy shall comply with Act No. 336 of the Public Acts of 1947, being Sections 423.201 to 423.216 of the Michigan Compiled Laws. Organizational efforts and collective bargaining agreements, if any, with employees of the Academy shall be the responsibility of the Academy.

Section 7.6. Non-discrimination. Each party shall be separately responsible for compliance with all applicable laws pertaining to equal opportunity and non-discrimination.

Section 7.7. Other State Laws and Regulations and Federal Laws and Regulations. The Academy shall comply with other state and federal laws which are applicable to public school academies as public bodies and public schools, including but not limited to, those statutes and laws set forth in Part 6A of the Code, including, but not limited to, those set forth in MCL 380.503(7)(a) – (e), all laws relating to criminal background and unprofessional conduct checks and the terms of this Contract. Likewise, the Academy shall comply with such federal laws and regulations applicable to public school academies as public bodies and public schools.

Section 7.8. Federal Laws. The Academy shall comply with federal laws which are applicable to public school academies as public bodies. Nothing in this Contract shall be deemed to apply any other federal law to the Academy.

Section 7.9. Matriculation Agreement(s). The Academy shall not enter into a matriculation agreement without the prior written approval of Saginaw Valley State University, which must be obtained through the Contract Amendment Process described in Article VIII.

Section 7.10. Partnership Agreement. If the Department and State Reform Office imposes a partnership agreement on the Academy, the Academy shall work collaboratively with the Department, 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 7.11. Certifications. The Academy shall use only certified staff, including teachers, business officials and administrators, unless permitted to use uncertified staff, and then it may do so only in accordance with applicable law.

Section 7.12. Transparency Reporting. The Academy shall collect, maintain, and make information concerning its operation and management available to the public and to the University in the same manner as is required by state law for a public school district, including at least the following:

- (a) a copy of this Contract and all attachments, schedules and amendments;
- (b) a list of all currently serving members of the Academy Board of Directors, including their names, addresses, and terms of office;
- (c) copies of all policies approved by the Academy Board of Directors;
- (d) all board materials, agendas, formal resolutions, and minutes (excluding minutes kept of closed sessions maintained according to the Open Meetings Act) of all regular and special meetings of the Board of Directors of the Academy;
- (e) a copy of the budget, and any amendments thereto, approved by the Academy Board of Directors;

- (f) copies of all bills paid for amounts of \$10,000.00 or more in the form that they are submitted to the Academy Board;
- (g) quarterly financial reports submitted to the University;
- (h) a current list of all teachers and school administrators working at the Academy, including their individual salaries (as submitted to the registry of educational personnel), copies of their teaching or school administrator's certificates or permits (as applicable), evidence of compliance with the criminal background and unprofessional conduct checks required by the Code;
- (i) copies of all leases or deeds, or both, and of any equipment leases;
- (j) copies of all management or service contracts approved by the Academy Board of Directors;
- (k) all health and safety reports and certificates, including those relating to fire safety, environmental matters, asbestos inspections, boiler inspection and food service;
- (l) any management letters issued as part of the Academy's annual audit;
- (m) within 20 days after the board or board of directors is informed by the appropriate authority of the adequate yearly progress status of its schools for the purposes of the no child left behind act of 2001, Public Law 107-110, for the most recent school year for which it is available, post a notice of the adequate yearly progress status of each school it operates on the homepage of its website;
- (n) within 20 days after the board or board of directors is informed by the department of the accreditation status of its schools for the purposes of section 1280 for the most recent school year for which it is available, post a notice of the accreditation status of each school it operates on the homepage of its website; and
- (o) all other information required by applicable law.

**Section 7.13. Required Statutory Disclosures.** The Academy shall ensure that the names of Saginaw Valley State University and the primary educational management organization, if applicable, must appear and be verbally provided, as applicable, on all of the following:

- (a) Unless prohibited by a local ordinance or local zoning authority, signage that is on the Academy's property and is erected, repaired, or installed on or after April 2, 2025;
- (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.

For purposes of this section, “primary educational management organization” shall have the same meaning as defined in MCL 380.503.

## **ARTICLE VIII AMENDMENT**

Section 8.1. Process for Amending the Contract. Either party may propose changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The University Board delegates to its President the review and approval of changes or amendments to this Contract.

Section 8.2. Process for Amending the Articles. The Academy, by a majority vote of its Board of Directors, may at any time, propose specific changes to the Articles of Incorporation or may propose a meeting to discuss potential revisions to the Articles of Incorporation. The proposal will be made to the University Board through its designee. The University Board delegates to its President the review and approval of changes or amendments to the Articles of Incorporation. In the event that a proposed change is not accepted by the University President, the University Board shall consider and vote upon a change proposed by the Academy Board following an opportunity for a written and oral presentation to the University Board by the Academy Board.

The University Board, or an authorized designee, may, at any time, require specific changes to the Articles of Incorporation or may propose a meeting to discuss potential revision. The Academy Board may delegate to an officer of the Academy the review and negotiation of changes or amendments to the Articles of Incorporation. Any Amendment(s) to the Articles of Incorporation required by the University Board or its designee, shall be approved by the Academy at the next-occurring public meeting following the receipt by the Academy of such required amendment(s). Such amendment(s) shall be promptly filed with the Michigan Department of Licensing and Regulatory Affairs, Corporations Division by the Academy, or its designee.

Amendments to the Articles of Incorporation take effect only after they have been filed with the Michigan Department of Licensing and Regulatory Affairs, Corporations Division. In addition, for Academy-initiated amendments, the Academy shall file with the amendment a copy of the University Board’s or its designee’s approval of the amendment.

Section 8.3. Process for Amending the Bylaws. The 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 for special meetings, and (b) the written approval of the changes or amendments by the University President. In the event that a proposed change is not accepted by the University President, the University Board shall consider and vote upon a change proposed by the Academy Board following an opportunity for a written and oral presentation to the University Board by the Academy Board.

The University Board, or its designee, may require an amendment or amendments to the Academy's Bylaws. Such amendment(s) shall be approved by the Academy Board and take effect at the next public meeting of the Academy Board following notice of the required amendment(s).

Amendments to the bylaws take effect only after they have been approved by both the Academy Board and the University President or University Board.

## **ARTICLE IX ENFORCEMENT AND REVOCATION**

Section 9.1. Grounds for Revocation. This Contract may be revoked by the University Board upon a determination by the University Board, pursuant to the procedures set forth in Section 9.2, that one or more of the following has occurred:

- (a) Failure of the Academy to abide by and meet the educational goals set forth in this Contract or to demonstrate improved pupil academic achievement for all groups of pupils as set forth herein;
- (b) Failure of the Academy to comply with all Applicable Law;
- (c) Substantial failure to comply with any applicable State Board rule expressly applicable to public school academies;
- (d) Failure of the Academy to meet generally accepted public sector accounting principles or demonstrate sound fiscal stewardship;
- (e) Failure of the Academy to pay for services provided to the Academy by a nonauthorizing local or intermediate school district if the Academy requested and contracted for the services;
- (f) The Academy is insolvent or has been adjudged bankrupt;
- (g) The Academy, in the sole discretion of the University President, defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract;
- (h) The University President discovers negligent, fraudulent, or criminal conduct by the Academy's applicant(s), directors, or officers in relation to their performance under this Contract or determines that any principal, agent or employee of the Academy's ESP has engaged in same;
- (i) The Academy files amendments to its Articles of Incorporation with the Michigan Department of Licensing and Regulatory Affairs, Corporations Division without first obtaining the University's approval;

- (j) The Academy has insufficient enrollment to successfully operate its program and/or enrollment falls below twenty-five (25) students;
- (k) The Academy's applicant(s), directors, officers, employees, or agents (including the ESP, its employees, or directors) have provided the University false or misleading information or documentation in the performance of this Contract;
- (l) The Academy acts in any way that is inconsistent with the University's responsibility to oversee the Academy's compliance with Contract and all other applicable law;
- (m) Failure by the Academy to fulfill any insurance obligation under Article XII of this Contract, including any failure by the Academy to increase its insurance coverage or purchase additional insurance if so requested by the University;
- (n) Refusal by the Academy or its agents (including the ESP) to provide the University President access to any documentation that is (a) required under this Contract or (b) which he/she deems necessary to carry out his/her oversight function;
- (o) Failure by the Academy to adopt any amendment required by the University Board or its designee;
- (p) Designation of the Academy as being in the lowest performing 5% of schools in the State.

Section 9.2. Procedures for Revoking Contract. The University Board or the President may revoke this Contract at any time for any reason identified in this Contract or any reason, in the University's sole discretion, consistent with the University's responsibility to oversee the Academy's compliance with this Contract and applicable law. The decision of the University to revoke this Contract is solely within the discretion of the University, is final, and is not subject to review by a court or any state agency. If this Contract is revoked or terminated for any reason, either before, during, after or without implementing corrective action, as described below, the University is not liable for such action to the Academy, a pupil of the Academy, the parent or guardian of a pupil of the Academy, or any other person or entity. The revocation of the Contract shall be effective as of a date determined by the University, but in no event later than 15 days after the revocation by the University Board or the President.

Section 9.3. Corrective Action by Order of Reconstitution. The University, in its sole discretion, may issue an Order of Reconstitution requiring the Academy to undertake a plan of corrective action in order to avoid revocation of its Contract ("Corrective Action"). The plan of Corrective Action may include cancellation of the Academy's contract with its ESP, withdrawal of the University's approval of the ESP Management Agreement, termination of one or more Academy Directors' service, appointment of a new member or members to the Academy Board of Directors, elimination of the Academy's ability to offer certain age and grade levels at an identified site or designation of a trustee or receiver to take over the operation of the Academy. In the event a Corrective Action plan is undertaken, the following steps will be observed:

- (a) the University will notify the Academy, in writing, of the specific educational performance or operational issues that it deems failing at the Academy and its intent to revoke the Academy's Contract if the issues are not corrected by a date certain, which will be no earlier than 90 days (absent exigent circumstances) after the date of the notice;
- (b) within thirty days after receipt of the notice described above, the Academy shall respond to the University with any information that the Academy Board of Directors deems relevant to the issues and a plan of correction;
- (c) if the University approves of the plan of correction, it shall be implemented, and the Contract shall be amended accordingly; if the University disapproves the plan of correction, it may implement corrective action in a manner that it, in its sole discretion, deems appropriate to the situation or continue with the revocation of the Contract as it sees fit.

Section 9.4. Termination by Operation of Law. In the event the University Board is notified by the Department 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 Collaborative Director shall forward a copy of the notice to the Academy Board and may request a meeting with the 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 Department rescinding the State's Automatic Closure Notice ("Pupil Hardship Exemption"), shall be directed to the Department, in a form and manner determined by the Department.

If the Department 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 University, the Department's school improvement plan, if applicable, for the identified site(s).

If the Department elects not to issue a Pupil Hardship Exemption and The Charter Collaborative Director determines, in his or her discretion, that the closure of one or more sites as directed by the Department creates a significant economic hardship for the Academy as a going concern or the possibility of a mid-year school closure, then The Charter Collaborative 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.

## **ARTICLE X SUPERINTENDING CONTROL**

Section 10.1. Superintending Control in the Event of an Emergency. Notwithstanding the foregoing, when the President determines that probable cause exists to believe that the health or safety of the Academy's students is at risk, or that the security of the Academy's property or funds are at risk, the President, or his/her designee, may exercise superintending control over the Academy whether or not there is a pending revocation of the Contract being considered.

## **ARTICLE XI TERMINATION**

Section 11.1. Grounds for Termination by the Academy. This Contract may be terminated by the Academy upon a determination by the Academy Board of Directors that one of the following has occurred:

- (a) The Academy has lost its right to occupancy of the Physical Plant described in Section 6.11 and could not find another suitable physical plant for the Academy prior to the expiration or termination of its right to occupy its existing Physical Plant;
- (b) The Academy is insolvent or adjudged bankrupt;
- (c) The Academy has insufficient enrollment to successfully operate a public school academy and/or enrollment at the Academy falls below twenty-five (25) students.

Section 11.2. Procedures for Terminating Contract. The Academy shall not terminate this Contract unless the following procedures have been implemented:

- (a) Notice. The Academy, upon reasonable belief that grounds for termination of the Contract exist, shall notify the President of such grounds. The notice shall be in writing and shall set forth in sufficient detail the grounds for termination. The President may conduct a preliminary review of the alleged basis for termination.
- (b) Determination by University. Upon receipt by the President of the grounds for termination, the University Board shall consider the Academy's request no later than its next regularly scheduled meeting.
- (c) Effective Date for Termination. If the President determines that grounds exist for termination of this Contract, the Academy Board must act to terminate this Contract. The termination shall be effective upon University determination.

**ARTICLE XII**  
**PROVISIONS RELATING TO CHARTER SCHOOLS**

Section 12.1. Saginaw Valley State University Faculty Employment in the Academy. Subject to the ability of the Academy to reach separate agreement on the terms, the Academy is permitted to use Saginaw Valley State University faculty as classroom teachers in any grade.

Section 12.2. The Academy Faculty Appointment to Saginaw Valley State University Faculty. Nothing in this Contract shall prohibit a member of the Academy faculty from being appointed to or serving as a member of the Saginaw Valley State University faculty.

Section 12.3. Student Conduct and Discipline. The Academy Board shall adopt, abide by, and enforce its own set of written policies concerning student conduct and student discipline.

Section 12.4. Employment Qualifications for Classroom Teachers. The Academy shall employ high quality classroom teachers, as that term is defined in the Elementary and Secondary Education Act, 20 USC Chapter 70, who meet the certification requests set forth in the Code.

Section 12.5. Criminal Background Check. The Academy shall comply with all sections 1230a of the Code and all applicable law concerning criminal background checks. In the event the Academy contracts with an ESP, the ESP shall comply with this section as if it were the Academy and certify such compliance to the Academy and the University President.

Section 12.6. Academy Budget. The Academy Board is responsible for establishing and approving an annual budget, as well as any required amendments thereto. Copies of the annual budget and any amendment thereto will be provided to the University.

Section 12.7. 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 12.8. 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 12.9. Legal Liabilities. The Academy acknowledges and agrees that it has no authority to extend the faith and credit of the University or to enter into a contract that would bind the University. The Academy also is limited in its authority to contract by the amount of funds obtained from the state school aid fund, as provided hereunder, or from other independent sources. The Academy hereby covenants not to sue the University or any of the members of its board of control, officers, employees, agents, or representatives for any matters that arise under this Contract. The University does not assume any obligation with respect to any director, employee, agent, parent, guardian, student, or independent contractor, of the Academy, and no such person shall have the right or standing to bring suit against the University or any of the members of its Board

of control, employees, agents, or independent contractors as a result of the issuing or revocation of this Contract.

Section 12.10. Lease and Occupancy and Safety Certificates. Upon request, the Academy shall provide to the University President (a) copies of its lease or deed for the premises in which the Academy shall operate; (b) copies of certificates of occupancy and safety which are required by law for the operation of a public school.

Section 12.11. Deposit of Public Funds by the Academy. The Academy shall deposit or invest all funds received by the Academy in a bank, savings and loan association, credit union, or other institution which is eligible to be a depository of the funds of a public school academy and in instruments permitted by law for such deposit and/or investment.

Section 12.12. Unprofessional Conduct Check. The Academy shall comply with all sections of the Code concerning unprofessional conduct checks for all staff positions. In the event the Academy contracts with an ESP, the ESP shall comply with same as if it were the Academy and certify such to the Academy and the University President.

### **ARTICLE XIII INSURANCE AND INDEMNIFICATION**

Section 13.1. Insurance. The Academy Board shall insure the real and personal property of the Academy and shall purchase general liability insurance. The Academy may join with other public school academies to obtain real and personal property and casualty 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 named insured. In addition, the Academy shall send to the President copies of its insurance policies. 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.

Section 13.2. Minimum Insurance Coverage. The Academy shall maintain at least the minimum insurance coverages required from time to time by University insurance providers, including but not limiting to, M.U.S.I.C. At the time of execution of this contract these coverages are as follows, and shall include coverage for sexual molestation and abuse:

- (a) Commercial General or Public Liability: \$1 million per occurrence, \$2 million aggregate, PSA First Named Insured, SVSU Additional insured with primary and noncontributory coverage including coverage for sexual molestation or abuse and corporal punishment;
- (b) Automobile Liability: \$1 million per accident, PSA First Named insured, SVSU Additional insured with primary and noncontributory coverage, Higher limits are required is PSA has its own buses;

- (c) Workers Compensation: Meeting statutory requirements with \$1 million Employers' Liability Limits;
- (d) School Leaders Errors and Omissions: \$1 million per occurrence, \$3 million aggregate, PSA First Named insured, SVSU Additional insured with primary and noncontributory coverage;
- (e) Crime (Including Employee Dishonesty coverage) as well as third-party coverage insuring cash, securities, and property: \$500,000 per occurrence and third-party coverage;
- (f) Umbrella: \$4 million "per occurrence" limit and aggregate or unlimited aggregate at a \$2 million limit, PSA First Named insured, SVSU Additional insured with primary and noncontributory coverage.

Section 13.3. Additional Insurance Requirements. The Academy agrees that it shall maintain any and all insurance coverage required by the University through a carrier with an AM Best rating of "A" or higher. The Academy shall purchase additional coverage or policies if so requested by the University or required by the University's insurance providers or by law. The Academy agrees to enter into additional agreements regarding indemnification, insurance and subrogation that may be required by the University's insurance providers. The ESP shall purchase, and provide evidence to the University Board, insurance meeting the requirements set forth above (including the inclusion of coverage for sexual molestation and abuse as well as corporal punishment), naming the Academy and the University as additional, named insureds with primary and noncontributory coverage. Any ESP Management Agreement shall require that such ESP (or employee leasing company) obtain insurance coverage similar to the insurance coverage required of the Academy hereunder.

Section 13.4. Indemnification. The parties acknowledge and agree that the University, its Board of Control (jointly and severally), members, officers, employees, and agents are deemed to be third-party beneficiaries for purposes of this Agreement. As third-party beneficiaries, the Academy hereby promises to indemnify and hold harmless the University, its Trustees, members, officers, employees and agents from all claims, demands, or liability, including actual attorney fees, and related expenses on account of injury, losses, damage (both incidental and consequential), including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the University, which arise out of or are in any manner connected with the University's approval of the Academy's application or the issuance of this Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of reliance by the University. The parties expressly acknowledge and agree that the University and its Board of Control (jointly and severally) members, officers, employees, or agents may commence legal action against either party to enforce the rights set forth in this Agreement. Any ESP Management Agreement entered into between the Academy and an ESP shall likewise contain this promise to indemnify the University and its Board of Control (jointly and severally) members, officers, employees and agents by the ESP.

**ARTICLE XIV  
GENERAL TERMS**

Section 14.1. Notices. Any and all notices permitted or required to be given hereunder shall be deemed duly given: (i) upon actual delivery, if delivery is by hand; or (ii) upon receipt by the transmitting party of confirmation or answer back if delivery is by facsimile, telex or telegram; or (iii) upon delivery into United States mail if delivery is by postage paid first class mail. Each such notice shall be sent to the respective party at the address indicated below or to any other person or address as the respective party may designate by notice delivered pursuant hereto:

If to Saginaw Valley State University Board of Control:

Director  
The Charter Collaborative  
Saginaw Valley State University  
7400 Bay Road  
University Center, Michigan 48710

If to Academy:

Board President  
Kingsbury Country Day School  
5000 Hosner Road  
Oxford, Michigan 48370

Section 14.2. 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 14.3. 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 14.4. Entire 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 application materials, contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Contract.

Section 14.5. Assignment. This Contract is not assignable by either party without the prior written consent of the other party.

Section 14.6. 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 14.7. 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 14.8. 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 14.9. No Third-Party Rights. This Contract is made for the sole benefit of the Academy and the University. 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 14.10. Non-agency. It is understood that the Academy is not the agent of the University.

Section 14.11. 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 14.12. 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 14.13. Term of Contract. This Contract shall commence on July 1, 2025, and shall remain in full force and effect for a period of five (5) academic years, ending June 30, 2030, unless sooner terminated according to the terms hereof. The Contract may be renewed or extended, and, under such circumstances, the length of any Contract renewal or extension may vary, as determined in the University's sole and absolute discretion. The University President shall ascertain the success that the Academy has achieved in the implementation of its Educational Program using, in part, the reports provided under Section 6.3, the results it obtains through reported data from pupil assessments and the Academy's annual education report and use these results to inform his/her decision regarding renewal, extension and/or termination. Such decisions shall, nevertheless, be subject to his/her sole and absolute discretion. The most important factor that the University will consider in contemplating the renewal of the Academy's Contract will be increases in academic achievement for all groups of pupils as measured by assessments and other objective criteria.

Section 14.14. University Board General Policies on Charter Schools Shall Apply. Notwithstanding any provision of this Contract to the contrary, if the University Board adopts additional general policies clarifying procedure and the requirements applicable to public school

academics under this contract, the University Board's general policies as from time to time amended will automatically apply to the Academy after thirty (30) days' notice, provided they are not inconsistent with provisions of this Contract. The Academy shall comply with all such policy statements and operating guidelines prepared by the University and/or the University Board.

Section 14.15. Compliance with All Applicable Law. The execution of this contract is by a duly-authorized member of the Academy Board and the signator and Academy Board certify compliance by the Academy and the Academy Board with the terms and conditions of this Contract and all applicable law.

Section 14.16. Contract Submission to MDE. This Contract shall be submitted to the Michigan Department of Education within ten (10) days of issuance.

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

(SIGNATURES ON NEXT PAGE)

ACADEMY:  
Kingsbury Country Day School,  
a Michigan Public School Academy

UNIVERSITY:  
Saginaw Valley State University  
Board of Control

By: \_\_\_\_\_

By:  \_\_\_\_\_

Its: Board President \_\_\_\_\_

Its: President \_\_\_\_\_

Date: \_\_\_\_\_

Date: 6.2.25 \_\_\_\_\_

ACADEMY:  
Kingsbury Country Day School,  
a Michigan Public School Academy

UNIVERSITY:  
Saginaw Valley State University  
Board of Control

By:   
Jodie L. Quisenberry (Jun 25, 2025 15:35 EDT)

By: \_\_\_\_\_

Its: Board President

Its: President

Date: June 25, 2025

Date: \_\_\_\_\_

**SCHEDULE 1**  
**SVSU CHARTER SCHOOL POLICY, AS AMENDED**

# **SAGINAW VALLEY STATE UNIVERSITY**

## **Policy Statement on Public School Academies**

### **SCHEDULE 1**

#### **I. Purposes**

Under the provisions of 1993 Public Act 362 the Board of Control of Saginaw Valley State University “Board”) is authorized to enter into contracts for the creation of Public School Academies (PSA) under Part 6A of the Revised School Code of 1976, as amended (the “School Code”), schools of excellence (SOE’s) under Part 6E of the Code, schools of excellence that are cyber schools (Cyber Schools) under Part 6E of the Code and strict discipline academies (SDAs), as described in section 1311b of the School Code.

It is the purpose of this policy to set forth criteria and procedures for the administration of the SVSU Board’s responsibilities under the sections of the School Code listed above. However, this Policy Statement is intended as a guideline only and the validity of a PSA Contract (“Contract”) shall not be affected because of a departure from one or more of these criteria or procedures in approving the Contract.

The SVSU Board will consider the approval of contracts for PSAs in order to provide eligible students with enhanced opportunities to achieve the objectives of Article VIII of Michigan’s Constitution of 1963. By assisting in the development of such educational institutions, SVSU may make significant contributions to the variety and quality of educational programs available to public school pupils as well as create models for exemplary educational practices and parental involvement. The Board may approve such contracts where the likelihood is shown that a proposed PSA can and will meet educational needs of those who are presently inadequately served by offering a quality educational program that is both responsive to those needs and has the means and resources necessary to accomplish its educational goals.

#### **II. Application Process**

The School/University Partnership Office will use a two-phase application process to identify potential PSA’s to enhance its portfolio. The open application process accepts proposals for all interested individuals and groups that may have a unique idea for developing a PSA. Each Phase I application will be reviewed by the School/University Partnership Office and a determination will be made to offer an extended Phase II application. Proposals that meet University requirements, University mission, vision and core values and the requirements of the respective statute governing the specific type of PSA will be considered for authorization.

Individuals or organizations seeking to enter into a contract with the SVSU Board for the creation and operation of a PSA must submit an application on SVSU Board approved forms, which shall include the following items of information:

- A. All items listed as required under the School Code for the specific type of PSA being proposed.
- B. Documentation providing evidence that students are presently inadequately served, and how their educational needs are to be met by the proposed PSA.
- C. A description of any unique or special educational or service features of the proposed PSA that would give it particular qualitative dimensions not otherwise available to students.
- D. A description of programs or efforts the PSA will undertake to ensure that it will attract and meet the needs of a culturally, economically and ethnically diverse student body.
- E. A copy of financial planning documents describing the proposed academy's operating budget and capital needs and resources for a five-year period.
- F. A copy of any and all publications, brochures, advertisements or other promotional literature used to recruit students, raise money or otherwise represent the proposed PSA to the public.
- G. A statement about how the proposed PSA will align with SVSU's mission, vision and core values.
- H. Additional and supplemental information or documents may also be requested by the SVSU Board on a case-by-case basis.

### **III. Evaluation Process**

Applications will be evaluated by the SVSU Board, or its designee, on a competitive basis, taking into consideration the requirements of the particular section of the School Code under which the proposed PSA is seeking to be authorized. The SVSU Board, in its sole discretion, may retain the services of an independent consultant-evaluator to review and evaluate the application and advise the SVSU Board as to the needs, plans, goals and resources of the applicant. Individuals shall be selected as a consultant-evaluator on the basis of their background and expertise in the field of K-12 education and the operation and evaluation of K-12 schools.

It is expected, but not assured, that the process of evaluating applications will require 60-120 days from date of receipt. The SVSU Board will consider the evaluation report together with the contents of the application in a timely manner as part of its normal committee and Board meeting agenda. The SVSU Board is not required to issue a charter contract.

### **IV. Operation and Oversight of Public School Academies**

Any contract issued to a PSA shall contain the following provisions:

- A. Requirements by the particular section of the School Code under which the applicant is seeking to be authorized.
- B. An initial contract term not to exceed five years, with the possibility but without the assurance of renewal.

- C. An assurance by the Board of Directors of the PSA that the school is and will remain in compliance with all applicable state, federal and local laws (to be renewed annually).
- D. A requirement that the PSA will comply with both scheduled and unplanned review visits by consultant-evaluators appointed by the SVSU Board.
- E. A provision that the SVSU Board will retain 3% of the per pupil State School Aidas compensation for administrative costs it incurs for its oversight functions and service as fiscal agent.
- F. A provision that the PSA will not have or maintain any affiliation with a church or other religious organization that would disqualify it under the State or federal constitution from receiving public support.
- G. An assurance from the PSA that it shall furnish to the SVSU Board such proofs at such intervals as the SVSU Board may reasonably request of the PSA's continuing compliance with all applicable laws and with the continuing truth of each and every representation made in its application to and subsequent contract with the SVSU Board. Such provision shall further provide that if the PSA ceases to comply with any provision of law or any such representation, or any such representation ceases to be true, the PSA shall promptly notify the failure of the representation to the SVSU Board.
- H. A provision requiring the PSA to undertake and sustain good faith efforts to attract and serve a student body that is culturally, economically and ethnically diverse.
- I. A provision requiring that the PSA will hold SVSU, its Trustees, officers, employees and agents harmless with effect to any claims asserted because of an act or failure to act of the PSA, its officers, employees, agents, pupils or the representatives of them and shall further adhere to the insurance coverages as required by the Michigan Universities Self-Insurance Corporation (M.U.S.I.C).
- L. A provision providing that the PSA recognizes and agrees to the grounds provided for revocation of its contract as set forth in the provisions required by the particular section of the School Code and in the Contract granted by the SVSU Board. The decision of an authorizing body to revoke a Contract under this section is solely within the discretion of the authorizing body, is final, and is not subject to review by a court or any state agency. An authorizing body that revokes a Contract under this section is not liable for that action to the public school academy, public school academy corporation, a pupil of the public school academy, the parent or guardian of a public school academy, or any other person.
- M. Schools should have a minimum enrollment of 50 students. Exceptions may be made for compelling reasons.

## **V. Boards of Directors of Public School Academies**

Because any PSA becomes, in effect, a fully funded public school, those responsible for the governance of the PSA must be fully accountable to the public. Further, opportunity must be provided to the public for participation in the selection of those responsible for the governance of such public institutions.

The following criteria and provisions shall be applicable to the Boards of Directors of any PSA subject to a contract with the SVSU Board:

- A. The PSA Boards shall be comprised of not fewer than five persons, selected on the basis of their commitment to and interest and experience in public education. Individuals shall serve for a term of not more than three years, and the terms of PSA Board members shall be staggered to provide continuity and stability in PSA Board membership.
- B. All members of a PSA Board shall be citizens of the United States and residents of the State of Michigan.
- C. Public notice shall be given by the PSA of vacancies on its Board of Directors, and an opportunity shall be provided for interested individuals to apply for appointment to any such Board. The PSA should submit two names for each vacancy that exists on the Board of Directors after the initial board has been installed.
- D. The SVSU Board shall approve appointments to the PSA Board of Directors.
- E. At the time of any expired term or other vacancy on a PSA's Board of Directors, the then-serving Directors shall review applicants for such vacancies and recommend to the SVSU Board persons for appointment.
- F. The SVSU Board reserves the authority to remove any person from membership of a PSA Board at its sole discretion for cause.
- G. In the event that one or more vacancies develop on the Board of Directors of a PSA such that the board does not have a minimum number of directors required by the Policy or in a manner that renders the PSA Board of Directors unable to conduct business, the President of SVSU may make interim appointments to fill the vacancies on the Board of Directors of the PSA. Such interim appointments will remain in effect until subsequent action by the SVSU Board.
- H. The PSA Board shall complete a "Conflict of Interest" assurance form annually.

**SCHEDULE 2**  
**FISCAL AGENT AGREEMENT**



## FISCAL AGENT AGREEMENT – SCHEDULE 2

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This Agreement is made as of July 1, 2025, and shall have an effective date of July 1, 2025, by and among Saginaw Valley State University Board of Control (“University Board”), an authorizing body as defined by the School Code of 1976 as amended, (the “Code”), the State of Michigan (the “State”) and the Board of Directors of Kingsbury Country Day School (“Academy”), a public school academy.

### **Preliminary Recitals**

WHEREAS, the University Board and the Academy are entering into a Contract to Charter a Public School Academy dated July 1, 2025, the (the “Contract”), and

WHEREAS, pursuant to the Code and the Contract, 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:

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

“Agreement” means this Fiscal Agent Agreement executed by the University Board, the Treasurer of the State of Michigan and the Academy.

“Contract” means the contract to charter a public school academy which the University Board and the Academy are entering into.

“Fiscal Agent” means the University Board or an officer or employee of Saginaw Valley State University as designated by the University Board.

“Other Funds” means any other public or private funds which the Academy receives and for which the University Board may act as fiscal agent.

“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 or under the School Aid Act of 1979, as amended, net any deductions set forth in Section 2.2 hereof.

“State” means the State of Michigan.

“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.

## **ARTICLE II**

### **FISCAL AGENT DUTIES**

Section 2.01. Receipt of School Aid Funds. The University Board is the Fiscal Agent for 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. The Fiscal Agent shall transfer, net any amount(s) authorized to be withheld by the Fiscal Agent pursuant to applicable law, including but not limited to, the 3% oversight fee charged pursuant to MCLA 380.502(6) and any amounts charged pursuant to Section 2.4 of the Contract, 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 as the Academy’s authorized depository account, except as provided in Section 6.03 below, 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 Fiscal Agent’s duties under this Agreement are separate from the University Board’s duties outlined in the Contract.

**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, 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 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.

**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. The Academy shall make all books and records available to Fiscal Agent and provide reports to Fiscal Agent as required under this Agreement or the contract.

Section 5.02. Reports. The Fiscal Agent shall prepare and send to the Academy annually 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, and any interest the Fiscal Agent actually collects on funds improperly withheld by the Fiscal Agent.

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.

Section 6.03. State Aid Re-Direction. The Fiscal Agent, in its sole discretion at the Academy's timely request, may consent to enter into an agreement with the Academy and a third party whereby State School Aid is directed by the Fiscal Agent for receipt by a third party. In the event the Academy wishes the Fiscal Agent to undertake such a re-direction, it shall provide documentation to the Fiscal Agent sufficiently in advance of the date at which the re-direction is requested for the Fiscal Agent to review the propriety of the request. The Fiscal Agent reserves the right to charge the Academy a fee for undertaking such service to the Academy.

**ARTICLE VII**  
**MISCELLANEOUS**

Section 7.01. Notice. Any notice, authorization, request, or demand required or permitted to be given under this Agreement shall be in writing and shall be deemed to have been duly given when mailed by regular first class mail and addressed as follows:

To the Academy:        Board President  
                                 Kingsbury Country Day School  
                                 5000 Hosner Road  
                                 Oxford, Michigan 48370

To the Fiscal Agent:    Director  
                                 The Charter Collaborative  
                                 Saginaw Valley State University  
                                 7400 Bay Road  
                                 University Center, Michigan 48710

To the State:            State Treasurer  
                                 Treasury Building  
                                 430 W. Allegan Street  
                                 Lansing, Michigan 48922

A United States Post Office registered or certified mail receipt or overnight courier receipt showing delivery of such documents shall be conclusive evidence of the date and fact of delivery. Any party to this Agreement may change the address to which notices are to be delivered by giving to the other parties not less than ten (10) days prior notice of the change.

Section 7.02. Termination of Responsibilities. Upon the taking of all the actions as described in this Agreement by the Fiscal Agent or upon the suspension, termination or revocation of the Academy's contract with the University Board, the Fiscal Agent shall have no further obligations or responsibilities under this Agreement to the Academy or any other person or persons in connection with this Agreement and this Agreement shall be discharged.

Section 7.03. Binding Agreement. This Agreement shall be binding upon the Fiscal Agent, the State, and the Academy and their respective successors and legal representatives and shall incur solely to the benefit of the Academy, the Fiscal Agent and the State and their respective successors and legal representatives.

Section 7.04. Severability. In case any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal or unenforceable in any respect, the invalidity, illegality or unenforceability shall not affect any other provisions of this Agreement, but this Agreement shall be construed as if such invalid or illegal or unenforceable provisions had never been contained in this Agreement.

Section 7.05. Michigan Law Governs. This Agreement shall be governed exclusively by the provisions of this Agreement and by the applicable laws of the State of Michigan.

Section 7.06. Amendment. This Agreement is made for the benefit of the Fiscal Agent, the Academy and the State and it may be altered or amended in writing only if the University Board and the Academy have followed the procedures set forth in Article VIII of the Contract and only upon approval of the Academy, the University Board and the State. However, if the Code is amended after the effective date of this Agreement in a manner which alters the responsibilities or duties of the Fiscal Agent under the Code, the responsibilities and duties of the Fiscal Agent shall be so altered as of the effective date of such amendment to the Code.

Section 7.07. Term of Agreement. The term of this Agreement shall coincide with the term of the Contract.

Section 7.08. Counterparts. This Agreement may be executed in two or more counterparts, each of which shall be deemed to be an original instrument, but all such counterparts together shall constitute one and the same instrument.

**IN WITNESS WHEREOF**, the parties hereto have caused this Agreement to be executed by their respective and duly authorized officers as of the day and year indicated herein.

ACADEMY:

Kingsbury Country Day School

By: \_\_\_\_\_

Title: Board President

Date: \_\_\_\_\_

AUTHORIZING BODY:

Saginaw Valley State University

By: Condiel Casey

Title: Director, The Charter Collaborative

Date: 5/27/2005

Section 7.05. Michigan Law Governs. This Agreement shall be governed exclusively by the provisions of this Agreement and by the applicable laws of the State of Michigan.

Section 7.06. Amendment. This Agreement is made for the benefit of the Fiscal Agent, the Academy and the State and it may be altered or amended in writing only if the University Board and the Academy have followed the procedures set forth in Article VIII of the Contract and only upon approval of the Academy, the University Board and the State. However, if the Code is amended after the effective date of this Agreement in a manner which alters the responsibilities or duties of the Fiscal Agent under the Code, the responsibilities and duties of the Fiscal Agent shall be so altered as of the effective date of such amendment to the Code.

Section 7.07. Term of Agreement. The term of this Agreement shall coincide with the term of the Contract.

Section 7.08. Counterparts. This Agreement may be executed in two or more counterparts, each of which shall be deemed to be an original instrument, but all such counterparts together shall constitute one and the same instrument.

**IN WITNESS WHEREOF**, the parties hereto have caused this Agreement to be executed by their respective and duly authorized officers as of the day and year indicated herein.

ACADEMY:

AUTHORIZING BODY:

Kingsbury Country Day School

Saginaw Valley State University

By:  \_\_\_\_\_  
Jodie L. Quisenberry (Jun 25, 2025 15:35 EDT)

By: \_\_\_\_\_

Title: Board President

Title: Director, The Charter Collaborative

Date: 06/25/2025


Date: \_\_\_\_\_



**ACKNOWLEDGEMENT OF RECEIPT**

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The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the forgoing Fiscal Agent Agreement that is part of the Contract issued by Saginaw Valley State University to the Kingsbury Country Day School.

By: 

David Boyne, Director  
State Finance Division, Bureau of State and Authority Finance  
Michigan Department of Treasury  
430 W. Allegan Street  
Lansing, Michigan 48922

Date: July 7, 2025

**SCHEDULE 3**  
**ACADEMY ARTICLES OF INCORPORATION, FILING ENDORSEMENT AND CERTIFICATE OF GOOD**  
**STANDING**

*Michigan Department of Licensing and Regulatory Affairs*

*Filing Endorsement*

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

***for***

***KINGSBURY ACADEMY***

***ID NUMBER: 71377K***

***received by facsimile transmission on June 20, 2013 is hereby endorsed***

***Filed on June 21, 2013 by the Administrator.***

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

***In testimony whereof, I have hereunto set my hand and affixed the Seal of the Department, in the City of Lansing, this 21ST day of June, 2013.***



A handwritten signature in black ink, appearing to read "Alan J. Schefke".

**Alan J. Schefke, Director  
Corporations, Securities & Commercial Licensing Bureau**

**ARTICLES OF INCORPORATION  
OF  
KINGSBURY ACADEMY**

Pursuant to the provisions of the Michigan Nonprofit Corporation Act of 1982, as amended (the "Act"), being MCL 450.2101 et seq, and Part 6A of the Michigan Revised School Code (the "Code"), as amended, MCL 380.501 et seq, the undersigned public school academy executes the following Articles of Incorporation:

**ARTICLE I**

The name of the corporation is: Kingsbury Academy.

The authorizing body for the academy is the Saginaw Valley State University Board of Control.

**ARTICLE II**

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

1. The academy is organized for the purposes of operating as a public school academy in the State of Michigan pursuant to Part 6A of the Code.
2. The academy, 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 academy 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 school organized under the laws of the State of Michigan and subject to a contract between the school and its authorizing body allowing the school to operate as a public school academy as authorized under the Code.
3. Additionally, the academy is organized for the purpose of operating as a public school academy in the State of Michigan pursuant to Part 6A of the Michigan Revised School Code, being MCLA 380.501 to 380.507 of the Michigan Compiled Laws.

**ARTICLE III**

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

The value of the assets which the academy possesses are:

Real Property: \$0

Personal Property: \$0

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

1. State school aid payments received pursuant to the State School Aid Act of 1979 or any successor law.
2. Federal funds.
3. Donations
4. Fees and charges permitted to be charged by public school academies.
5. Other funds lawfully received.

**ARTICLE IV**

The address of the initial registered office is: 31700 Middlebelt Road, Suite 126  
Farmington Hills, MI 48334-2374

The mailing address of the initial registered office is: 31700 Middlebelt Road, Suite 126  
Farmington Hills, MI 48334-2374

The name of the initial resident agent at the registered office is: John A. Carlson

**ARTICLE V**

The name and address of the incorporator(s) is/are: John A. Carlson  
31700 Middlebelt Road, Suite 126  
Farmington Hills, MI 48334-2374

**ARTICLE VI**

The academy is a governmental entity.

**ARTICLE VII**

No part of the net earnings of the academy shall inure to the benefit of or be distributable to its directors, officers or other private persons, or organizations organized and operated for profit (except that the academy 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 academy 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.

Except as otherwise provided by law, upon the dissolution of the academy, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the academy, dispose of all of the assets of the academy to the Saginaw Valley State University Board of Control, or to such other governmental entities who are organized for similar purposes as set forth in Article II. Provided, however, that property acquired substantially with funds appropriated under the State School Aid Act of 1979, Act 94 of the Public Acts of 1979, as amended, shall be transferred to the State of Michigan upon the dissolution of the academy.

#### **ARTICLE VIII**

The academy and its incorporators, members of its Board of Directors, officers, employees, and volunteers have governmental immunity as provided in Section 7 of Act No. 170 of the Public Acts of 1964, as amended, being MCL 691.1407.

#### **ARTICLE IX**

These Articles of Incorporation shall not be amended except by the process provided in the contract executed by the academy and the Saginaw Valley State University Board of Control ("University Board"), allowing the school to operate as a public school academy. This process is as follows:

The academy, by a majority vote of its Board of Directors, may at any time, propose specific changes to the Articles of Incorporation or may propose a meeting to discuss potential revisions to the Articles of Incorporation. The proposal will be made to the University Board through its designee. The University Board delegates to its President, or the President's designee, the review and approval of changes or amendments to the Articles of Incorporation. In the event that a proposed change is not accepted by the University President or the President's designee, the University Board shall consider and vote upon a change proposed by the academy Board of Directors following an opportunity for a written and oral presentation to the University Board by the academy Board of Directors.

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

#### **ARTICLE X**

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

**ARTICLE XI**

The academy shall comply with all state and federal law applicable to public schools concerning church-state issues. To the extent disqualified under the federal or state constitution, 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.

These Articles of Incorporation are hereby signed by the incorporator on this 20<sup>th</sup> day of June, 2013. These Articles of Incorporation shall become effective upon filing. However, the academy shall not carry out the purposes set forth in Article II unless the Saginaw Valley State University Board of Control issues to the academy a contract to operate as a public school academy, and the contract is executed by both the academy and the Saginaw Valley State University Board of Control.

By:   
John A. Carlson, Incorporator

**SCHEDULE 4**  
**ACADEMY BYLAWS SIGNED BY ACADEMY DESIGNEE**

# BYLAWS

## OF

### Kingsbury Academy

#### ARTICLE I NAME

This organization shall be called Kingsbury Academy (the "Academy" or the "Corporation"), which shall be a Michigan public school academy authorized by the Saginaw Valley State University Board of Trustees.

#### ARTICLE II FORM OF CORPORATION

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

#### ARTICLE III OFFICES

Section 1. Principal Office. The principal office of the Corporation shall be located in Oxford, County of Oakland, State of Michigan.

Section 2. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation, 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, MCL 450.2101 et seq.

#### ARTICLE IV BOARD OF DIRECTORS; MEETINGS; FISCAL YEAR

Section 1. General Powers. The business, property, and affairs of the Corporation shall be managed by its Board of Directors. The Board of Directors 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 Michigan Revised School Code ("Code"), as amended, MCL 380.501 et seq. The Board of Directors may delegate such powers to the officers of the Board of Directors as it deems necessary and to the extent permitted by applicable law.

Section 2. Method of Selection. The initial Board of Directors shall be the individuals named in the resolution approved by the Saginaw Valley State University Board of Control ("University Board"). Subsequently, the Board of Directors of the Corporation shall nominate a list of potential members of the Board of Directors equaling at least twice the number of vacancies on the Board of Directors. Provided the Board of Directors submits the list of nominees at least forty-

five (45) days before the planning sessions for the University Board meetings, the University Board shall select members from the list of nominees at any of its meetings. In the event that a vacancy causes the Board of Directors to be unable to have a quorum, the University Board may accept the list of nominees and make an appointment at its next regularly scheduled meeting. When the nominations are forwarded to the University Board, they shall be accompanied by the nominees' resume, and each nominee shall be available for interview by the University Board or its designee. A member appointed to fill a vacancy created other than by expiration of a term shall be appointed for the unexpired term of the vacating member in the same manner as the original appointment.

Section 3. Length of Term. The term of each member of the Board of Directors shall be three (3) years, except that of the members first appointed, 1/3 shall be appointed for a term of three (3) years, 1/3 shall be appointed for a term of two (2) years, and the remainder shall be appointed for a term of one (1) year. At the first meeting, the Board of Directors shall designate which members of the initial Board of Directors shall serve one (1), two (2), and three (3) year terms. The length of term of the members of the Board of Directors shall commence with the first meeting of the Board of Directors. The initial terms shall commence on the day of appointment and shall continue until June 30 of the respective term year. Subsequent terms shall be from July 1 through June 30 of the appropriate year.

Section 4. Number of Directors. The number of members of the initial Board of Directors shall be six. The number of members of the Board of Directors shall never be fewer than five (5) nor more than nine (9), as determined from time to time by the University Board.

Section 5. Qualifications. All members of the Board of Directors must be United States citizens. Members of the Board of Directors shall not include: (i) employees of the Academy; (ii) directors, officers, or employees of a management company that contracts with the Academy; (iii) members appointed or controlled by a profit or another non-profit corporation; or (iv) Saginaw Valley State University officials, as representatives of Saginaw Valley State University ("University").

Section 6. Oath. All members of the Board of Directors of the Corporation must file an acceptance of office with the University. All members of the Board of Directors of the Corporation shall take the oath of office required by Section 503(11) of the Code.

Section 7. Tenure. Each member of the Board of Directors ("Director") shall hold office until the Director's replacement, death, resignation, removal or until the expiration of the term, whichever occurs first.

Section 8. Removal. Any Director may be removed with cause by a two-thirds (2/3) vote of the Board of Directors of the Corporation or as directed by the University Board.

Section 9. Resignation. Any Director may resign at any time by providing written notice to the Corporation. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. A successor shall be appointed as provided in Section 2 of this Article.

Section 10. Annual and Regular Meetings. The Board of Directors shall hold an annual meeting in July of each year. The Board of Directors may provide, by resolution, the time and place, within the state of Michigan, for the holding of regular meetings. The Corporation shall provide

notice of the annual and all regular meetings as required by the Open Meetings Act, MCL 15.261 et seq.

Section 11. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President or any Director. The person or persons authorized to call special meetings of the Board of Directors may fix the place within the state of Michigan for holding any special meeting of the Board of Directors called by them, and, if no other place is fixed, the place of meeting shall be the principal business office of the Corporation in the state of Michigan. The Corporation shall provide notice of all special meetings as required by the Open Meetings Act.

Section 12. Notice; Waiver. In addition to the notice provisions of the Open Meetings Act, notice of any special meeting shall be given at least twenty four (24) hours prior to the special meeting by written notice, stating the time and place of the meeting, delivered personally or mailed or sent by facsimile to each Director at the Directors business address. If mailed, such notice shall be deemed to be delivered forty eight (48) hours after it is deposited in the United States mail so addressed, with postage thereon prepaid. If notice is given by facsimile, such notice shall be deemed to be delivered when the facsimile is sent. Any Director may waive notice of any meeting by written statement, or teletype 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 13. Quorum. A majority of the Directors of the Board of Directors constitutes a quorum for the transaction of business at any meeting of the Board of Directors, but if less than a majority is present at a meeting, a majority of the Directors present may adjourn the meeting from time to time, providing such notice as is required by the Open Meeting Act.

Section 14. Manner of Acting. The act of the majority of the Directors of the Board of Directors shall be the act of the Board of Directors.

Section 15. Open Meetings. All meetings of the Board of Directors, including committee meetings, shall at all times be in compliance with the Open Meetings Act, to the extent the Open Meetings Act is applicable.

Section 16. Board Vacancies. A vacancy on the Board of Directors shall occur as specified in the Code. Any vacancy shall be filled as provided in Section 2 of this Article.

Section 17. Compensation. A Director of the Corporation shall serve as a volunteer director. By resolution of the Board of Directors, the Directors may be paid their expenses, if any, of attendance at meetings of the Board of Directors.

Section 18. Presumption of Assent. A Director of the Corporation who is present at a meeting of the Board of Directors 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 19. Committees. The Board of Directors, by resolution, may designate one or more committees, each committee to consist of one or more Directors elected by the Board of Directors, which shall have the functions provided in the resolution as initially adopted, and as thereafter supplemented or amended by further resolution. The Board of Directors may elect one or more of its members as alternate members of any committee who may take the place of any absent member or members at any meeting of a committee, upon request by the Chair of the meeting. Subject to the Open Meetings Act and other applicable law, each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of Directors of its activities as the Board of Directors may request.

Section 20. Fiscal Year, Budget, and Accounting. The fiscal year of the Corporation shall begin on the first day of July in each year. The Board of Directors, subject to the oversight responsibilities of the University Board, shall have exclusive control of the budget. The Board of Directors shall prepare and publish an annual budget in accordance with University Board policy.

## **ARTICLE V OFFICERS OF THE BOARD**

Section 1. Number. The officers of the Corporation shall be a President, Vice-President, Secretary, Treasurer, and such Assistant Treasurers and Assistant Secretaries or other officers as may be selected by the Board of Directors.

Section 2. Election and Term of Office. The Board of Directors shall elect the initial officers at a duly noticed meeting prior to July 1, 2013. Thereafter, the officers of the Corporation shall be elected annually by the Board of Directors at the annual meeting of the Board of Directors. If the election of officers is not held at that 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.

Section 3. Removal. Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors 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 Board of Directors for the unexpired portion of the term.

Section 5. President. The President shall be a member of the Board of Directors. The President of the Corporation shall preside at all meetings of the Board of Directors. 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 Board of Directors attending the meeting, shall preside. The President shall be an ex officio member of all standing committees and may be designated Chair of certain committees by the Board of Directors. The President shall, in general, perform all duties incident to the office of the President of the Board as may be prescribed by the Board from time to time.

Section 6. Vice-President. The Vice-President shall be a member of the Board of Directors. 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 Board of Directors.

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

Section 8. Treasurer. The Treasurer of the school shall be a member of the Board of Directors of the school. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the school; (b) keep accurate books and records of corporate receipts and disbursements; (c) deposit all moneys and securities received by the school 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 school 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 Board of Directors.

Section 9. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Board of Directors, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the Secretary, Treasurer, or President or by the Board of Directors. The Board of Directors 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 Board of Directors may by resolution otherwise determine.

Section 10. Salaries. Officers of the Board of Directors may not be compensated for their services. They may, however, be reimbursed for traveling and other expenses.

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 VI 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 Board of Directors authorizes the execution of a contract or of any other instrument in the name of and on behalf of the Corporation, without specifying the executing officers the President or Vice-President, and the Secretary or Treasurer may execute the same and may affix the corporate seal thereto.

Section 2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances. No loan, advance, overdraft or withdrawal by a officer or Director of the Corporation, other than in the ordinary and usual course of the business of the Corporation, shall be made or permitted.

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 Corporation, shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

Section 4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select, provided that such financial institution is eligible to be a depository of surplus funds under Section 5 or 6 of Act No. 105 of the Public Acts of 1855, as amended, being sections 21.145 and 21.146 of the Michigan Compiled Laws.

Section 5. Voting of Securities Owned by this Corporation. Subject always to the specific directions of the Board of Directors, 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 Board of Directors, affixation of corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of this Corporation shall have full right, power and authority to vote the shares or other securities issued by such other corporation and owned by this Corporation the same as such shares or other securities might be voted by this Corporation. This section shall in no way be interpreted to permit the Corporation to invest any of its surplus funds in any shares or other securities issued by any other corporation. This section is intended to apply, however, to all gifts, bequests or other transfers of shares or other securities issued by any other corporation which are received by the Corporation.

Section 6. Contracts Between Corporation and Related Persons. Any contract or other transaction between this Corporation and one or more of its Directors, or between this Corporation and any firm of which one or more of this Corporation's Directors are members or employees, or in which one or more of this Corporation's Directors are interested, shall be valid for all purposes, notwithstanding the presence of such Director or Directors at the meeting at which the Board of Directors of the Corporation acts upon, or in reference to, such contract or transaction, and notwithstanding the participation of the Director or Directors in such action, if the fact of such interest shall be disclosed or known to the Board of Directors and the Board of Directors shall, nevertheless, authorize, approve and ratify such contract or transaction by a vote of a majority of the

Directors present, such interested Director or Directors to be counted in determining whether a quorum is present, but not to be counted as voting upon the matter or in calculating the majority of such quorum necessary to carry such vote. This Section shall not be construed to invalidate any contract or other transaction which would otherwise be valid under the common and statutory law applicable thereto.

Any director, officer or employee of the Academy, who enters into a contract with the Academy, that meets the definition of contract under the statute on Contracts of Public Servants with Public Entities, Act No. 317 of the Public Acts of 1968, being section 15.321 to 15.330 of the Michigan Compiled Laws, shall comply with the public disclosure requirements set forth in Section 3 of the statute. Public disclosure of the contract means as follows:

- (i) Prompt disclosure of any pecuniary interest in a contract with the Corporation. The disclosure shall be made a matter of corporate record at a regular or special meeting.
- (ii) The contract is approved by a vote of not less than 2/3 of the directors of the Corporation at a regular or special meeting. If applicable, the vote shall be without the vote of the director making the disclosure.
- (iii) The Corporation discloses the following summary information in its board minutes:
  - (a) The name of each party involved in the contract;
  - (b) The terms of the contract, including duration, financial consideration between parties, facilities or services of the Corporation degree of fulfillment of included in the contract, and the nature and assignment of Corporation employees for the contract; and
  - (c) The nature of any pecuniary interest.

## **ARTICLE VII INDEMNIFICATION**

Each person who is or was a trustee, Director, officer or member of a committee of the Corporation and each person who serves or has served at the request of the Corporation as a trustee, director, officer, partner, employee or agent of any other corporation, partnership, joint venture 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 extent provided under the laws of the State of Michigan as they may be in effect from time to time.

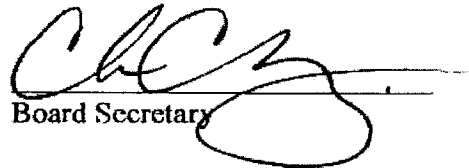
**ARTICLE VIII  
SEAL**

The Board of Directors may provide a corporate seal which shall be circular in form and have inscribed thereon the name of the Corporation, the State of Michigan and the words "Corporate Seal" and "Public School Academy."

**ARTICLE IX  
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 Board of Directors at any regular or special meeting of the Board of Directors, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for special meetings, and (b) the written approval of the changes or amendments by the University President. In the event that a proposed change is not accepted by the University President, the University Board shall consider and vote upon a change proposed by the Corporation following an opportunity for a written and oral presentation to the University Board by the Corporation. Amendments to these Bylaws take effect only after they have been approved by both the Corporation Board of Directors and by the University President or the University Board.

These Bylaws were adopted as and for the Bylaws of Kingsbury Academy in an open and public meeting, by unanimous consent of the Board of Directors on the 26<sup>th</sup> day of June, 2013.

  
Board Secretary

**SCHEDULE 5**  
**DESCRIPTION OF EDUCATIONAL PROGRAM AND EDUCATIONAL GOALS**

Standard 1: The Academy shall, at a minimum, demonstrate to the Authorizer that its students are making sufficient progress to meet state-identified proficiency targets in each tested content area and grade level.

Standard 2: The Academy shall outperform host district/comparable district on the state-identified proficiency test.

Standard 3: Using a recognized norm-referenced test, the Academy shall demonstrate that:

- students' fall-to-spring growth demonstrates measurable progress toward grade level targets (closing the gap—bringing students closer to grade level); and
- students' median fall-to-spring Student Conditional Growth Percentile (SCGP) will be at the fiftieth percentile or higher (compares like students, with similar scores – not grade specific).

Standard 4: Using a recognized norm-referenced test, the Academy shall demonstrate that:

- students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target; and
- the percent of students meeting their projected score will average 60% (1 year's growth in 1 years' time).

An Academy identified by the Authorizer as being deficient in meeting the standards above, shall further engage, at its sole cost, the services of an entity with a demonstrated track record of improving instructional methodologies. This entity shall be acceptable to SVSU, in its sole discretion, for a term of two years, and be subject to renewal if the academic program does not reach the educational goals set forth herein.

# SAGINAW VALLEY STATE UNIVERSITY STANDARDS FOR AN EDUCATIONAL PROGRAM

For

*Kingsbury Country Day School*  
3/17/2025

**STANDARD I: Implementation, Delivery, and Support of the Educational Program and Curriculum**

**KEY QUESTION: Is the Public School Academy's (PSA) mission an integral part of the school's culture?**

**AREA OF INQUIRY A: Mission**

**MISSION:**

**“It is the mission of Kingsbury Country Day School to help every child reach their maximum potential through a challenging curriculum and expert instruction, in a safe and supportive learning environment.”**

1. Leadership, staff, and students understand the Mission of the school.

The direction provided by the mission statement is fundamental to everything. All decisions made at Kingsbury Country Day School, whether they are being made in Board meetings, in administrative offices, in the classrooms and hallways, or on the playground, must be made with the school's mission statement in mind.

The school's mission is restated and described for broader understanding among stakeholders in a variety of ways:

- Student assemblies and community addresses
- Classroom discussions and incorporated into the Kingsbury Pledge recited by students
- Professional development sessions
- Family Handbook and weekly written newsletters
- School's website

## 2. The Mission is integrated into the culture of the school.

Four main stakeholder groups define the culture at Kingsbury Country Day School – parents, students, faculty and leadership.

Our parents form the foundation of the Kingsbury community. The parents have chosen Kingsbury Country Day School because they want to provide a unique educational opportunity for their children. That common goal unites our parents in a unified fellowship with one another and this fellowship creates a fundamental structure of socialization, safety and support.

Kingsbury parents:

- Look after one another’s children, so every student can find comfort in knowing that every adult has his or her best interests at heart;
- Volunteer to help in the classroom to support Kingsbury’s educational initiatives;
- Organize social events – both fund-raisers and fun-raisers; both are designed to engage children and adults in events which promote socialization, entertainment, greater health and wellness, school improvement and community service;
- Serve in leadership roles in the Kingsbury Parent Association, school strategic planning, committees, Board of Directors, and in school improvement programs. Parents also coach middle school sports teams and assistant coaches in our Cougar Cubs sports teams (elementary).

As a result of their dedication, parents form a tight-knit community at Kingsbury – one that reflects the school mission because it provides a safe and supportive community not only for our students, but for all other stakeholders as well.

Kingsbury’s teachers have a wide variety of experiences and personal strengths. They are unique, and as a result our academic team provides a myriad of insight, knowledge and expertise to the educational experience at Kingsbury. Yet, commitment to the mission drives their common efforts and as a result the classroom culture is enriched. Kingsbury teachers:

- Collaborate together to write and teach lessons, and then reflect upon them after they’ve been taught;
- Orchestrate an educational process that includes student-inquiry, problem-solving, critical thinking and risk-taking;
- Promote the development of 21<sup>st</sup> century skills and global-mindedness in all students;
- Encourage all students to aim high and push themselves to succeed;
- Support student learning with one-on-one and small group enrichment programs;
- Provide an environment in which students can make mistakes without shame or embarrassment;

- Create student leadership and mentoring opportunities;
- Stimulate achievement by actively engaging, empowering and enhancing students throughout the learning process;
- Know every student well, and assure each one that they are loved, cared for, and protected.

Kingsbury Kids, as the school's students refer to themselves, follow three essential agreements: We will be safe, we will be respectful, and we will be responsible. These simple guidelines permeate every aspect of student life. These agreements are the gauge by which our students monitor how they will conduct themselves in the classroom, at recess, during lunch, on the playing field, and in public while on field trips. These agreements, integrated into the culture of the school, allow the students to be better equipped to handle the higher academic challenges at Kingsbury, as well as the obligation to participate in a learning environment that is safe and supportive of one another. They are reminded of this at monthly assemblies when the Kingsbury Pledge is recited:

“I pledge to be respectful, responsible and safe. I will work hard to be my best as a student and member of the community. I have the power to make a difference at Kingsbury and in the world.”

The school's leadership ensures that stakeholders never lose sight of the school's mission. Our leaders are the coaches who teach and encourage everyone at Kingsbury toward achievement of the mission's goals. Leadership at the school includes the Head of School Board members and Academy Director and other members of the administrative team. At Kingsbury Country Day School, teacher leaders, student leaders, and parent leaders share in this responsibility.

**KEY QUESTION: Does the PSA's Educational Program focus on high academic achievement for all students?**

### **AREA OF INQUIRY B: Educational Program**

1. The PSA's mission statement, vision statement, and a statement of their beliefs are provided.

**MISSION:** It is the mission of Kingsbury Country Day School to foster each child's growth and potential by offering a challenging curriculum and expert instruction in a safe, supportive environment that the prioritizes the enriching benefits of outdoor learning along indoor experiences.

**VISION:** Kingsbury Country Day School is committed to the development of lifelong learners; to promoting critical thinkers; to nurturing respect for ourselves, others, and our environment; and to fostering personal integrity and responsibility by providing a school which uses its strong academic

program and diverse outdoor setting to serve families with children in grades through the eighth grade.

The mission statement articulates the fundamental purpose of our school. It defines what is most important to us and it establishes an intended direction for all of us who are members of the Kingsbury Country Day School community - students, teachers and staff, administrators, parents, Board members and volunteers alike. Because our mission reflects the core values of all of Kingsbury's stakeholders, it is important that there be no uncertainty about what our stated mission is and what it is that we intend to achieve. If we share a collective mission and we can articulate that mission through common language, the potential for success amongst our students will be greatly enhanced. Toward that end, critical points in the mission statement are described below upon which all of us must agree.

Core Values:

**KINDNESS:** Using the best of ourselves to enhance our community

**COMMUNITY:** Being committed to the health, happiness, support, and success of our school families

**INTEGRITY:** Doing the right thing even when no one is watching.

**RESPECT:** Being true to oneself and willing to recognize diverse viewpoints

**WONDER:** Embracing and fostering the excitement of exploring, questioning, and engaging without barriers.

***“...to help every child reach their maximum potential through a challenging curriculum and expert instruction...”***

To accomplish this part of the mission, we *believe* that we must:

1. Provide material that is both meaningful to the student and challenging in scope;
2. Involve each student personally in the learning process;
3. Provide a learning environment that allows for student exploration, understanding that there can be more than one path to learning;
4. Apply differentiated instruction to reach each student;
5. Take advantage of professional development opportunities to further our knowledge and learn on current teaching methods & practices;
6. Provide classrooms with opportunities for students to learn using current technology;

7. Understand each student's current level of performance and use that assessment to guide our teaching;
8. Identify and implement strategies to help each student progress toward maximum potential;
9. Provide a challenging curriculum to wide ranges of student learners, making adjustments as needed to fit their individual learning styles and abilities;
10. Challenge students to think critically;
11. Develop a conceptual understanding of the world around them;
12. Foster the growth of each individual student by teaching them the skills necessary for lifelong learning and problem-solving;
13. Enrich the learning experiences for students by taking content learning outdoors, providing students with meaningful and engaging ways to use their minds and bodies while learning.

**...in a safe and supportive environment.”**

To accomplish this part of the mission, we *believe* that we must:

1. Cultivate a culture of respect at Kingsbury that promotes an environment where students feel safe physically, socially and emotionally;
2. Identify and quickly address student needs ;
3. Incorporate character development in daily lessons;
4. Promote health and wellness through multiple teaching opportunities;
5. Allow students to guide their own learning through inquiry-based instruction and activity;
6. Communicate our school-wide essential agreements and foster compliance;
7. Expect the school community to demonstrate knowledge and understanding of our essential agreements;
8. Establish safety policies and procedures to ensure smooth transitions in emergencies situations;
9. Create a caring and compassionate school community;
10. Provide support to facilitate growth, including the use of MTSS and intervention plans provided by both the classroom teacher and the school interventionists;

11. Provide opportunities for students to collaborate with their classmates to achieve specific goals in the classroom and the community;

2. Research supporting the mission and beliefs is provided.

The Kingsbury Country Day School mission and stated beliefs are supported by the following research:

- Hanscom’s *Balanced and Barefoot: How Unrestricted Play Makes for Strong, Confident, and Capable Children*
- Marzano’s *The Art and Science of Teaching*<sup>1</sup>
- Zemelman and Hyde’s *Best Practice (3<sup>rd</sup> Edition)*<sup>2</sup>
- Ira Pollack and Carlos Sundermann in “Creating Safe Schools: A Comprehensive Approach”<sup>3</sup>
- Heidi Jacobs’ *Curriculum 21: Essential Education for a Changing World*<sup>4</sup>
- Daniel Linden Duke’s *Creating Safe Schools for All Students*<sup>5</sup>
- Craig Jerald in “School Culture: The Hidden Curriculum”<sup>6</sup>

3. How Kingsbury Country Day School delivers the curriculum in order to fulfill its mission and beliefs.

Kingsbury believes that small class sizes develop stronger relationships with teachers and other students. The small class sizes allow for the interactions and instruction to become more personalized and reactive to the students’ needs.

The educational programming at Kingsbury has been developed and refined based on the latest research in instructional methodologies, child development, neuroscience, organizational systems, and educational technology. After careful review and consideration of a wide variety of informational sources, the school has developed some foundational beliefs that guide its practices:

- Personalization –Students should be educated as individuals, with their own potentials, interests, and needs driving instructional decisions. Maximizing a student’s potential is contingent on a school’s ability to learn about its students, design learning opportunities that are appropriate for each individual student, and provide the resources necessary for students to participate in those opportunities. Personalizing the education process requires that the school work closely with those individuals that know the child best; it is through the partnership of parents, teachers, support staff, community members, and administrators that the school is able to customize the learning experience and make instruction rigorous and engaging. Kingsbury does not believe in a one-size-fits-all approach. Personalizing the education process is essential to creating an exciting and

challenging learning environment, which leads to creative contribution and discerning thinking.

- Whole-child Development – For a student to be able to achieve at the highest levels and enjoy life-long success, a school must attend to all of the socio-emotional, physiological, psychological, ethical, and intellectual needs of a child. Students may be coming to school affected by any number of external “barriers” to their learning: poor diet, lack of sleep, stress at home, interpersonal struggles, etc. Attending the “whole child” means acknowledging that these barriers exist and giving students the skills and strategies they need to persist and progress through them. It also requires that the school create a need-fulfilling environment, where students are physically and emotionally safe, respected by others, and feel a sense of belonging. For this environment to exist for everyone, students must value the behaviors and mindsets that support a positive culture and climate. Kingsbury is dedicated to attending to all aspects of child development and expects that its students will enter the local and global community modeling the skills and character traits that lead to happiness and success.
- Authentic, Interdisciplinary Learning Experiences – As the world moves further and further away from an information-based to a knowledge-based economy, it is vital that students are provided the opportunities to develop the skills that will be required of them as adults: problem solving, critical thinking, collaboration across networks, adaptability, initiative, effective oral and written communication, analyzing information, and developing curiosity and imagination.<sup>11</sup> Kingsbury recognizes that in order for students to develop the skills that are critical for future success, they must be presented with authentic, real-world tasks that require them to synthesize information from various fields of study, apply their knowledge and skills to novel situations, and generate creative solutions.
- Stakeholder Partnership – In order for a child to receive a personalized education that best meets his/her needs, the school must work closely with parents and the community. Stakeholders at Kingsbury come together to ensure that the educational programming matches the dynamic educational needs of each student. When the stakeholder partnership is strong, the school can leverage the relationships to foster an open dialogue where the school receives the feedback necessary to remain responsive to the needs of its constituents. The adage “it takes a village to raise a child” accurately describes the type of familial community that has been nurtured at Kingsbury. Students, parents, teachers, administrators, and friends are involved both in the day- to-day activities, as well as the planning for the school’s future. Being part of the Kingsbury community is truly being part of a loving, needs-fulfilling, child-centered family.

#### 4. The Educational Program outlines the approach(es) used to deliver the written

curriculum in order to engage students in learning. The approaches reflect the beliefs of Kingsbury Country Day School.

Our educational program is based upon student inquiry, investigation, and communication. As a result of an inquiry approach to learning, our students become over time inquirers, knowledgeable, caring, open-minded, principled, thinkers, communicators, balanced, risk-takers and reflective. Through our approach, discussions and assessments employ higher tier probes from Bloom's taxonomy. Teachers use a greater number of essential questions in summative and formative assessment as opposed to questions that are more direct or guiding. Students engage in collaborative projects across the curriculum. These projects are generally curriculum-based, but may also be geared toward cross-grade interaction, or community service.

Essential agreements governing student behavior are established initially in the classroom. They provide the framework of school safety and community-mindedness at Kingsbury Country Day School. Our fundamental school agreements are "We will be safe. We will be respectful. We will be responsible."

Character development at Kingsbury is accomplished in many ways and is essential to ensure that written curriculum can be engaging in all classrooms, indoors and outdoors, at Kingsbury. The PBIS (Positive Behavioral Interventions and Supports) team is in the establishment process with students and families to establish matrices that will promote a positive and safe learning environment in all spaces at the academy. The Positivity Project has been embedded into the culture at Kingsbury Country Day School and created a common vocabulary of social emotional supports that positively impacts academics.

5. All students are provided the opportunity to attain knowledge and skills as indicated in the written curriculum and described by state and national standards, both in core and non-core subject areas.

It is the policy of the Kingsbury Country Day School to provide an equal education opportunity for all students. The school is committed to ensuring that there is no barrier to enrollment, attendance, or the success of children and youth in transition. In addition, children and youth in transition will not be discriminated against, stigmatized or segregated on the basis of their status. All students matriculate through an inclusive educational experience. Students with IEPs are supported with both push-in and pull-out service for small group instruction. In accordance with the applicable law and the terms and conditions of the charter contract, Kingsbury Country Day School demonstrates measurable progress towards the educational goals of the Academy. In addition to complying with state and federal accreditation and accountability, Kingsbury aims to meet specific expectations regarding the academic achievement for all groups of pupils:

1. State Assessment: Meet proficiency targets per content/grade level.
2. State Assessment: Academy outperforms host district and/or State.
3. Norm-Referenced Test: Students' fall-to-spring growth demonstrates progress towards grade level targets in math/reading.
4. Norm-Referenced Test: Students' median fall-to-spring Student Conditional Growth Percentile is at the fiftieth percentile or higher.
5. Norm-Referenced Test: Students achieve scores equal to or greater than the grade level reading/math norms.

Kingsbury Country Day School has maintained a reputation as the provider of a diverse and challenging curriculum. Our core curriculum is aligned with Michigan Academic Standards. Staff have identified where each standard is introduced and expected to be mastered within the pacing of the curriculum. This work allows students to own their learning and teachers to scaffold and excel content as needed. Our curriculum review process ensures that the data from the assessments listed above is analyzed and the effectiveness of intervention programs are evaluated for effectiveness. The core curriculums are built into cycle that involve an analysis of 3-5 years of data to determine the strengths, gaps, and current effectiveness of the curriculum. The cycles allow a deep analysis to make decisions on curriculum updates, changes, and/or renewals.

The school is committed to balancing the best of the past with a forward- looking vision of global education. From kindergarten through eighth grade, students at Kingsbury Country Day School are actively engaged in a curricular framework that embraces student inquiry and activity-based learning. In the elementary, non-core /electives) classes include Spanish, environmental science, visual arts, the performance arts, and physical education. Students in all grades have access to the library. The electives are offered to all students every week, ensuring a balanced-approach to education. Together with the core classes, the elective classes serve as the foundation of the Kingsbury experience, but there is a recognition that how students learn is just as important as what they learn.

6. The Educational Program provides for adaption and modification to meet the needs of all learners, e.g. exceptional students, students below grade level, students who qualify for special education services, English language learners.

Kingsbury Country Day School keeps class sizes smaller than local districts. This provides a classroom learning environment where teachers know each student well, including their

individual strengths and challenges. With classes this small, students cannot fall through the cracks.

Kingsbury Country Day School uses adaptive assessment tools such as the NWEA map to determine the specific levels of each of our students. Testing early in the school year allows us to differentiate each student's instruction, as well as establish growth targets for the end of the year. Throughout the school year, student growth will be supported through a variety of approaches including whole class instruction, small group learning, learning centers, small group interventions, one-on-one intervention, utilizing interventionists, and technology. A Multi-Tiered System of Support (MTSS) program targets student achievement among those students at the lower end of the learning curve.

Teachers differentiate instruction to meet the strengths, challenges and needs of individual students. Intervention strategies are in place at the school to help students performing in the lower 30% (those of which are identified through progress monitoring and classroom assessment data) of each class in reading, writing and/or mathematics to meet or exceed grade level standards. These students are assessed regularly to monitor their progress to determine if and when these support strategies should be increased or eliminated.

The programs and services provided by the school will allow every student to access the general education curriculum and grade-level standards in the Least Restrictive Environment (LRE) through the use of innovative, research-based instructional methodologies and the latest assistive technologies. There are numerous ways in which the school will assure that every student is receiving the support they need to be successful:

- Comprehensive assessment of every student to determine specific academic and behavioral needs;
- A highly-structured system for identifying, evaluating, and addressing the needs of students that are at-risk of learning failure;
- Development of personalized curriculums that leverage on the student's interests and goals;
- Targeted interventions to respond to any deficits or obstacles to learning (emotional, behavioral, physical, academic);
- Use of the latest assistive technologies; and
- Development of detailed and relevant Individualized Education Plans (IEP) and 504 Plans

7. Kingsbury Country Day School's assessments (e.g., summative & formative) used to ensure progress toward the mission and goals of Kingsbury are delineated.

Formative and summative assessments will be provided throughout the school year to

evaluate incremental progress. Kingsbury is committed to making assessment tasks authentic and reliable—a true representation of where students are in their journey to reach learning targets. These assessments may include portfolios, exhibitions, performances, projects, demonstrations, and tests that measure how well students achieve common core standards. Kingsbury also avails itself of some non-traditional assessments—in addition to more traditional assessments—that require students to perform, present, and produce “real work”, or the types of outcomes that will be expected of them in the collegiate and professional world. By incorporating a diverse set of metrics into the student’s performance profile and continuously updating with the latest data, Kingsbury is able to live up to its promise of providing a personalized, globally-competitive education that addresses the needs of the whole child.

Formative assessments of a wide variety take place within the classroom on a daily basis. These assessments are at the core of adaptive and responsive instruction. The purpose of formative assessments is to get an idea of what a student knows at a particular point in time to inform future instruction needs. Summative assessments come in the form of unit tests, essays, exams, case studies, projects, exhibitions and/or portfolios. Summative assessments should paint an accurate picture of whether or not the student has mastered the identified essential standards and can apply the acquired knowledge and skills in authentic, real-world settings.

8. A method of evaluation is used to determine effectiveness of the implementation, delivery, and support for the Kingsbury Country Day School’s Educational Program.

The NWEA map assessment is taken by all students in the subjects of reading and math in the fall, winter, and spring. This information both guides teacher reflection of standards and concepts that students have a deep understanding of and identifies if tailoring of instruction and intervention is needed in the classroom. The normative test also monitors student growth and identifies areas of strength and where additional support may be needed. These tests serve as baselines for learning, allowing teachers to differentiate instruction and establish learning goals with each student. The progress tracking also creates authentic opportunities for celebration of growth that students make through the school year.

Students performing below grade level, or determined through data to be in the lower 30% of their class, receive additional support in reading, writing and mathematics through the MTSS program. The determination of eligibility to the program as well as strategies is collaborative. This Child Study team consists of school leadership, the special services teacher, social worker, and classroom teachers. Intervention strategies could include tutoring (one-on-one, small group, or technology-facilitated), auxiliary assignments, and interactive online assessment and support. Students whose progress through these intervention strategies appear either unresponsive or too slow will be evaluated for an IEP or Section 504 accommodations.

The effectiveness of delivering the educational program is done informally through PLC data conversations as well as classroom observations. Observations are completed by administration and are both unscheduled and scheduled. The administration utilizes the Thoughtful Classroom Teacher Effectiveness Framework as the tool for collecting observation data and providing feedback. The Thoughtful Classroom Framework is research-based and an approved tool by the Michigan Department of Education. The tool focuses on providing meaningful feedback within 3 components: Four Cornerstones of Effective Teaching (rules, relationships, engagement, culture of thinking and learning), Five Episodes of Effective Instruction (preparing, presenting, reinforcing, applying, and reflecting on student learning), and Professional Practice.

Professional development is designed to assist teachers in both this evaluation process and in developing strategies for improvement. Furthermore, the weekly schedule of classes is deliberately designed to provide grade-level teacher teams with common planning periods throughout the week. This time is dedicated to collaborative learning communities and is structured to ensure teachers have consistent time to address MTSS needs, planning with their grade level teaching partner, curriculum planning and reflection, and standards documentation. It ultimately falls upon the administration to carefully monitor the overall operations of the school to ensure that they meet the standards promised in the institution's mission and program objectives.

**KEY QUESTION: Does the PSA's Written Curriculum support high academic achievement for all students?**

#### **AREA OF INQUIRY C: Written Curriculum**

1. The Written Curriculum is consistent with the Educational Program set forth in the PSA contract.

Kingsbury takes great pride in providing an excellent educational program for our K-8th grade students. Kingsbury's written curriculum is relevant, rigorous, and designed to support whole-child development including social, emotional, and academic in nature. The written curriculum encompasses open-ed resources that allow teachers to have a research-based curriculum to differentiate to meet the needs of all students. Currently, the academic curriculum includes Eureka Math, Oakland Atlas Rubicon, and CommonLit. The curriculum review process will evaluate the included curriculum, formatting of the units, standards alignment, and data to determine modifications of the written curriculum. The process will create an action plan that accounts for budget, professional development, and student needs when determining if a curriculum pilot process is needed to update the written curriculum.

2. The Written Curriculum demonstrates a logical sequence of learning standards aligned to state and national requirements.

Kingsbury Country Day School uses a series of educationally sound sets of guidelines in aligning its written curriculum:

- a. Michigan State Standards for all grades in Mathematics, English Language Arts (ELA), and Social Studies.<sup>9</sup>
- b. Next Generation Science Standards (NGSS) for all grades.<sup>10</sup>
- c. Michigan standards for all other subjects (including visual arts, performance arts, PSPE, environmental studies program, Spanish, library and technology) for kindergarten through eighth grade.<sup>18</sup>

Staff have identified where each state standard is introduced and expected to be mastered within the pacing of the curriculum. This work of essential standards identification allows vertical alignment to ensure that mastery of essential standards prepares students for the next grade level. This also creates a pathway of learning for students that promotes student agency. Students are engaged in their own learning of the standards because they know what it means to master standards and understand that this is a building block for future learning.

Curriculum reviews are scheduled yearly. A cycle is established to put a focus on one curriculum area every year. Committees on the School Improvement Team focus on Tier 1 curriculum and MTSS to identify needs and action plans to address any identified curricular gaps in the process. The school takes into consideration the curriculum reviews each year when creating the professional development plan for the school year. Alignment between professional development and curriculum review helps ensure the Kingsbury curriculum maintains a high-quality and includes the best practices.

3. Instructional strategies are outlined.

Kingsbury teachers employ a range of highly effective, research-based instructional strategies to make sure that every student reaches his or her learning targets. Kingsbury's inquiry-based approach to learning requires that teachers instruct differently than do teachers in more traditional classrooms. The classical classroom model with teachers lecturing at the front of students sitting in rows does not support Kingsbury's philosophy on education. The role of the teacher in the Kingsbury model is one of a consultant, advisor, and facilitator, not giver of information or provider of practice. Teachers are charged with posing challenging, real-world dilemmas, then helping students develop a process to uncover useful information, synthesize

that information to make meaning, and apply the outcomes towards creative solutions.

Throughout this process, Kingsbury teachers exercise efficiency in their delivery, and utilize those strategies that yield the greatest return on student achievement. Kingsbury teachers use strategies outlined in Robert Marzano's *Classroom Instruction that Works*<sup>12</sup>, including:

1. Identifying similarities and differences - Students compare, classify, and create metaphors, analogies and non-linguistic or graphic representations.
2. Summarizing and note taking - Students learn to eliminate unnecessary information, substitute some information, keep important information, write and rewrite, and analyze information. Students should be encouraged to put some information into their own words.
3. Reinforcing effort and providing recognition - Teachers should reward based on standards of performance; use symbolic recognition rather than just tangible rewards.
4. Nonlinguistic representation - Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge.
5. Cooperative learning - Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse. Assign roles and responsibilities in groups.
6. Setting objectives and provide feedback - Teachers should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely, and specific to a criterion.
7. Generating and testing hypothesis - Students should generate, explain, test and defend hypotheses using both inductive and deductive strategies through problem solving, history investigation, invention, experimental inquiry, and decision making.
8. Questions, cues, and advanced organizers - Teachers should use cues and questions that focus on what is important (rather than unusual), use ample wait time before accepting responses, eliciting inference and analysis. Advance organizers should focus on what is important and are more useful with information that is not well organized.

With the value of the teaching and learning that we know happen inside of school, Kingsbury has adopted a "limited homework policy." We know that a balance between school and home,

work and play, and structured and unstructured time is valuable to a students' overall growth and development. Therefore, daily homework is not assigned to students. But in the event a student is absent or does not complete classwork in school, the student will be asked to complete it at home.

#### 4. Instructional resources and tools are outlined.

Kingsbury Country Day School is committed to providing the resources and tools necessary for students to maximize their educational opportunities at the school. Technology includes interactive white boards in every classroom; both hard-wired and wi-fi access throughout the campus; iPad and Chromebook carts readily available for classrooms; network printers, copiers, scanners, laminator; and a bar-coded library inventory system. Teachers, students and parents communicate with one another through email, face-to-face communications, newsletters, and social media. The middle school students create online portfolios using Managebac. Throughout the school year, the school's Technology Director conducts lessons to familiarize teachers and students with online programs and resources that can be used to both enrich and supplement classroom instruction. Both teachers and students at all levels should have some experience with using the internet for instructional resources and activities; basic-to-advanced research strategies; creation and maintenance of digital portfolios; basic tools such as email, shared documents, word processors, spreadsheets, slide shows and visual organizers; applications such as QR codes, animation and movie-making; and the proper use of interactive whiteboards.

Planning is conducted regularly to ensure that the following disciplines have the subject-specific equipment necessary to conduct their lessons. These resources are provided either through the classroom budget or through specified donations to the school or designated school program. Teachers are responsible for maintaining and properly storing the equipment, conducting safety assessments of the equipment, and ordering new or replacement materials. Teachers, with the support of school leadership, are responsible for making sure their classrooms have the necessary resources to provide effective instruction in their discipline.

Professional development is provided throughout the school year to equip our teachers with both the skills and the tools to deliver effective and essential instruction. The content of the district-provided programs are determined collaboratively by both the faculty and administration, and address Kingsbury's needs as described in our school improvement plan.

Teachers are strongly encouraged to use the natural resources of the sprawling campus to further engage students and promote inquiry-based experiences. The school's property consists of over 100 acres of woodlands, wetlands and meadows to be utilized in lessons. An outdoor pavilion, several outdoor classrooms, a discussion ring and labyrinth are also used in the learning process. Recycling initiatives, our Environmental Studies Program

curriculum, and community service projects further provide out teachers with the resources and tools to educate for sustainability.

5. Essential vocabulary for each content area is provided.

All classes, core and electives, expose students to essential vocabulary. In most cases, vocabulary is explored in context. Focusing on targeted academic vocabulary at each grade level and content area is important, as valuable classroom time needs to be spent on essential terms. Vocabulary is identified from within the curriculum and cross-referenced with the M-STEP and NWEA map released vocabulary list. This vocabulary is used interchangeably in the classroom so that students identify the words as synonyms on the assessments. Teachers use several approaches to help students to effectively learn new vocabulary, including:

1. The teacher provides the definition – (may be accomplished by providing a description, example, or explanation instead of a standard definition; providing synonyms and antonyms for the new vocabulary, or relating it to something analogous to an image, incident or example likely to be more familiar to the students; using root word, prefixes and suffixes to extract meaning; multiple exposure; and integration into multiple disciplines)
2. Students restate the vocabulary in their own words (may be verbal or in writing)
3. Students construct non-linguistic representation (using graphic organizers such as vocabulary squares, frames, narrative input, pictorial input, sentence patterning, cartooning, and concept or learning maps)
4. Students participate in variety of activities (compare words, classify terms, and write their own analogies and metaphors)
5. Student discussion (locate and creatively define unfamiliar or interesting words from the text, pair share, and elbow partners)
6. Use games to reinforce new vocabulary (games, charades, word search, fly swatter, crossword puzzles, acrostics, and role play)

6. A variety of assessment methods are provided.

Kingsbury makes frequent use of a variety of assessments to inform instruction, curriculum, and professional development. Kingsbury is committed to making assessments authentic and reliable. Assessments should call upon a student’s ability to think critically, creatively, and communicate effectively. The National Forum to Accelerate Middle-Grades Reforms “encourages diverse approaches to curriculum and instruction and supports the use of multiple measures to make decisions about a student’s progress. These may include portfolios, exhibitions, performances, demonstrations, and tests that measure how well students achieve

state standards.”<sup>20</sup> To this end, Kingsbury avails itself of some non-traditional assessments—in addition to more traditional assessments—that require students to perform, present, and produce “real work”, or the types of outcomes that will be expected of them in the collegiate and professional world. By incorporating a diverse set of metrics into the student’s performance profile and continuously updating with the latest data, Kingsbury is able to live up to its promise of providing a personalized, globally competitive education that addresses the needs of the whole child.

Students take the adaptive NWEA map test 3 times per year, the proficiency based tests of M-STEP, MI-Access, and PSAT 8. Students are prepared for those types of assessments through a continuum of formative and summative assessments in the classroom. A Kingsbury student will experience a wide-variety of assessments during their tenure, including (but not limited to) exit tasks, worksheets, writing assignments, research projects, movies, skits, identification of cross-curricular connections, building models, displays, quizzes, tests, and content specific projects or activities.

With a history of being an independent school for 60 years, Kingsbury Country Day School earned a reputation in the surrounding area as a school of instructional excellence. Now, as a public school academy, the school continues to embrace the same school culture. Consequently, teachers seeking positions at the school and parents looking for a challenging educational experience for their children are generally already familiar with the school’s written curriculum. New teachers are further made aware of the curriculum through the school’s “Orientation Program” and mentoring program. Teachers are active members of the curricular review process for the disciplines they instruct. Students are introduced to curricular goals at the start of most lessons. A “Curriculum Night” in August and curricular overviews on the school’s website have been designed to further inform parents of the content of our curriculum.

**KEY QUESTION: Does the PSA have processes for monitoring and reviewing the Written Curriculum to ensure high academic achievement for all students?**

#### **AREA OF INQUIRY D: Review of Written Curriculum**

##### 1. Evidence of ongoing review of the written curriculum is provided.

An in-depth review of at least one discipline is conducted every school year to allow for the continuous evaluation and improvement of the curriculum. Curriculum is examined both horizontally and vertically across grade levels. The four content areas reviewed in a cyclical pattern are ELA, Social Studies, Math, and Science. Additionally, the electives area curriculum is reviewed when needed. The management company curriculum director, school leader, and superintendent are responsible for the execution of the curriculum cycle, including selecting the appropriate professional development, analyzing the data, and monitoring instructional practice. The action plan from the curriculum review meeting is shared out with staff for

feedback on next steps with budget, professional development, and resources.

2. Evidence of monitoring processes that ensure adequate delivery of the PSA's written curriculum is provided.

Throughout the school year, teachers at Kingsbury Country Day School have an opportunity to collaborate with the peers to both reflect upon and modify as needed the delivery of the curriculum. Teachers meet monthly for committee collaboration and professional development days when we have early dismissal. In addition, frequent common planning time was purposefully built into the weekly schedule so to provide teachers with PLC time (Professional Learning Committee). The purposes of these meetings are to reflect upon instruction and student achievement, and modify their curricular plans as necessary. Unscheduled classroom observations, student portfolios, and unit plans further evidence the quality of curricular delivery.

**KEY QUESTION: Does instruction support high academic achievement for all students?**

**AREA OF INQUIRY E: Instruction**

1. Instruction is consistent with the Educational Program.

Alignment between the daily instructional practices and the Educational Program is monitored by school leadership. Classroom observations, PLC meetings, collaboration days, faculty meetings, and professional development all play a role in supporting the implementation of instruction that is consistent with the Educational Program. Administration uses the Thoughtful Classroom Effectiveness Framework for unscheduled and scheduled observations and final evaluations.

Professional Development days provide consistent support of the instructional expectations within the educational program that are monitored through observations. The methods and strategies used to facilitate learning is a critical feature in any classroom. Direct, explicit instruction is a necessity to ensure that students understand the concepts and steps for the ability to master standards. The autonomy for teachers to utilize multiple interactive and experiential learning techniques creates an engaging environment for students to learn independently and cooperatively with their classmates.

PLC's focus on how students are learning in the classroom and how we respond to where they are at academically. The four critical questions (DuFour) that are focused on in PLC's are:

1. What do we want students to know and be able to do?

2. How will we know if they have learned it?
3. How will we respond when they haven't learned it?
4. How will we respond when they already know it?

These questions allow teachers to stay focused, problem-solve, and collaborate on opportunities that best support students within the educational program.

2. The purpose/objective of the lesson is shared with students.

Within the Thoughtful Classroom Teacher Effectiveness Framework there are two dimensions of learning that focus on both preparing students for new learning and presenting new learning. Within Dimension 5- Preparing Students for New Learning, teachers are identifying appropriate standards and establishing clear and measurable goals and learning targets for students. Dimension 6- Presenting New Learning, focuses on sharing the learning targets with students and by the end of the lesson, can the student summarize what they have learned? Can the student identify big ideas and important details from the lesson? Are students able to answer questions about their learning? This sets the stage for the student-inquiry portion of the units.

3. Instruction utilizes research-based instructional strategies and methodologies consistent with the Educational Program.

Through on-going education, professional readings, workshops, and other forms of professional development, Kingsbury Country Day School teachers are familiar with strategies and methodologies designed to engage and motivate their students, and maximize student achievement. Keeping the learning process relevant and global-mindedness shape the instructional approaches of our teachers. The suggested best-practices described by Marzano (*Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*)<sup>21</sup> and Jacobs (*Curriculum 21: Essential Education for a Changing World*)<sup>15</sup> are incorporated into instruction at Kingsbury. These practices include student-inquiry, center-based learning for elementary grades, multi-grade activities, group work and interactions, media literacy, transdisciplinary teaching, hands-on experiential learning, collaborative projects, global connections, and asking essential questions.

4. Instruction is engaging and emphasizes high-level thinking skills.

Successful classroom facilitation by a teacher means their students are actively engaged in their learning; their minds, bodies and souls are enhanced by the Kingsbury experience; and their educational experience at the school empowers them to be caring, contributing citizens of a global community. Students are actively engaged in problem-solving, group discussion, critical thinking and research on a daily basis. Group projects, multi-media presentations, portfolios,

personal artwork, musical prowess, fitness skills, community service action plans, environmental initiatives, and exercised leadership are among an array of metrics used to assess student growth.

Higher level thinking skills associated with Bloom's taxonomy are addressed as students are asked to compare, contrast, demonstrate, argue, explain, construct, and predict on assignments and assessments.

Finally, administrators, teachers, staff, parents, students and Board members work cooperatively at Kingsbury to cultivate a safe learning environment. Small class sizes, nurturing instructors, and a supportive community has established a school culture that promotes risk-taking, open communication, creative problem-solving, open-mindedness, balance, thinking, and reflection. Students interact more openly in class activities without fear of ridicule from their peers.

#### 5. Instruction is rigorous and prepares students for meeting standards.

A rigorous curriculum with an emphasis on inquiry-based learning is the cornerstone of the Kingsbury program. The school anticipates that it will continue to have great success and high academic achievement with this curricular model. Teachers set high standards for student achievement, and then develop instructional strategies to assist students in achieving those standards. Authentic projects, formative and summative assessments that are adaptive, small class sizes, MTSS (multi-tiered systems of support) strategies, and after-school remediation and enrichment programs are some of the features at Kingsbury designed to support its students in meeting the school's challenging expectations.

Teachers help students to establish growth goals by reflecting on their academic scores as well as their skills and interests. Parent-teacher conferences, progress reports, and report cards are all formalized methods of communicating with parents and students the progress they are making toward meeting their goals.

#### 6. Instruction is adapted and/or modified to meet the needs of all learners, e.g., exceptional students, students below grade level, students who qualify for special education services, English language learners.

Kingsbury does not believe in a one-size-fits-all approach to learning. Personalizing the education process is essential to creating an exciting and challenging learning environment, which leads to creative contribution and discerning thinking. Individualizing the education process requires that the school work closely with those individuals that know the child best; it is through the partnership of parents, teachers, support staff, community members, and administrators that the school is able to customize the learning experience and make instruction rigorous and engaging. Exceptional learners are expected to go above and beyond the rubric for

classroom projects and assignments. Enrichment opportunities are offered for students that are excelling in subject areas. Students are encouraged to take advantage of enrichment courses, as some may be able to earn early high school credits in their 8th grade year.

Teachers use a variety of formative and summative assessments in order to monitor student progress and the effectiveness of instruction. Whether they are local, district-wide or state-standardized, teachers at Kingsbury receive the necessary professional training to render the analysis of data from assessments valuable to their instruction. Students that are below grade level in a content area within the classroom are provided research-based instructional methods such as Orton-Gillingham (OG), University of Florida Literacy Institute (UFLI), and Bridges math intervention. If students are needing additional behavioral supports to be able to better focus on academics, teachers may try a change in seating arrangements, visual schedules, instructional pacing, and task choices. If students are still not making adequate progress with The Child Study Team meets monthly to review any students below grade level and to monitor their achievement throughout the year. The school's special education teacher, psychologist, social worker, paraprofessionals, and speech and occupational therapists work with classroom teachers with students qualifying for special student services.

To best meet the needs of our learning, Kingsbury utilizes a range of research-based best practices such as:

- Co-teaching - In order to provide students with the Least Restrictive Environment (LRE), the school includes all students with disabilities in the general education classroom and curriculum. Special education and general education teachers partner in the planning, delivery, and evaluation of all instructional programming to ensure that all students are receiving the accommodations and support they need to be successful.
- Push-in / Inclusion - Special education students who require academic support are given access to the special education teacher with an inclusive approach to remain in the general education setting. The idea is to use this teacher to support learning in the least invasive way possible. This model is coupled with pull-out services for special education students as needed.
- Cooperative learning - Cooperative learning provides an opportunity for students to work in groups with peers at varying levels of ability. Each student has a responsibility to make sure that all members of the group understand and are completing the lessons. This helps build a culture of accountability and achievement for all. This model also helps to accommodate for many of the obstacles that a special education student may face on any given assignment. The goal is to develop a cooperative learning environment that does not allow students to fly under the radar, but rather allows them to participate in ways that they would be unable to participate individually.
- Assistive technology – Technology that can assist students with and without disabilities has been made widely available. Students are able to access these assistive technologies throughout online lessons and activities, eliminating barriers to learning that may have

existed in a more traditional classroom setting.

#### 8. Instruction is aligned with the Written Curriculum.

At Kingsbury Country Day School, teachers plan their lessons and daily instruction based upon the framework the written curriculum establishes. Teachers guide their instruction based upon the standards and expectations embodied in the curriculum. Teachers choose the methods by which those standards will be delivered, as long as the method of instruction engages, enhances and empowers the students, and encourages inquiry. Formative and summative assessment measure the effectiveness of classroom instruction and its alignment with the written curriculum. When discrepancies arise, the teacher refines instruction after collaboration with his or her colleagues. Administration monitors subsequent instruction until proper alignment with the curriculum is observed. When necessary, administration and the teacher's mentor arrange for continued professional training to assist the teacher in developing effective instruction. A school culture that thrives on collaboration and a mindset of life-long learning promotes opportunity for reflection and evaluation of instructional practices. And in turn, promotes teachers to frequently seek new or improved ways to address the written curriculum through creative and engaging instruction.

**KEY QUESTION: Does the PSA have processes for monitoring and reviewing instructional planning?**

#### **AREA OF INQUIRY F: Review of Instructional Planning**

1. Evidence of implementation of instructional planning processes to ensure delivery of the written curriculum (alignment of written and taught curriculum) is provided.

Unscheduled observations occur often throughout the school year to ensure that the written curriculum is instructed upon as indicated in the master calendar throughout the day. Within the Thoughtful Classroom Teacher Effectiveness Framework the administrator looks for how learning is presented, reinforced, applied, and celebrated within observations. The administrator has access to lessons throughout the observation so that informative feedback can be provided to the teacher about the instructional delivery.

Scheduled observations require that that administrator meets with the teacher ahead of time to look at the preparation for learning and to identify areas of focus and support within the observation. Part of the pre-observation meeting entails the learning goals of the lesson and identifying what evidence will be collected to check the students understanding of these goals.

Though lesson plans do not formally have to be submitted for review at Kingsbury, teachers

have these documents available upon request.

2. Evidence of monitoring processes to ensure effective instructional planning is provided.

The careful monitoring of student progress is shown to be one of the major factors differentiating effective schools and teachers from ineffective ones.<sup>23</sup> Effective planning requires, first and foremost, the classroom teacher monitoring his or her own classroom. The teacher uses characteristics of class discussion, the quality of classwork, classroom assessments, and other student performance data to provide a wealth of information for teachers on whether or not their students are connecting with the instructional methods and strategies. These reviews may be conducted daily, weekly or monthly so that a teacher can effectively monitor short term and long term planning.

Faculty engage in monthly collaboration days and weekly PLC meetings in order to share with one another to adjust lesson plans to ensure their effectiveness and compliance with the written curriculum. Elective teachers also meet with classroom teachers to ensure that their lesson plans are integrated with concepts being discussed in the general classroom. School leadership monitors effective instructional planning informally by attending collaboration meetings and PLCs. The school leadership monitors effective instructional planning formally through the teacher evaluation rubrics and feedback meetings.

**KEY QUESTION: Does the PSA use assessments effectively to ensure high academic achievement for all students?**

**AREA OF INQUIRY G: Assessment**

1. Classroom assessments are consistent with the Educational Program.

Teachers develop formative and curriculum unit summative assessments in the classroom setting that evidence an authentic evaluation of student understanding. Classroom assessments help inform instruction and provide feedback to the teacher on the effectiveness of the content instruction. Beyond these informal instruments teachers also use a variety of formalized assessments to build a data portfolio for individual students in order to understand their learning needs and insure their academic success. Examples of these measurable instruments include. Acadience within the intervention system and the NWEA map assessment. Additionally, state and district assessment data is used to measure progress in alignment with the Educational Program. Yearly, time is allocated at a faculty meeting to review school-wide data and identify focus areas for improvement and celebrate student achievement.

2. Classroom assessments are aligned with the written curriculum and instruction.

Curricular reviews are conducted by discipline on a four-year rotational basis, or sooner if

faculty and administration deem it necessary. During the curriculum review data is analyzed at the school level, by grade level, and broken down into demographics, including ethnicity, and students that have been identified for additional supports such as ELL, Special Education, 504 and intervention. To be effective classroom assessments must be designed in a way that is linked to specific standards and learning objectives for the subjects taught. At Kingsbury, classroom assessment strategies are determined early in the instructional planning process through Backward Design Model. This instructional design process first asks “What state standards are to be taught?” Two additional follow-up questions become “What would we like students to know relevant to these standards?” (learning goals), and “How will we know our students have achieved these goals?” (assessment). As a result of Backward Design instructional planning, assessment is directly linked to the standards early in the process, standards provide the curricular framework, and the curriculum drives the instruction.

Kingsbury provides opportunities for professional development for teachers as needed to help them evaluate their assessment system, as well as to provide them with the tools to develop evaluations that are fair and based upon the learning styles of students.

### 3. Assessment results are used to inform curriculum and instruction and to improve student learning.

Kingsbury Country Day School uses assessment to plan for instruction, report progress, and continuously evaluate the instructional program throughout the school year. In planning for instruction, assessments should include a variety of strategies that provide a comprehensive picture of each child’s progress and needs. The assessment system must include multiple assessment strategies that accurately illustrate and report how the student has developed and learned. An assessment strategy should reveal an accurate, comprehensive picture of the student’s progress. The utilization of NWEA map provides guiding information to both students and teachers if the student is growing at a normative rate within the core area tested and how to support growth towards the goal provided by the adaptive assessment.

At Kingsbury teachers report on student progress is reported by feedback on written assignments to students, project results based on rubrics, semester progress reports, direct reporting to parents, and report cards. Teachers and school leaders foster parent-teacher partnerships and information learned through these relationships is used to create individualized student programs for enrichment and remediation as needed.

### 4. Assessment results are used to identify student needs and design interventions to improve individual student performance.

Kingsbury’s Multi-Tiered System of Support (MTSS) process identifies what students are in need of intervention and/or additional classroom supports. Formative and summative assessment grades, and the scores from the NWEA-MAP and M-Step are used to identify those students

who are in need of intervention/remediation. NWEA map is a universal screener that provides a RIT score and a percentile ranking to identify if the student is in need of additional support or intensive intervention. NWEA map allows for a deeper determination of skills through identified instructional areas and built in learning continuum. Acadience Reading is used to identify students who may be at risk for reading difficulties and are administered regularly to inform instructions and intervention. Students are also progress monitored in the intervention system to ensure that the interventions that are being taught are effective and there is growth in the skill area of focus.

5. Student assessment results are reported to the PSA's Board, staff, students, and parents.

The results of formative assessments (such as classroom activities, projects, reports, worksheets, performances, quizzes, tests, etc.) and summative assessments are reported back to students in a reasonably timely manner. Teachers often send home graded assignments for parents to access as well. Parent-teacher conferences, progress reports, and report cards are also ways student assessment results are shared with students and parents.

During the school year, students are administered district and state standardized assessments. Teachers review assessment results from the district assessment, NWEA map, and plan how to optimize instruction based on the assessment data. Individual student NWEA map and M-Step scores are shared with parents. The Administration shares the NWEA map growth assessment results and trends in comparison with state and competing local districts with the School Board at Board meetings.

**STANDARD II: Leadership Support of the Education Program**

**KEY QUESTION: Does leadership promote and support the academic achievement of all students?**

**AREA OF INQUIRY A: Leadership**

1. Leadership oversees the implementation of the Educational Program.

One of the most pressing responsibilities of the administrator is to preserve the integrity of the Educational Program through monitoring of its implementation. The administrator visits each class regularly throughout the school year. Most of these visits are unscheduled and are intended to observe and provide feedback on the components of effective teaching and alignment of instruction to the written curriculum and educational plan. The administrator serves as a resource for teachers as they develop their planning and student achievement goals. The feedback provided supports the work do as they plan, instruct and reflect upon their instruction and methodology. This collaborative effort can only occur if mutual respect and trust has been established, and if this effort is truly cooperative and not managed in a top-down

fashion.

Constant revision and improvement of the curriculum is essential in order to maintain alignment with common core and state standards. Kingsbury operates on a strong philosophy of autonomy in the classroom, recognizing that our teachers are experts in their field and can deliver the curriculum fully and through engaging efforts. The administrator works together to monitor student progress by attending team meetings; sitting in on MTSS and IEP meetings; analyzing student data from state-standardized testing, NWEA map assessments and movement toward growth targets; reviewing student report cards, and meeting with parents. The school leadership meets frequently with teachers within committee meetings. All educational staff members are part of committees of the School Improvement Team. The School Improvement Team mission is to continually monitor the school's Educational Program, and to plan and orchestrate the school improvement process.

Teachers organize field trips, after-school enrichment and remediation programs and instructional experiences and these approved by school leadership. These types of activities enrich the Educational Program. The administrator monitors the development and success of these programs annually to assess their relevance to and enrichment of the school community. The after-school athletics program is directed by the Athletic Director. The Athletic Director coordinates the programs and schedules with other league athletic directors to help create a well-rounded Educational Program, including athletics, promotes the development of the whole child.

## 2. Leadership monitors academic performance and progress.

Performance data is gathered from attendance records, classroom assessments, semester progress reports and report cards, MTSS data, state M-Step scores, and the district NWEA map assessments. Academic performance is monitored through Professional Learning Communities, MTSS meetings, Professional Development meetings, and NWEA map updates to the Board after winter and Spring testing. Teachers are constantly looking at classroom level data within their professional learning communities as well as learning how to utilize the NWEA map data to support each student's journey to mastering the Michigan Academic Standards. The leaders also presents NWEA map data to the Board of Directors twice per year on the growth that is occurring at a school level, including demographic and grade-level median data.

This information is helpful in many ways and can be utilized to support all students:

1. Plan student interventions;
2. Establish personal learning goals for students;
3. Participate as an informed member in IEP and 504 meetings;
4. Counsel for high school placement;
5. Award honor roll students and those receiving recognition for academic

achievement or effort;

6. Approve the eligibility of student-athletes;
7. Evaluate the effectiveness of teaching strategies;
8. Examine the relevance or validity of specific school programs;
9. Mentor new or struggling students;
10. Monitor potential achievement or curricular gaps;
11. Assess the effectiveness of the school's curriculum in meeting state and common core standards.

### 3. Leadership uses student achievement data to inform school improvement.

Data generated from student assessments is used to inform school improvement plans and initiatives. A crucial component of school improvement is planning for appropriate Professional Development programs and school improvement initiatives to implement in a school year. The Administration seeks district-provided PD opportunities which are focused on specific areas where teachers can most directly influence a positive change in student achievement. When identifying school improvement goals, measurable goals are established based on this data to improve student performance in the core academic areas. In addition to complying with state and federal accreditation and accountability, Kingsbury aims to meet specific expectations regarding the academic achievement for all groups of pupils:

- A. State Assessment: Meet proficiency targets per content/grade level.
- B. State Assessment: Academy outperforms host district and/or State.
- C. Norm-Referenced Test: Students' fall-to-spring growth demonstrate progress towards grade level targets in math/reading.
- D. Norm-Referenced Test: Students' median fall-to-spring Student Conditional Growth Percentile is at the fiftieth percentile or higher.
- E. Norm-Referenced Test: Students achieve scores equal to or greater than the grade level reading/math Norm targets.

School leadership is responsible for monitoring progress towards these goals and providing the professional development, resources, time, and collaboration opportunities to teachers to achieve them.

### 4. Leadership monitors implementation and effectiveness of the School Improvement Plan and Professional Development Plan.

Teachers increase their knowledge of content and curriculum, improve their classroom management skills, and refine their teaching methodologies by attending content specific

professional development courses and workshops. Attendance at these educational experiences also promote collaboration with other teachers. Kingsbury offers both whole school professional development experiences as well as individualized professional development. Professional development is planned annually by the school leadership and the chairs of the School Improvement Committees after evaluating the current needs of the educational program and faculty and also in response to teacher requests. Kingsbury teachers are encouraged to continuously seek opportunities to benefit themselves, their students, and the school.

**KEY QUESTION: Does the School Improvement Plan and planning processes promote and support academic achievement for all students?**

### **AREA OF INQUIRY B: School Improvement**

#### 1. The School Improvement planning process involves all required stakeholders.

The school improvement team consists of the school leadership as well as a chair from each of the committees. These committees drive the work within the school improvement plan. All instructional staff are a part of the committees. The School Improvement team has a designated coordinator, who drafts the school improvement plan, establishes goals, and the required course of program evaluation. The School Improvement team then collaborates to complete these documents, and gathers data and evidence from additional stakeholders to keep an accurate pulse on the school implementation of curriculum and student achievement. This includes survey results given to the entire faculty, parents, and student populations (developmentally appropriate), other words, all of the Academy stakeholders referenced above.

#### 2. The School Improvement Plan includes goals based on current student academic data.

The School Improvement team has developed goals that are informed by current student achievement and growth data as well as goals that support the core philosophies of Kingsbury. The School Improvement plan and goals are living documents and therefore are influenced by relevant and current data. Data from state assessments and districts assessments are the primary source for academic data. But in addition, quantitative and qualitative data from staff, parent, and student survey results are taken into consideration. Kingsbury focuses school improvement goals around Tier 1 Instruction, Multi-Tiered Systems of Support (MTSS), and Whole Child. As a living document, the School Improvement is continually altered to reflect the process of growth and opportunities at Kingsbury..

#### 3. School Improvement goals and strategies assist the school in achieving measurable progress toward high student achievement.

The strategies associated with Kingsbury's School Improvement Plan goals are research-based

and designed to promote measurable progress across the core disciplines and key Kingsbury culture. The Goals are written so that the strategies within them can be adjusted as the data determines is needed. The process for identifying and creating the goals is done with the school improvement team. An example of one of the goals is Tier 1 instruction with a strategy of a High Quality Balanced Assessment System. This balanced assessment system will ensure that the formative assessment within the classroom is accurate of the summative assessment grades reflected on the report cards as well as scores on the NWEA map growth assessment. This information is what guides to proficiency on M-STEP and PSAT 8.

In order to ensure that all students have academic success the teams meets throughout the year to analyze student data for the purpose of identifying the bottom 30% of students by grade level. The team will collaborate to choose the most appropriate intervention for identified students, taking into consideration the whole-child needs including social, emotional, and academic. Student progress will also be discussed regularly in order to move students in or out of interventions. The interventions are by the classroom teachers, partner teachers, paraprofessionals, and special education teachers. <sup>24</sup>

**KEY QUESTION: Does the PSA’s Professional Development Plan align with the Educational Program and the School Improvement Plans?**

**AREA OF INQUIRY C: Professional Development**

**1. The Professional Development Plan is based on and aligned to the needs of students and staff.**

The school leadership develops the yearly professional development plan by reviewing the School Improvement plan, goals, and current needs/interests of the faculty for ongoing professional growth. Every year, the professional development plan adapts to the current needs. The Academy school board supports the development of the professional development plan by ensuring adequate funding is allocated in the budget. Some examples of professional development opportunities utilized by either whole-group faculty, small group of faculty, or individual faculty members include curriculum or intervention specific training, MACUL (education and technology), NWEA data and informed instruction, DNR (outdoor education) workshops, local Oakland ISD workshops for MTSS, science of reading, engagement workshops, CPR, and safety trainings. Teachers and the administrator maintains a record of annual professional development participation.

**2. The Professional Development Plan aligns to the Educational Program, the Written Curriculum, and School Improvement Plan.**

Kingsbury’s Professional Development Plan aligns to the Educational Program, the Written

Curriculum, and School Improvement Plan. Any professional development plan of value should place student results first. The goal is to provide teachers with the skills and knowledge necessary to elevate student academic achievement and behavior. In assessing the quality of a faculty training plan, the school must consider the plan's alignment to the Education Program, its written curriculum, and school improvement initiatives.

Based on the school's mission statement, the Kingsbury Educational Program is characterized by a challenging educational experience, faculty who are experts in their content areas and in their ability to effectively drive student learning, and an environment that is safe and nurturing.

Essential to any curriculum review process is the offering of professional development opportunities that familiarize teachers with how to evaluate, provide feedback on, and modify a curriculum. This is best accomplished through collaboration. All faculty play an important role in supporting the Educational Program, the written curriculum, and the on-going necessity of professional growth through participation in professional development opportunities.

In conclusion, Kingsbury prides itself in providing the community with an excellent Educational Program. There are many facets to the Kingsbury Educational Program that make it exceptional, rooted in the strong Kingsbury culture, a family-like atmosphere, and setting the standard that every student will learn and grow in a safe and supportive environment.

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# MICIP Portfolio Report

## Pontiac Academy for Excellence

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### Goals Included

#### Active

- Literacy
  - Mathematics and ELA Proficiency
  - Whole Child Attendance
- 

### Buildings Included

#### Open-Active

- Pontiac Academy for Excellence
- 

### Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

# MICIP Portfolio Report

## Pontiac Academy for Excellence

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### Literacy

*Status:* ACTIVE

*Statement:* 60% of all K-12 students will meet their projected score in Reading as measured by NWEA.

*Created Date:* 06/28/2022

*Target Completion Date:* 06/30/2025

**Strategies:**

**(1/5): Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms**

**Owner:** Latricia Brown

**Start Date:** 06/30/2022

**Due Date:** 06/30/2025

**Summary:** A collaboration between researchers at the University of Michigan and the Disciplinary Literacy Task Force, a subcommittee of the MAISA GELN, the Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom identify research-supported instructional practices that have been shown to increase student achievement and/or engagement with academic literacies.

**Buildings:** All Active Buildings

**Total Budget:** \$238,216.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

Method

- Other
- Email Campaign
- District Website Update

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Implement Pearson Interactive Science for Middle School (6th -8th)	Latricia Brown	09/06/2022	06/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Coach Salary	Latricia Brown	07/01/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement Middle School (6th - 8th grade) Eureka Math curriculum	Latricia Brown	09/06/2022	06/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement High School	Latricia	09/06/2022	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
(9th-12th grade) Discovery Mathematics curriculum	Brown			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement Summer School for identified Middle/High School students.	Latricia Brown	07/01/2023	07/02/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement Middle School(6th - 8th) Wit and Wisdom ELA Curriculum	Latricia Brown	09/06/2022	06/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Staff will participate in training for Wit and Wisdom for Middle School.	Latricia Brown	09/06/2022	06/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional materials for teachers to implement best practices in the classroom.	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Staff will participate in training for Eureka Math for Middle School.	Latricia Brown	09/07/2022	06/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement Discovery Education	Latricia Brown	09/06/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Staff will participate in training for Discovery Mathematics for High School.	Latricia Brown	09/06/2022	06/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Use of scientific calculators for mathematic instruction	Latricia Brown	09/06/2022	06/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Staff will participate in	Latricia	09/06/2022	06/30/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
training for Springboard for High School ELA	Brown			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement High School (9th-12th) Springboard curriculum in ELA	Latricia Brown	09/06/2022	06/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement Atlas Rubicon for curriculum plans and instruction development in Social Studies.	Latricia Brown	09/06/2022	06/28/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement use of NewsELA in Middle and High School	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Use of Pearson Interactive Science hands on material for Middle School	Latricia Brown	09/07/2022	06/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(2/5): Essential Instructional Practices Grades K-3**

**Owner:** Latricia Brown

**Start Date:** 08/17/2022

**Due Date:** 06/30/2025

**Summary:** Identifies a set of research-supported literacy instructional practices (10) that can be employed as a mode of professional development and aim to increase teacher effectiveness and in turn, student literacy. The 10 Practices are: 1) Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons 2) Read alouds of age-appropriate books and other materials, print or digital 3) Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development 4) Activities that build phonological awareness (grades K and 1 and as needed thereafter) 5) Explicit instruction in letter-sound relationships 6) Research- and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary and content knowledge 8) Abundant reading material and reading opportunities in the classroom 9) Ongoing observation and assessment of children’s language and literacy development that informs their education 10) Collaboration with families in promoting literacy

**Buildings:** All Active Buildings

**Total Budget:** \$205,343.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• Other</li> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• District Website Update</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Community-at-Large</li> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
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**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Instructional Coach Salary	Latricia Brown	09/07/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional materials for teachers to implement best practices in the classroom.	Latricia Brown	09/07/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement use of NewsELA	Latricia	09/06/2022	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
for grade 3	Brown			
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement Wit and Wisdom curriculum for grades k-3.	Latricia Brown	08/17/2022	06/30/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement Eureka Math curriculum for grades k-3.	Latricia Brown	09/06/2022	06/30/2023	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Staff will participate in Eureka math training for grade k-3.	Latricia Brown	09/07/2022	06/30/2023	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement Amplify Science for grade k-3.	Latricia Brown	09/06/2022	06/30/2023	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Staff will participate in Wit and Wisdom ELA training for grade k-3.	Latricia Brown	09/06/2022	06/30/2023	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement Foundations for K-2 for phonics instruction.	Latricia Brown	09/06/2022	06/30/2023	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement Summer School for identified k-3 students.	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement Raz-Kids for grade k-3.	Latricia Brown	09/06/2022	06/30/2023	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement Atlas Rubicon for curriculum plans and instruction development in Social Studies	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement Generation	Latricia	09/06/2022	06/30/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
Genius for Science in grade k-3.	Brown			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Staff will participate in Amplify Science training	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Use of Discovery Education	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(3/5): Essential Instructional Practices Grades 4-5**

**Owner:** Latricia Brown

**Start Date:** 08/17/2022

**Due Date:** 06/30/2025

**Summary:** "The purpose is to improve children’s literacy in Michigan. Professional development throughout the state can focus on this set (10) of research-supported literacy instructional practices for daily use in the classroom. The Essential Practices are: 1) Deliberate, research-informed efforts to foster motivation and engagement within and across lessons 2) Intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity 3) Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development 4) Activities that build reading fluency and stamina with increasingly complex text 5) Discussion of the ideas in texts and how to construct text meaning across texts and disciplines 6) Research-informed and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge 8) Abundant and diverse reading material, including digital texts, and opportunities to read in the classroom 9) Ongoing observation of children’s language and literacy development that informs small group and individual instruction 10) Collaboration with families in promoting literacy "

**Buildings:** All Active Buildings

**Total Budget:** \$108,321.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)

**Communication:**

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| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• Other</li> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• District Website Update</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Community-at-Large</li> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
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**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Staff will participate in Eureka Math training for grades 4th - 5th.	Latricia Brown	09/06/2022	06/30/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement Amplify Science in grades 4th - 5th.	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Staff will participate in Amplify training for grade 4th - 5th.	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement Summer School for identified 4th -5th students.	Latricia Brown	07/01/2023	08/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement Raz-Kids for grades 4th -5th.	Latricia Brown	09/07/2022	06/30/2023	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement Generation Genius for grade 4th - 5th.	Latricia Brown	09/07/2022	06/30/2023	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Instructional Coach Salary	Latricia Brown	09/07/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement Discovery Eudcation in grade 4th - 5th.	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Instructional materials for teachers to implement best practices in the classroom.	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement NewsELA for grade 4th -5th	Latricia Brown	09/06/2022	06/30/2023	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement Eureka Math for grade 4th - 5th.	Latricia Brown	09/06/2022	06/30/2023	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				

Activity	Owner	Start Date	Due Date	Status
Implement Atlas Rubicon for curriculum plans and instruction development in Social Studies.	Latricia Brown	09/07/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement Wit and Wisdom in ELA for grade 4th - 5th.	Latricia Brown	09/06/2022	06/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Identified students will participate in an afterschool math enrichment program (Math Fit).	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Staff will participate in Wit and Wisdom training for grades 4th - 5th.	Latricia Brown	09/06/2022	06/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(4/5): MTSS Framework (General)**

**Owner:** Latricia Brown

**Start Date:** 08/17/2022

**Due Date:** 06/30/2025

**Summary:** "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

**Buildings:** All Active Buildings

**Total Budget:** \$791,661.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• Other</li> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• District Website Update</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Community-at-Large</li> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
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**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Middle/High School Interventionists Salary	Latricia Brown	09/07/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Data Coach Salary	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Use of Rosetta stone	Latricia Brown	09/06/2022	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
School Leader meetings professional development in Okemos led by The Leona Group, learning ways to establish high expectations, creating positive school climates, cultivate leadership in others, improve instruction, manage people/data/processes. Registration and mileage reimbursement	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement afterschool tutoring in literacy for identified k-3 students.	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Materials and supplies to support the EL program.	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Family Involvement Coordinator Salary (part-time)	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement after school tutoring for identified EL students.	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Staff will participate ongoing professional development provide by TLG in areas such as curriculum, assessment, instruction, data analyze and student platforms.	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement Aleks math	Latricia	09/06/2022	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
program for math intervention for High School.	Brown			
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Bricks for Kidz Junior Robotics program for 20 Elementary students for four sessions.	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Students will participate in physical education classes to address mental health wellness. (equipment for fitness room)	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Use of interactive boards in all classrooms.	Latricia Brown	09/06/2022	06/30/2023	COMPLETE
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Staff will participate in Powerschool training.	Latricia Brown	09/07/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Use of supplement vocabulary materials to support the MTSS system and intervention program.	Latricia Brown	09/07/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Professionals Salary	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
EL Paraprofessionals Salary	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Identify staff will participate in Leveled Literacy Intervention (LLI) training.	Latricia Brown	09/06/2022	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement Study Island in grade k-12.	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Social Worker Salary	Latricia Brown	09/07/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Implement EL Summer School for identified k-12 students.	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Use of Egenuity for High School credit recovery.	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Career and College Readiness Coordinator Salary	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Funds to support students in the homeless education program for transporations, uniforms and supplies.	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Funds for rewards to support the PBIS program.	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Monthly Instructional Coach meetings (registration and mileage reimbursement for 2 instructional coaches to attend PD in Okemos on key practices of effective schools to support effective implementation or reform strategies)	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				

Activity	Owner	Start Date	Due Date	Status
Staff will participate in SIOP training.	Latricia Brown	09/06/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(5/5): 23g Expanded Learning Time**

**Owner:** Latricia Brown

**Start Date:** 10/30/2023

**Due Date:** 06/30/2025

**Summary:** EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

**Buildings:** All Active Buildings

**Total Budget:** \$95,000.00

- Other State Funds (State Funds)

**Communication:**

Method

- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Program Coordinators - Latricia Brown and Jasmine Brewington - will coordinate and supervise all activities associated with the 23g expanded learning time	Latricia Brown	10/30/2023	06/30/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Summer school to help struggling learners quickly catch up to grade level standards and address unfinished learning for all students	Latricia Brown	10/30/2023	06/30/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Summer school transportation	Latricia Brown	10/30/2023	06/30/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Summer school materials	Latricia Brown	10/30/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer school - Software - web based platform to support targeted grade level interventions and address unfnished learning	Latricia Brown	10/30/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer school - training and professional learning to support targeted grade level interventions and address unfnished learning	Latricia Brown	10/30/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer school - tier II curriculum needs	Latricia Brown	10/30/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer school - tier III curriculum needs	Latricia Brown	10/30/2023	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

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## Mathematics and ELA Proficiency

*Status:* ACTIVE

*Statement:* By August 2025 provide teachers with foundational training in pedagogy, content/ curriculum materials and advanced training in unpacking standards and essential concepts in order to increase student achievement and teacher effectiveness.

*Created Date:* 05/25/2023

*Target Completion Date:* 08/31/2025

**Strategies:**

(1/1): MTSS Framework (General)

Owner: Latricia Brown

Start Date: 07/01/2023

Due Date: 08/31/2025

**Summary:** "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

**Buildings:** All Active Buildings

**Total Budget:** \$356,563.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

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|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• School Board Meeting</li> <li>• District Website Update</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Community-at-Large</li> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
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**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
To address inequity determined by the RAR, PAE will be implementing Wit & Wisdom K-8 in hopes to address unfinished learning and learning loss with an added focus on African American, ELL and economically disadvantaged students.	Latricia Brown	07/01/2023	08/31/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement Eureka Math Squared K-8 to address unfinished learning and learning loss	Latricia Brown	07/01/2023	08/31/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
To address inequity determined by the RAR, PAE will be implementing Kendall Hart Discovering Mathematics 9-12 with an added focus on economically disadvantaged students.	Latricia Brown	07/01/2023	08/31/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implement optimal testing environment	Latricia Brown	07/01/2023	08/31/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Incentives for students that meet their growth goal on NWEA both winter and spring.	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Update MTSS handbook and MTSS plan	Latricia Brown	07/01/2023	10/31/2023	OVERDUE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
To address inequity determined by the RAR, PAE teachers will embed intervention time during traditional classes.	Latricia Brown	07/01/2023	08/31/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
To address inequity determined by the RAR, PAE will implement 9-12 Springboard ELA with an added focus on our economically	Latricia Brown	07/01/2023	08/31/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
disadvantaged students				
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Instructional Coach meetings registration and mileage reimbursement	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
9-12 Interactive social studies manipulatives	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
School leader meetings registration and mileage reimbursement	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
FocalPointK12 annual license	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
K-5 Science Curriculum	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
9-12 Science lab kits	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
K-5 Discovery Education site license	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
9-12 Classroom Supplies to address unfinished learning and learning loss	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
NWEA and M-Step data PD	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
2023-24 Summer school teacher pay to address	Latricia Brown	07/01/2023	08/31/2023	OVERDUE

Activity	Owner	Start Date	Due Date	Status
unfinished learning and learning loss				
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
K-5 Studies Weekly social studies subscription	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
K-12 Study Island site license renewal	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
6-12 Woodcock Johnson materials to address unfinished learning and learning loss	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
K-5 Raz Kids and Vocab A-Z subscription	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
EL afterschool tutoring to address unfinished learning and learning loss	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
To address inequity determined by the RAR, PAE will be implementing 9-12 McGraw Hill Achieve 3000 in an effort to address unfinished learning and learning loss.	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
K-5 Generation Genius site license	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
To address inequity determined by the RAR, PAE will be implementing NewsELA online	Latricia Brown	07/01/2023	08/31/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
subscription (EL included)				
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Credit recovery program	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Rosetta Stone licenses	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
K-5 Interactive social studies manipulatives	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
School supplies for homeless students	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
K-5 leveled readers	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Instructional Practices PD	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
6-8 Discovery Education site license	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Special Populations off-site PD mileage reimbursement	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
6-8 Interactive social studies manipulatives	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
9-12 Discovery Education site license	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
To address inequity	Latricia	07/01/2023	08/31/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
determined by the RAR, PAE will be implementing Eureka Math Squared K-8 in hopes to address unfinished learning and learning loss with an added focus on African American, ELL and economically disadvantaged students.	Brown			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
IXL (RAG Funds) with thousands of math, language, social studies, science, and Spanish practice questions and modules that meet nearly all the Common Core State Standards (CCSS) for K-12 and some of the Next Generation Science Standards (NGSS) for grades 2-8.	Jasmine Brewington	01/29/2024	01/29/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Library Books and Materials(RAG Funds) - Pontiac Academy for Excellence (PAE) would like to build a library for all students grades k-12 to access books to help with growth and proficiency goals	Jasmine Brewington	01/29/2024	01/29/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Springboard Collaborative Summer School Reading Program (RAG funds)	Jasmine Brewington	07/01/2024	08/09/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

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## Whole Child Attendance

*Status:* ACTIVE

*Statement:* By August 2025 the school will strengthen attendance communication and improve parent relationships to reduce barriers that will lead to an increase of the percentage of students who are consistently attending school.

*Created Date:* 05/31/2023

*Target Completion Date:* 08/31/2025

**Strategies:**

(1/1): MTSS - PBIS (Behavior)

Owner: Latricia Brown

Start Date: 07/01/2023

Due Date: 08/31/2025

**Summary:** The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

**Buildings:** All Active Buildings

**Total Budget:** \$25,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

- |                                                                                                                                                   |                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Method</p> <ul style="list-style-type: none"> <li>• School Board Meeting</li> <li>• District Website Update</li> <li>• Social Media</li> </ul> | <p>Audience</p> <ul style="list-style-type: none"> <li>• Community-at-Large</li> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Restorative Practices	Jasmine Brewington	07/01/2023	08/31/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Monthly PBIS Celebrations	Jasmine Brewington	07/01/2023	08/31/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Consistent Contact with Parents of Chronically Absent Students	Jasmine Brewington	07/01/2023	08/31/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
PBIS Rewards Supporting Positive Behavior	Jasmine Brewington	07/01/2023	08/31/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Training School Staff on Threat Assessment and Crisis Communication	Jasmine Brewington	07/01/2023	08/31/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Training School Staff and Students on Threat Response	Jasmine Brewington	07/01/2023	08/31/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Video Recording Cameras	Jasmine Brewington	07/01/2023	08/31/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Interior Door Locks or Barricading Materials	Jasmine Brewington	07/01/2023	08/31/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Weapon Detection Software to use with Existing Equipment	Jasmine Brewington	07/01/2023	08/31/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Go Guardian Internet Protection and Management for Students and Teachers	Jasmine Brewington	07/01/2023	08/31/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Parent meeting refreshments	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Community Health Fair refreshments	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Transportation for homeless students	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Uniforms for homeless students	Latricia Brown	07/01/2023	08/31/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
CPI training	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
9-12 Winning Futures - Collaboratively completed Resource Allocation Review with partners through the discussion of current resources, resources needed, and necessary funding strategies to address root causes for identified goal areas and strategies.	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Student wellness room	Latricia Brown	07/01/2023	08/31/2025	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Parent meeting refreshments	Latricia Brown	07/01/2023	08/31/2024	ONTARGET
<i>Activity Buildings: All Buildings in Implementation Plan</i>				

**SCHEDULE 6  
CURRICULUM**

These attachments should include a summary of courses/subjects required for each grade, and Pacing Guides, Curriculum Maps, and/or concepts addressed. All high school curriculum must include physical education and health.

Curriculum Analysis	September	October	November	December	January	February	March	April	May	June		
<b>Preschool</b>	<a href="#">P.1- Me and My Family</a>		<a href="#">P.2- Emotions</a>		<a href="#">P.3- 5 Senses</a>		<a href="#">P.4- Shapes</a>					
<b>JK</b>	<a href="#">JK.1- Me and My Body</a>		<a href="#">JK.2- Patterns</a>			<a href="#">JK.3- All About Me</a>			<a href="#">JK.4- Nature and Me</a>			
	Cross-curricular & stand-alone studies ELA: writing my name Math: naming basic shapes, numbers 0-7, counting to 10											
<b>Kindergarten (Vocabulary)</b>	<a href="#">K.1- Kindergarten Bootcamp</a>		<a href="#">K.2- Patterns in the World Around Us</a>			<a href="#">K.3- Tools and Simple Machines</a>			<a href="#">K.4- Community Helpers</a>		<a href="#">K.5- Ecosystems</a>	
	Cross-curricular & stand-alone studies Math: numbers 1-10, 2D and 3D shapes											
<b>1st Grade (Vocabulary)</b>	<a href="#">1.1- Citizenship</a>		<a href="#">1.2 Light and Sound</a>			<a href="#">1.3- Celestial Patterns</a>			<a href="#">1.4- Fairy Tales</a>		<a href="#">1.5- Plants</a>	
	Cross-curricular & stand-alone studies ELA: short vowels, CVC, complete sentences Math: <a href="#">number bonds</a> , <a href="#">addition</a> , <a href="#">subtraction</a>											
<b>2nd Grade (Vocabulary)</b>	<a href="#">2.1- Who Are We</a>		<a href="#">2.2.Sc- Matter</a>				<a href="#">2.4- Changes</a>					
	Cross-curricular & stand-alone studies ELA: cultural elemental in folklore Math: place value											
	<a href="#">2.2.SS- Local Government</a>			<a href="#">2.3.SS- Economics</a>								
<b>3rd Grade (map Vocabulary, M-STEP Vocabulary)</b>	<a href="#">3.1- Forces and Interactions</a>		<a href="#">3.2- Indigenous People</a>			<a href="#">3.3- Natural Disasters</a>	<a href="#">3.4- Road to Statehood</a>			<a href="#">3.5- State Government</a>	<a href="#">3.6- Michigan's Resources and Economy</a>	
	Cross-curricular & stand-alone studies ELA: narratives, poetry, descriptive language Math: multiplication strategies, addition, subtraction											
<b>4th Grade (map Vocabulary, M-STEP Vocabulary)</b>	<a href="#">4.1.Sc- Processes that Shape the Earth</a>			<a href="#">4.2.Sc- Waves of the World</a>			<a href="#">4.3.Sc- Energy</a>			<a href="#">4.4.Sc- Structure &amp; Functions</a>		
	<a href="#">4.1 SS. Regions</a>			<a href="#">4.2.SS Michigan History and Economy</a>				<a href="#">4.3.SS Government</a>				
	Cross-curricular & stand-alone studies ELA: narratives, dialogue Math: place value, multiplication, division											
<b>5th Grade (map Vocabulary, M-STEP Vocabulary)</b>	<a href="#">5.1.R- Readers Read with Power</a>		<a href="#">5.2.R- Interpreting Characters</a>			<a href="#">5.3.R- Historical Fiction Book Clubs</a>			<a href="#">5.4.R- Informational Reading</a>	<a href="#">5.5.R- Interpretive and Analytic Reading</a>	5.6.R- Poetry	
			<a href="#">5.1.W- Narrative Writing</a>			<a href="#">5.2.W- Informational Writing</a>			<a href="#">5.3.W- Opinion/Persuasive Writing</a>		<a href="#">5.4.W- Poetry Writing</a>	
	<a href="#">5.1.M- Multiplication: Whole Numbers</a>		<a href="#">5.2.M- Place Value</a>	<a href="#">5.3.M- Division (Whole Numbers)</a>		<a href="#">5.4.M- Geometry</a>		<a href="#">5.5.M- Multiplying/Dividing Decimals</a>	<a href="#">5.6.M- Fractions</a>		<a href="#">5.7.M- Expressions &amp; Measurement</a>	
	<a href="#">5.1.Sc- Space</a>		<a href="#">5.2.Sc- Earth's Spheres</a>		<a href="#">5.3.Sc.- Matter</a>			<a href="#">5.4.Sc- Organisms &amp; Energy</a>			<a href="#">5.5.Sc- Engineering</a>	
	<a href="#">5.1.SS- Early Civilizations</a>				<a href="#">5.2.SS - Colonial America</a>				<a href="#">5.3.SS- Revolution and the New Nation</a>			
	<a href="#">5.Yr.Long- Academic Showcase</a>											

Curriculum Analysis	September	October	November	December	January	February	March	April	May	June	
<b>6th Grade (map Vocabulary, M-STEP Vocabulary)</b>	<a href="#">CommonLIT 360 Curriculum Scope and Sequence, Edition 2.0 - Grade 6 [Website, Login: CIP_kcds@choiceschools.com, PW: @KCDSLgin2025!]</a>										
	<a href="#">6.1.M- Decimal Operations</a>	<a href="#">6.2.M- Number Theory and Fractions</a>	<a href="#">6.3.M- Ratios</a>	<a href="#">6.4.M- Rates &amp; Percents</a>	<a href="#">6.5 Rational Numbers</a>	<a href="#">6.6 Coordinate Graphing</a>	<a href="#">6.7 Expressions</a>	<a href="#">6.8 Number Properties and Decimals</a>			
	<a href="#">6.1.Sc- Think Like a Scientist</a>	<a href="#">6.2.Sc- Ecosystems</a>		<a href="#">6.3.sc- Cells</a>	<a href="#">6.4.Sc- States of Matter</a>		<a href="#">6.5.Sc- Earthquakes</a>		<a href="#">6.6.Sc- Plate Tectonics</a>		
	<a href="#">6.1.SS- Intro to Geography</a>		<a href="#">6.2.SS- North America</a>		<a href="#">6.3.SS Human-Environment Interaction (North America, Russia, World)</a>		<a href="#">6.4.SS Culture (World, Europe, South Asia, SW Asia)</a>		<a href="#">6.5.SS- Africa South of the Sahara</a>		
<b>7th Grade (map Vocabulary, M-STEP Vocabulary)</b>	<a href="#">CommonLIT 360 Curriculum Scope and Sequence, Edition 2.0 - Grade 7 [Website, Login: CIP_kcds@choiceschools.com, PW: @KCDSLgin2025!]</a>										
	<a href="#">CommonLIT 360 Curriculum Scope and Sequence, Edition 2.0 - Grade 7 (Accelerated) [Website, Login: CIP_kcds@choiceschools.com, PW: @KCDSLgin2025!]</a>										
	<a href="#">7.1.M.Acc- Algebraic Expressions &amp; Integers</a>	<a href="#">7.2.M.Acc- Solving One-Step Equations &amp; Inequalities</a>	<a href="#">7.3.M.Acc- Decimals &amp; Equations</a>	<a href="#">7.4.M.Acc- Factors, Fractions &amp; Exponents</a>	<a href="#">7.5.M.Acc- Operations with Fractions</a>	<a href="#">7.6.M.Acc- Ratios, Proportions &amp; Percents</a>		<a href="#">7.7.M Pi Day</a>	<a href="#">7.8.M.Acc- Spatial Thinking</a>	<a href="#">7.9.M.Acc- Area &amp; Volume</a>	
	<a href="#">7.1.M- Integers &amp; Rational Numbers</a>	<a href="#">7.2.M- Equations</a>	<a href="#">7.3.M- Inequalities</a>	<a href="#">7.4.M- Ratios, Rates &amp; Proportions</a>	<a href="#">7.5.M- Percents</a>	<a href="#">7.6.M- Geometry &amp; Area</a>	<a href="#">7.7.M- Pi Day</a>	<a href="#">7.8.M- Surface Area &amp; Volume</a>	<a href="#">7.9.M- Analyzing Data</a>		<a href="#">7.10.M- Probability</a>
	<a href="#">7.1.Sc- Scientific Method Boot Camp</a>	<a href="#">7.2.Sc- Cell Processes</a>		<a href="#">7.3.Sc- Energy in Cells</a>		<a href="#">7.4.Sc- Cell Reproduction &amp; Genetics</a>		<a href="#">7.5.Sc-Motion</a>	<a href="#">7.6.Sc-Force &amp; Newton's Laws</a>	<a href="#">7.7.Sc- Force and Newtons Law</a>	<a href="#">7.7.Sc- Atoms &amp; Periodic Table</a>
	<a href="#">7.1.SS- Intro to World History</a>	<a href="#">7.2.SS- Beginnings of Human Societies</a>	<a href="#">7.3.SS- Early Civilizations &amp; Pastoral Peoples</a>			<a href="#">7.4.SS- Classical Empires &amp; World Religions</a>			<a href="#">7.5.SS- Rise &amp; Fall of Empires</a>		<a href="#">7.6.SS- Patterns of Adaptation</a>
<b>8th Grade (map Vocabulary, M-STEP Vocabulary)</b>	<a href="#">CommonLIT 360 Curriculum Scope and Sequence, Edition 2.0 - Grade 8 [Website, Login: CIP_kcds@choiceschools.com, PW: @KCDSLgin2025!]</a>										
	<a href="#">CommonLIT 360 Curriculum Scope and Sequence, Edition 2.0 - Grade 8 (Accelerated) [Website, Login: CIP_kcds@choiceschools.com, PW: @KCDSLgin2025!]</a>										
	<a href="#">8.1.M.Alg- Variables, Function, Patterns &amp; Graphs</a>	<a href="#">8.2.M.Alg- Rational Numbers</a>	<a href="#">8.3.M.Alg- Solving Equations</a>	<a href="#">8.4.M.Alg- Solving Inequalities</a>	<a href="#">8.5.M.Alg- Graphs &amp; Functions</a>	<a href="#">8.6.M.Alg- Linear Equations &amp; Their Graphs</a>	<a href="#">8.7.M.Alg- Systems of Equations</a>	<a href="#">8.8.M.Alg- Exponents &amp; Exponential Functions</a>	<a href="#">8.9.M.Alg- Pi Day</a>	<a href="#">8.10.M.Alg- Polynomials &amp; Factoring</a>	<a href="#">8.11.M.Alg- Quadratic Equations &amp; Functions</a>
	<a href="#">8.1.M- Real Numbers &amp; the Coordinate Plane</a>	<a href="#">8.2.M- Solving Linear Equations</a>	<a href="#">8.3.M- Introduction to Functions</a>	<a href="#">8.4.M- Graphing Functions</a>	<a href="#">8.5.M- Systems of Linear Equations</a>	<a href="#">8.6.M- Exponents</a>	<a href="#">8.7.M- Pi Day</a>	<a href="#">8.8.M- Geometry</a>	<a href="#">8.9.M- Transformations</a>		<a href="#">8.10.M- Data Analysis</a>
	<a href="#">8.1.Sc- Scientific Method Bootcamp</a>	<a href="#">8.2.Sc- Noncontact Forces</a>		<a href="#">8.3.Sc- Energy</a>	<a href="#">8.4.Sc- Work, Power, and Simple Machines</a>		<a href="#">8.5.Sc- Human Effects on the Environment</a>		<a href="#">8.6.Sc- Weather</a>	<a href="#">8.7.Sc- Change Over Time- Evolution</a>	<a href="#">8.8.Sc- Electromagenetic Spectrum</a>
<a href="#">8.1.SS- Political &amp; Intellectual Transformations</a>	<a href="#">8.2.SS- A New Nation</a>			<a href="#">8.3.SS- Citizenship</a>	<a href="#">8.4.SS- Challenges to an Emerging Nation</a>		<a href="#">8.5.SS- Improvement, Expansion, &amp; Reform</a>		<a href="#">8.6.SS- Civil War &amp; Reconstruction</a>		

		ESP	Library	Art	Music	PE	Spanish
Kindergarten	Sept	Exploration & Observation		Rainbow Fish- Square 1 Art	How I Function in Music Class	<a href="#">MMH Health Scope &amp; Sequence</a>	Greeting and Our Classroom
	Oct	Internal Exploration & Observation		PreHistorci Cave Painting	Instrument/sSinging/Movment		Colors
	Nov	Identifying ABC's in Nature		Kandinsky Creations			Family, Friends Numbers
	Dec	Changing Weather & Seasons		The Starry Night			Change in Seasons
	Jan	Migration and Hibernation		Mittens Landscape			
	Feb	How do animals use tools?		Mouse Paint			
	March	Maple trees		Elmer			
	April	Number patterns in nature		Clay Pinch Pot			
	May	Impacting the environment		Jazz Pattern Piano			
June	Planting & gardening		The Way I Feel Portrait				
1st Grade	Sept					<a href="#">MMH Health Scope &amp; Sequence</a>	Greetings and our classroom
	Oct						Vowels, days of the week, family
	Nov						Family and numbers
	Dec						Winter and Navidad
	Jan						
	Feb						
	March						
	April						
	May						
June							
2nd Grade	Sept	Structure & Function				<a href="#">MMH Health Scope &amp; Sequence</a>	Greetings and our classroom
	Oct						Vowels, color, family
	Nov						Family and numbers
	Dec						Winter and Navidad
	Jan						
	Feb						
	March						
	April						
	May						
June							
3rd Grade	Sept					<a href="#">MMH Health Scope &amp; Sequence</a>	Greetings and our classroom
	Oct						Season Otono, Family
	Nov						Family, Adjectives, Numbers
	Dec						Winter and Clothing
	Jan						
	Feb						
	March						
	April						
	May						
June							

		<b>ESP</b>	<b>Library</b>	<b><a href="#">Art</a></b>	<b>Music</b>	<b>PE</b>	<b>Spanish</b>
4th Grade	Sept					<a href="#">MMH Health Scope &amp; Sequence</a>	Greetings and our classroom
	Oct						Season Otono, Family
	Nov						Numbers to 100, My Neighborhood and Home
	Dec						Winter, Writing Sentences, Navidad
	Jan						
	Feb						
	March						
	April						
	May						
June							
						<a href="#">5th Grade MMH HIV Lesson</a>	
						<a href="#">7th Grade MMH HIV Lesson 1</a>	
						<a href="#">7th Grade MMH HIV Lesson 2</a>	
						<a href="#">MMH K-6 Scope &amp; Sequence</a>	
						<a href="#">MMH 7-8 Scope &amp; Sequence</a>	

\*MMH Health Curriculum

## CURRICULUM REQUIREMENTS

In accordance with applicable law and the Contract Terms and Conditions, including Article VI, Section 6.4, the school shall implement, deliver, and support the Curriculum identified in Schedule 6. The submission is required to include a detailed written curriculum by grade or level covering each subject/course to be taught and represent a focused, coherent and rigorous learning agenda. At a minimum, the subjects to be taught, as required by law, shall include English language arts, mathematics, science, social studies, physical education and health for kindergarten through grade eight. High school programs are required to offer a course of study that meets the Michigan Merit Curriculum ([MCL 380.1278a](#), [380.1278b](#)).

The school's curricular submission must meet the following requirements. The curriculum will:

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

Specific Health requirements including, but are not limited to:

- Health education ([MCL 380.1169](#), [380.1502](#) and [380.1170](#));
- Dangerous communicable diseases, including, but not limited to HIV/AIDS ([MCL 380.1169](#)); and
- Sex education, if it is part of the school's curriculum ([MCL 380.1506](#) and [380.1507](#)).

Other considerations:

- If the curriculum is web-based, the school is required to provide all necessary **login** and **password** information such that a representative of the MDE Public School Academies Unit may review the curriculum in its entirety;
- Within the curricular document, include a citation to the specific standard(s) to which the curriculum is aligned;
- Complete the course matrix (p 3 & 4), listing all the courses offered per grade or level; and
- Submit the written curriculum in a consistent format and as separate course documents clearly identified by school name, course title, and grade or level.

## NON-CORE CURRICULUM REQUIREMENTS

Non-core curriculum is to be submitted in the same format as the core curriculum. The same template is required to be used, with a curricular document submitted for each grade, level and subject offered. As with the core curriculum, all non-core courses must be explicitly aligned with the state or national standards, representing a focused, coherent and rigorous learning agenda.

### Health and Physical Education

Health curriculum must address the Michigan health education requirements ([MCL 380.1170](#) and [380.1502](#)) including the teaching of dangerous communicable diseases ([MCL 380.1169](#) and [380.1170](#)).

- If the school board adopts the Michigan Model for Health, only a module checklist is required.

Michigan Department of Education Public School Academies Unit  
CURRICULUM REQUIREMENTS

- Physical education curriculum is required for each grade or level. Participation in extracurricular athletics at the high school level may constitute successful completion of this requirement ([MCL 380.1502](#)).

### **Visual, Performing and Applied Arts**

A written curriculum must be submitted for each visual art, music, dance or theater course offered for each grade or level. The curriculum is required to explicitly indicate alignment to the Michigan Academic Standards. If state standards are not available for a given subject, alignment to national or international standards should be considered and referenced within the document. The standards can be accessed at: [Michigan Merit Curriculum: Visual Arts, Music, Dance, and Theatre](#).

### **World Languages**

A written curriculum must be submitted for each world language course offered for each grade or level. World language is required for high school graduation. Students can meet this requirement by completing two years of a world language in grades nine through 12 or by completing an equivalent learning experience in grades kindergarten through eight, meeting all state proficiency requirements. The Michigan World Language Standards and Benchmarks can be accessed at: [Michigan Merit Curriculum: World Languages Standards and Benchmarks](#).

### **Technology and Online Learning Experience**

A written curriculum must be submitted for each technology course offered for each grade or level. Technology curriculum must align to the Michigan Integrated Technology Competencies for Students (MITECS) 2017. These standards can be accessed at: [Michigan Integrated Technology Competencies for Students](#).

- If the online learning experience requirement for high school graduation is integrated into courses, submit documentation showing fulfillment of the online learning experience.

## **ADDITIONAL RESOURCES**

Common Core State Standards Initiative / [www.corestandards.org](http://www.corestandards.org)

Michigan Department of Education Public School Academies Unit  
CURRICULUM REQUIREMENTS

Academy	Kingsbury Country Day School
Curriculum Contact	Kristin Molyneux, Niki Werden
Title	Chief of Academic Excellence, Head of School
Email	kristinmolyneux@choiceschools.com, nikiwerden@choiceschools.com
Phone	616-785-8455, (248) 628-2571

**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	x
Mathematics	x	x	x	x	x	x	x	x	x
Science	x	x	x	x	x	x	x	x	x
Social Studies	x	x	x	x	x	x	x	x	x
Physical Education/ Health	x	x	x	x	x	x	x	x	x

**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.



**SCHEDULE 7**  
**JOB DESCRIPTIONS/STAFF RESPONSIBILITIES**  
**AND ESP MANAGEMENT AGREEMENT**

- Including requirements for staff certifications, where called for by applicable law.
- Including ESP Management Agreement.

## Head of School

### Job Description

Revised: January 17, 2024

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

### SUCCESS STATEMENTS:

The culture of the team is mission-driven, values-based, and maturing.

The leader operates within the board-approved budget.

The school leader provides a welcoming, clean, safe learning environment that exudes excellence.

The leader effectively guides and supports the educational program to improve academic outcomes.

The leader continuously develops a team that believes in and lives out the academy's mission, vision, and values and brings their best to support student achievement.

The leader leads, manages, and holds their team accountable, ensuring they have the training and coaching they need to thrive.

The leader enhances the academy's reputation by effectively translating its achievements, progress toward goals, traditions, celebrations, and values in their verbal, written, and published communications.

### ESSENTIAL PERFORMANCE RESPONSIBILITIES:

#### Mission-Driven Leadership:

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

#### Budget Management, Operations, and School Safety:

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

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

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

#### **Academic Program Improvement:**

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

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

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

#### **Team Development:**

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

#### **Leadership and Accountability:**

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

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

#### **Reputation Enhancement:**

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

#### **Other:**

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

#### **QUALIFICATIONS:**

##### **Minimum Requirements:**

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

##### **Desired Qualifications:**

- Five years of highly effective teaching with positive evaluations.

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

#### **WORK ENVIRONMENT:**

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

#### **TRAVEL:**

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

#### **CLASSIFICATION/TERMS OF EMPLOYMENT:**

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

#### **LEGAL REQUIREMENTS:**

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

**EVALUATION:**

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

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

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

**EMPLOYED BY:** Choice Schools Associates, LLC

**STATEMENT OF UNDERSTANDING:**

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

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Signature of Employee

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Date Signed

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Signature of Supervisor

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Date Signed

## 1:1 Personal Care Paraprofessional

Job Description

Revised: June 2023

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

### ESSENTIAL PERFORMANCE RESPONSIBILITIES:

#### Curriculum Instruction & Support:

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

#### Classroom/Student Support:

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

#### Student Recruitment and Retention:

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

#### Professional Development & Leadership:

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

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

**Facilities:**

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

**QUALIFICATIONS:****Minimum Requirements:**

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

**Desired Requirements:**

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

**WORK ENVIRONMENT:**

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

**TRAVEL:**

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

**CLASSIFICATION/TERMS OF EMPLOYMENT:**

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

**LEGAL REQUIREMENTS:**

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

**EVALUATION:**

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

**SUPERVISOR:** School Leader and Classroom Teacher

**SUPERVISES:** Students

**EMPLOYED BY:** Choice Schools Associates, LLC

**STATEMENT OF UNDERSTANDING:**

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

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Signature of Employee

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Date Signed

\_\_\_\_\_  
Printed Name of Employee

\_\_\_\_\_  
Date Signed

## Academic Interventionist

Job Description

Revised: JUNE 2023

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

### ESSENTIAL PERFORMANCE RESPONSIBILITIES:

#### Curriculum and Instruction:

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

#### Classroom Management:

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

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

**Student Enrollment & Retention:**

- Shares responsibility for marketing the academy in the community.

**Professional Development & Leadership:**

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

**Facilities:**

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

**QUALIFICATIONS:**

**Minimum Requirements:**

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

**Desired Qualifications:**

- Master's degree.

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

**WORK ENVIRONMENT:**

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

**TERMS OF EMPLOYMENT:**

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

**LEGAL REQUIREMENTS:**

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

**SUPERVISOR:** School leader

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

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

**EVALUATION:**

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

**STATEMENT OF UNDERSTANDING:**

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

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Signature of Employee

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Date Signed

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Printed Name of the Employee

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Date Signed

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Signature of Supervisor

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Date Signed

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Printed Name of Supervisor

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Date Signed

## Administrative/Office Assistant

Job Description

Revised: JUNE 2023

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

### ESSENTIAL PERFORMANCE RESPONSIBILITIES:

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

### QUALIFICATIONS:

#### Minimum Requirements:

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

#### Desired Qualifications:

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

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

**WORK ENVIRONMENT:**

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

**TRAVEL:**

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

**CLASSIFICATION/TERMS OF EMPLOYMENT:**

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

**LEGAL REQUIREMENTS:**

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

**EVALUATION:**

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

**SUPERVISOR:** School Leader

**SUPERVISES:** N/A

**EMPLOYED BY:** Choice Schools Associates, LLC

**STATEMENT OF UNDERSTANDING:**

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

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Signature of Employee

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Date Signed

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Signature of Supervisor

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Date Signed

## Athletic Coach

### Job Description

**JOB GOAL:** Responsible for coaching student athletes in game strategies and techniques to prepare them for athletic competition. Position motivates student athletes to develop an appreciation of the sport.

#### **ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- Holds organizational meetings for team prospects and encourages potential athletes to participate in the sport.
- Assesses players' skills and assigns team positions.
- Develops a regular practice schedule and organizes practice time to provide both individual and team development.
- Works with the Athletic Director in scheduling facilities for practices and competition.
- Coaches and instructs players, individually or in groups, regarding the rules, regulations, equipment and techniques of the sport.
- Observes players, during competition and practice to determine the needs for individual or team improvement.
- Establishes and maintains standards of pupil behavior and provides proper supervision of athletes at all times.
- Monitors the academic performance of team members to ensure that eligibility requirements are met; encourages student athletes to maintain a high academic standard.
- Follows established procedures in the event of an athlete's injury.
- Conferences with parents/guardians, as necessary, regarding the athletic performance of their student.
- Follows MHSAA, and school regulations governing the athletic program.
- Models sportsman-like behavior and maintains appropriate conduct towards players, officials, and spectators.
- Follows established procedures for the proper care, maintenance and requisitioning of equipment, supplies and uniforms.
- Models non discriminatory practices in all activities.
- Carries out other duties assigned by the school leader.

#### **QUALIFICATIONS:**

##### **Minimum Requirements:**

- Must be at least 18 years of age.
- High school diploma or equivalent required.

##### **Desired Qualifications:**

- Experience as a coach or assistant coach at the middle or high school level.
- Effective coaching techniques and skills.
- A thorough knowledge of the MHSAA rules, regulations, strategies and techniques of the sport.

- Must possess the ability to establish and maintain effective working relationships with school administrators, parents and students.

**WORK ENVIRONMENT:**

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

**TERMS OF EMPLOYMENT:**

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

**LEGAL REQUIREMENTS:**

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

**EVALUATION:**

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

**SUPERVISOR:** School Leader and Athletic Director

**EMPLOYED BY:** Choice Schools Associates, LLC

**STATEMENT OF UNDERSTANDING:**

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

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date Signed

## **Athletic Director**

### Job Description

**JOB GOAL:** To lead and elevate the school's sports programs, fostering a culture of teamwork, discipline, and sportsmanship. Through effective communication, and collaboration with coaches, staff, and the community, the Athletic Director aims to create a dynamic and inclusive athletic environment that not only drives competitive success but also nurtures personal growth and character development among student-athletes.

### **ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

#### **Athletic Event Management:**

- Responsible for scheduling athletic games with approval of the Principal.
- Attends the athletic events of the school whenever possible.
- Monitors equipment maintenance and makes recommendations for future needs of equipment purchases to the Principal.
- Monitors and inventories athletic uniforms and makes recommendations for future purchases.
- Responsible for coordinating, planning, and managing athletic budgets.
- Responsible for meeting with Athletic Coaches to ensure all sports have equal opportunity to present their budget and needs for their program.
- Responsible for administering all MHSAA, school district, and company regulations.
- Responsible for conducting annual coaching staff performance evaluations.
- Responsible to ensure the students are eligible to participate in the sports or student activities.
- Works with Athletic Coaches and the Principal in regard to discipline involving sports or student activities.
- Maintains a file of all athletic suspensions and expulsions from teams to ensure "due process" for each athlete.
- Responsible for arranging transportation with the Athletic Coaches for all athletic teams.
- Responsible for contracting all game officials for home games with the approval of the Principal.
- Responsible for managing the tournaments for all leagues and playoff activities assigned to the Academy.
- Maintains an active program that promotes sportsmanship and welcomes competing teams and guests.
- Acts as a liaison between Athletic Coaches and the athletic boosters club.

#### **Facility and Program Management:**

- Responsible for setting up the facilities for all activities and sporting events.
- Responsible for assessing the school's athletic and student activities programs.

- Communicates and assists the Principal in regard to the coaching staff's performance and evaluation.
- Distributes and reviews the Academy Athletic Handbook with the Athletic Coaches.
- Requires all Athletic Coaches to follow the Academy hiring process.
- Responsible for keeping a current physical on file for each student athlete involved in athletics.
- Responsible for keeping the release and participation information form on file for two years after the student graduates.

#### **Communication and Coordination:**

- Responsible for obtaining the advertising information for the printing and selling of programs.
- Assists with or monitors the monthly calendar of school activities in conjunction with the Principal, faculty, and student body.

#### **QUALIFICATIONS:**

##### **Minimum Requirements:**

- Bachelor's degree or equivalent.
- Must be at least 18 years of age.
- Works well with individuals and groups; maintains effective working relationships.
- Reputation for self-control and sound interpersonal skills.
- Exemplary work habits verified by previous employer.
- Solid record of punctuality.
- Valid CPR and First Aid Certification.

##### **Desired Requirements:**

- Previous experience as a coach.
- Knowledge of and skills working with students from all backgrounds.

#### **WORK ENVIRONMENT:**

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

#### **CLASSIFICATION/TERMS OF EMPLOYMENT:**

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

#### **LEGAL REQUIREMENTS:**

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

#### **EVALUATION:**

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

**SUPERVISOR:** School Leader

**SUPERVISES:** Coaches, students and anyone else designated by the school leader.

**EMPLOYED BY:** Choice Schools Associates, LLC

**STATEMENT OF UNDERSTANDING:**

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

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Signature of Employee

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Date Signed

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Signature of Supervisor

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Date Signed

## Behavior Interventionist

Job Description

Revised: JUNE 2023

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

### ESSENTIAL PERFORMANCE RESPONSIBILITIES:

#### Assessment of Student, Family and School Needs:

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

#### Advocacy:

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

#### Consultation and Collaboration:

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

#### Program Planning, Implementation and Evaluation:

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

- Assumes other responsibilities assigned by the School Leader.

### **Accountability:**

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

### **QUALIFICATIONS:**

#### **Minimum Requirements:**

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

#### **Desired Qualifications:**

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

### **WORK ENVIRONMENT:**

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

### **TRAVEL:**

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

### **CLASSIFICATION/TERMS OF EMPLOYMENT:**

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

**FUNDING SOURCE:** ADD IF IT'S GRANT-FUNDED

**LEGAL REQUIREMENTS:**

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

**SUPERVISOR:** School Leader

**SUPERVISES:** Students

**EMPLOYED BY:** Choice Schools Associates, LLC

**EVALUATION:**

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

**STATEMENT OF UNDERSTANDING:**

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

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Signature of Employee

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Date Signed

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Signature of Supervisor

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Date Signed

## **BUS DRIVER**

Job Description

Revised: June 2023

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

### **ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

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

## QUALIFICATIONS:

### Minimum Requirements:

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

### Desired Qualifications:

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

## WORK ENVIRONMENT

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

## TERMS OF EMPLOYMENT:

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

**FUNDING SOURCE:** ADD IF IT'S GRANT-FUNDED

## LEGAL REQUIREMENTS:

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

**SUPERVISOR:** School Leader

**SUPERVISES:** Students

**EMPLOYED BY:** Choice Schools Associates, LLC

## EVALUATION:

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

## STATEMENT OF UNDERSTANDING:

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

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Signature of Employee

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Date Signed

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Printed Name of Employee

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Date Signed

ACADEMY NAME

## **Custodial Supervisor**

Job Description

Revised: August 2024

**JOB GOAL:** As a custodial supervisor, the primary goal is to ensure the cleanliness, safety, and overall maintenance of the school premises. Leading a team of custodial staff, the custodial supervisor aims to foster a positive and cooperative work environment, where everyone takes pride in their responsibilities. By implementing effective cleaning schedules, conducting regular inspections, and providing ongoing training, they strive to uphold the highest standards of hygiene and sanitation. Additionally, they collaborate with school administrators and teachers to address specific school needs and prioritize areas requiring special attention. Through efficient communication and problem-solving, their ultimate objective is to create a welcoming and conducive learning environment for students and staff, contributing to a thriving educational community.

### **ESSENTIAL JOB RESPONSIBILITIES:**

#### **Supervision, Project Management and Complaint Resolution:**

- Plans and prepares work schedules for the custodial team.
- Coordinates activities with administrative staff to ensure efficient and timely services.
- Confers with staff to resolve performance and personnel problems.
- Investigates complaints about service and equipment, taking corrective action as needed.

#### **Facility Inspection and Maintenance:**

- Inspects and evaluates the condition of facilities to determine required services.
- Supports keeping the buildings and premises clean and tidy at all times, including walkways, parking lots, and play areas.
- Regulates heat, ventilation, and air conditioning systems for appropriate temperatures and efficient resource usage.
- Assist with shoveling, plowing, and salting sidewalks, driveways, parking areas, and steps as required.
- Verifies that exit doors and panic bolts daily to ensure proper functioning during building occupancy.

#### **General Cleaning and Upkeep:**

- Oversees and assists with the cleaning of all classrooms and ensures that sweeping, vacuuming and dusting is completed daily.
- Ensures that corridors are cleaned daily and as needed throughout the day.
- Ensure bathrooms are scrubbed, hosed down, and disinfected, as well as sanitized fixtures and drinking fountains.
- Ensures windows are washed inside and outside at least twice a year, or more frequently if necessary.

- Monitors and maintains a trash-free environment on the school grounds.
- Supervises yard-keeping duties such as grass cutting and tree trimming.
- Ensures the school grounds are safe and attractive.

#### **Building Maintenance and Repairs:**

- Ensure that all floors are kept clean and maintained to a high standard of attractiveness.
- Oversee the weekly cleaning of chalkboards and marker boards to ensure they are consistently presentable and ready for use.
- Supervise and handle minor building repairs efficiently, ensuring they are completed promptly and accurately.
- Promptly report any major repairs to the principal and take charge of coordinating the necessary services to address the repairs effectively.
- Maintain a well-organized schedule for servicing motors and mechanical equipment regularly to prevent any potential issues and disruptions.
- Monitor and promptly report any instances of school property damage to the principal and the relevant staff for immediate attention and resolution.

#### **Security and Safety Measures:**

- Adhering to the requirement of staying on school property during both school hours and authorized non-school hours.
- Taking charge of opening and closing the building every school day to ensure all doors and windows are secure, and lights are turned off when not required for safety purposes.
- Conducting regular inspections and tests of electrical installations to guarantee their safety and compliance with regulations.
- Ensuring the outdoor structures are well-maintained and in a safe condition, taking full responsibility for their proper upkeep.

#### **Inventory and Compliance:**

- Maintain a comprehensive inventory of supplies, equipment, and fuel, ensuring that they are always readily available when needed.
- Implement and oversee an ongoing program of general maintenance, upkeep, and repair to ensure that all facilities and equipment are in optimal condition.
- Arrange the movement of furniture or equipment within buildings as necessary for different activities, following the directives of the principal.
- Ensure strict adherence to local laws and procedures concerning trash, rubbish, and waste storage and disposal, promoting a clean and environmentally responsible environment.

#### **Community Engagement:**

- Coordinates and collaborates with volunteers in beautifying the school grounds.

#### **Additional Responsibilities:**

- Assumes other responsibilities assigned by the School Leader.

## **QUALIFICATIONS:**

### **Minimum Requirements:**

- Must be at least 18 years of age.
- High school diploma or equivalent.
- Solid record of punctuality.

### **Desired Qualifications:**

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

## **WORK ENVIRONMENT**

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

## **TERMS OF EMPLOYMENT:**

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

## **LEGAL REQUIREMENTS:**

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

**SUPERVISOR:** School Leader

**SUPERVISIES:** Custodial Staff

**EMPLOYED BY:** Choice Schools Associates, LLC

## **EVALUATION:**

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

## **STATEMENT OF UNDERSTANDING:**

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

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

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Signature of Employee

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Date Signed

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Printed Name of Employee

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Date Signed

## Electives/Specials Teacher

### Job Description

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

### ESSENTIAL PERFORMANCE RESPONSIBILITIES:

#### Curriculum and Instruction:

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

#### Classroom Management:

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

#### Student Recruitment and Retention:

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

#### **Professional Development:**

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

#### **Facilities:**

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

#### **QUALIFICATIONS:**

##### **Minimum Requirements:**

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

##### **Desired Requirements:**

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

#### **WORK ENVIRONMENT:**

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

#### **TRAVEL:**

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

**CLASSIFICATION/TERMS OF EMPLOYMENT:**

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

**LEGAL REQUIREMENTS:**

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

**EVALUATION:**

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

**SUPERVISOR:** School Leader

**SUPERVISES:** Students

**EMPLOYED BY:** Choice Schools Associates, LLC

**STATEMENT OF UNDERSTANDING:**

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

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date Signed

## ENROLLMENT COORDINATOR / DIRECTOR OF ADMISSIONS

Job Description

Revised: JUNE 2023

**JOB GOAL:** Responsible for all admission service matters (admission, enrollment, marketing, outreach, communication, and student retention). The knowledge in all the above facets will be used to proactively develop, support, deliver and achieve the school's enrollment goals each year.

### ESSENTIAL PERFORMANCE RESPONSIBILITIES:

- Responsible for processes with ongoing admissions, recruitment and enrollment of all grade levels K-12.
- Coordinates with School Leader/Board Liaison/Superintendent on admission and enrollment goals and objectives.
- Provides information and support for families navigating the application, decision and enrollment process.
- Meets and greets prospective, new and returning families. Schedules and provides tours of school. Provides information pertaining to the school. Secure the admission or re-enrollment of students.
- Communicates re-enrollment deadlines to parents in a timely manner.
- Serves as the point person for application questions from parents and staff.
- Maintains a basic knowledge of application and lottery rules as they pertain to the enrollment process.
- Keeps track of each student from first phone call to acceptance and or re-enrollment.
- Ensures the availability of a computer system in the front office for parents to utilize.
- Completes enrollment process for students/parents from K-12 which includes the creation of electronic and hard copy student records for all enrolled students as well as the data entry into the student management system; Power School.
- Completes and distributes acceptance letters and all other communication regarding admission and enrollment.
- Requests CA60 for incoming students and file away. Send out records for dropped students.
- Communicates with other district departments/program areas regarding incoming student enrollments and transfer the appropriate documents to those individuals.
- Develops and implements an admission process and calendar that supports the school's mission and development goals.
- Prepares and maintains a variety of correspondence, files, records and other related information.
- Scans/copies all supporting documentation for student CA60 (i.e., birth certificate, immunization record, transcript/report card, I.E.P and legal documents, etc.)
- Serves as a point person to assist Marketing with the development of written materials and other media that support admission goals and promote the school.
- Works with marketing team to plan, organize and carry out a multi-channel array of communication, marketing, advertising and public relation activities to promote enrollment (i.e., Kindergarten Round Up, Open House, summer activities.)
- Monitors and measures effectiveness of marketing, communication, and advertising plan on a monthly basis presenting findings to Senior Administration and Board members.
- Assists with fundraising and other school events.

- Tracks admissions and work on enrollment yield; participate in meetings with faculty, marketing and Board members.
- Maintains admissions and enrollment statistics and provide status reports to administrators.
- Monitors attendance daily, contact teachers when students have three or more consecutive absences and contact family to see why student have not been in school.
- Calls home daily, those students who are not in attendance and have not been reported on the Absence Call in Line.
- If a student has/will be removed from school by parent, conducts an exit interview and asks parent to complete withdrawal slip.
- Provides feed-back to administration.
- Keeps PowerSchool clean and up-to-date with attendance and enrollment.
- Monitors new students and dropped students on Google document.
- Develops a document to keep track of how many open seats are available in each grade level according to school's enrollment objective.
- Researches, compiles, and analyzes a variety of data and information; prepare related reports.
- Serves as a liaison for parents to assist with complaints/concerns. Responsible for follow-up resolution.
- Provides customer service by responding to more complex request for information from parents, students and/or the general public.
- Communicates school policies and procedures; research and forward more difficult and complex issues to the correct individual. Follow up with parent to assure parent was contacted.
- Follows through on requests to solve non-routine problems utilizing effective conflict-resolution communication skills.
- Assists in the development and maintenance of an alumni program.
- Analyzes parent surveys and additional data and identifies areas of opportunity to increase retention of current enrolled students.
- Assists in developing and maintaining a retention plan for the Academy.

#### **REQUIREMENTS:**

##### **Minimum Requirements:**

- Bachelor's degree in environmental science or related field.
- Demonstrated exemplary competence in areas of content responsibility as scholar and specialist, including ability to integrate environmental science skills into lesson plans.
- Respected in the community, at school and among peers.
- Excellent verbal and written expression.
- Strong interpersonal skills.
- Recognized as a valued team member.
- Computer literate.

##### **Desired Requirements:**

- Knowledge of and skills working with At-Risk students.

#### **WORK ENVIRONMENT:**

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

**TERMS OF EMPLOYMENT:**

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

**LEGAL REQUIREMENTS:**

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

**EVALUATION:**

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

**SUPERVISOR:** School Leader

**EMPLOYED BY:** Choice Schools Associates, LLC

**STATEMENT OF UNDERSTANDING:**

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

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Printed Name of Employee

\_\_\_\_\_  
Date Signed

## Occupational Therapist

Job Description

Date Revised: APRIL 2024

**JOB GOAL:** To provide specialized occupational therapy services to eligible school students of the academy, evaluating students with motor and/or sensory disabilities in addition to planning and implementing interventions so that these students may access the education curriculum in the least restrictive environment.

### ESSENTIAL PERFORMANCE RESPONSIBILITIES

#### Assessment and Evaluation:

- Conduct thorough assessments and evaluations of students referred for occupational therapy services to identify their specific needs and limitations.
- Administer standardized assessments and utilize clinical observations to determine students' functional abilities, sensory processing, fine and gross motor skills, and activities of daily living.
- Collaborate with teachers, parents, and other professionals to gather information about a student's academic, social, and emotional challenges.

#### Individualized Treatment Planning:

- Develop individualized treatment plans for students based on assessment findings, taking into account their unique strengths and weaknesses.
- Set clear and measurable goals for each student, with an emphasis on improving their independence, functional skills, and overall well-being.
- Modify and adapt therapy plans as needed to address evolving needs and progress.

#### Direct Intervention:

- Provide one-on-one or group therapy sessions to students in accordance with their treatment plans, addressing areas such as fine motor skills, sensory integration, handwriting, self-care, and assistive technology.
- Implement evidence-based therapeutic techniques and interventions to help students achieve their goals.
- Monitor and document progress regularly, adjusting interventions as necessary.

#### Collaboration and Communication:

- Collaborate with teachers, parents, and other school staff to ensure a coordinated approach to meeting students' needs within the classroom and school environment.
- Attend and actively participate in Individualized Education Plan (IEP) meetings to contribute to the development of appropriate goals and accommodations.
- Provide ongoing communication and education to school staff, parents, and caregivers regarding students' progress and strategies for supporting them.

#### Professional Development and Compliance:

- Stay current with best practices, research, and trends in occupational therapy through continuing education and professional development.
- Maintain accurate and confidential student records, including progress notes, treatment plans, and assessments, in compliance with legal and ethical standards.

- Adhere to all relevant laws, regulations, and ethical guidelines governing the practice of occupational therapy in schools.
- Performs other related work as required and assigned by the school leader.

**QUALIFICATIONS:**

**Minimum Requirements:**

- Master’s Degree.
- Valid State certification with appropriate licenses.
- Demonstrated competence in all areas of focus.
- Occupational therapy case reporting and writing skills and experience.
- Exemplary work habits verified by previous employers.
- Knowledge of and skills in best practice instruction specific to various disabilities.
- Skills and experience in managing and promoting positive student behavior.
- Ability to read a variety of correspondences, medical records, educational records, test results, directives, requests, etc.
- Ability to maintain confidentiality.

**Desired Requirements:**

- Knowledge of and ability to follow and implement the IEP process.
- Knowledge of and skills working with students from all backgrounds.
- Strong interpersonal skills.
- Ability to coordinate with students, parents, and staff, individually and in groups.
- Excellent verbal and written expression using proper grammar and vocabulary.
- Skills and abilities in organization, time management, and record keeping.
- Ability to collaborate and communicate effectively with other professionals in a team setting.
- Ability to interact positively and effectively with parents, students, staff, and administrators.

**WORK ENVIRONMENT:**

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

**TERMS OF EMPLOYMENT:**

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

**LEGAL REQUIREMENTS:**

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

**SUPERVISOR:** School Leader

**SUPERVISES:** As Assigned by School Leader

**EMPLOYED BY:** Choice Schools Associates, LLC

**EVALUATION:**

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

**STATEMENT OF UNDERSTANDING:**

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

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Signature of Employee

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Date Signed

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Signature of Supervisor

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Date Signed

## Office Manager / Bookkeeper (Business Manager)

Job Description

Revised: June 2023

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

### ESSENTIAL PERFORMANCE RESPONSIBILITIES:

#### Office Services:

- Performs usual school office routines, including answering phones, answering the door, greeting students and families, caring for children, and being available for needs of the students, families and staff during the school day.
- Performs secretarial and administrative support functions, including supporting the principal, making phone calls to families, ensuring the school is set up for success, ordering office supplies, managing substitute teachers, etc.
- Designs and implements office policies with approval by the school leader.
- Manages office operations and office coverage during open hours to ensure every person in the school building is supported.
- Ensure accurate information is listed on the school's website, including start time, school calendar, and board meeting requirements, and communicates the updates to the appropriate team members.
- Handles and prepares correspondence for the School Leader and Academy Board, including school-wide newsletters, e-mail blasts, snow day cancellations, board meeting notices, etc.

#### Customer Service & Enrollment:

- Demonstrates positive customer service and community relations at all times with everyone in and out of the school building.
- Applies positive customer service to the role and is perceived as a team member by the staff.
- Provides tours and information about the Academy when inquired by community members.
- Oversees and tracks enrollment for the school, including but not limited to attendance, enrollment forms and intent to return tracking.
- Conducts tours and school visits for new and potential families.
- Shares responsibility for enrollment in the Academy in the community, including, but not limited to community-fairs, events, open houses, and community events.

#### Maintaining Office Records:

- Maintains student records and student enrollment counts as required by law and local policy.
- Prepares for audits for compliance.
- Maintains the daily teacher attendance record and substitute teacher records.

- Processes enrollment procedures for all students.
- Prepares all required reports and maintains all appropriate records.
- Keeps accurate records on students for lost and damaged textbooks, technology equipment, etc.
- Ensures accurate transfer of student files and records.
- Transfers and disposes of records according to retention schedules and policies.
- Assumes other responsibilities assigned by the School Leader.

#### **Finances:**

- Prepares accurate payroll information including time sheets.
- Conducts daily deposit to the bank.
- Carries out financial operations at the site level, including payroll, purchasing and financial accounting.
- Compares prices and prepares purchase orders for all office and classroom needs for the beginning of the school year and as needed during the year.
- Participates in the pupil accounting audits with accurate information and records.
- Collects fines from students for any lost or damaged textbooks, technology equipment, etc.
- Maintains files on all purchase orders and verifies receipt of materials against packing slips; checks packing slips against invoices for approval of payment vendors.

#### **Operations:**

- Ensures the school operates within its Emergency Operations Plan.
- Operates standard office equipment (computer, copier, fax machine, etc.).
- Maintains and replenishes office supply inventory.

#### **Other:**

- Assumes other duties assigned by the School Leader and Choice Schools Associates, L.L.C.

#### **QUALIFICATIONS:**

##### **Minimum Requirements:**

- High school diploma or equivalent.
- Bookkeeping experience.
- Exemplary work habits verified by reference check.
- Computer skills in data processing, bookkeeping, spreadsheets, databases and research.
- Must be at least 18 years of age.
- Valid Michigan driver's license.

##### **Desired Qualifications:**

- Associates degree or above preferred.
- Experience in a school setting with school-age children.
- Knowledge of and skills working with students and families of all backgrounds.
- Excellent verbal and written expression.

- Ability to positively communicate with students, staff and parents.
- Reputation of self-control and sound interpersonal skills.
- Exemplary organizational skills.
- Solid record of punctuality.

**WORK ENVIRONMENT:**

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

**TRAVEL:**

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

**CLASSIFICATION/TERMS OF EMPLOYMENT:**

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

**LEGAL REQUIREMENTS:**

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

**EVALUATION:**

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

**SUPERVISOR:** School Leader

**SUPERVISES:** As Assigned by School Leader

**EMPLOYED BY:** Choice Schools Associates, LLC

**STATEMENT OF UNDERSTANDING:**

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

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date Signed

## SOCIAL WORKER

Job Description

Date Revised: APRIL 2024

**JOB GOAL:** To promote understanding of the emotional and social development of children and the influences of family, community, and cultural differences on student success, along with the implementation of effective intervention strategies. This position will support and uphold the mission and vision of the environmental academy.

### ESSENTIAL PERFORMANCE RESPONSIBILITIES

#### Assessments and Evaluation:

- Conducts assessments and evaluations in accordance with family and student rights.
- Uses student, family, and school assessment results to identify needs affecting student learning.

#### Counseling and Psycho-Social Support:

- Provides social work counseling to students and parents.
- Conducts psycho-social assessment and diagnosis of behavior disabilities, offering recommendations and interventions within school, home, and community settings.

#### Student Support and Referrals:

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

#### Case Conferences and Collaboration:

- Participates in Child Study Process and IEP process as required.
- Collaborates with other pupil personnel workers, school personnel, and community agencies in case conferences.

#### Personal and Emotional Well-being:

- Works with students individually to address personal problems related to home, family, health, and emotional adjustment.

#### Policy Development and Education Programs:

- Participates in the development of instructional policies and regulations.
- Collaborates with Health Education Teachers to implement the Academy's sex education program.

#### Professional Development and Ethics:

- Conforms to the National Association of Social Work (NASW) Code of Ethics and Standards for School Social Work practice.
- Engages in appropriate professional development activities to enhance knowledge and skills.

#### Record Keeping and Facilities:

- Maintains and administers the student records system in compliance with regulations and confidentiality.
- Assumes responsibility for the orderliness and safe use of instructional facilities and equipment.

#### Time Management and Responsibilities:

- Organizes time, resources, energy, and workload to fulfill responsibilities effectively.

#### Additional Responsibilities:

- Provides in-service training for staff in guidance programs, student conflict resolution, and self-awareness programs.
- Participates in appropriate professional development activities to improve knowledge and skills.
- Assumes other responsibilities assigned by the Principal.

**QUALIFICATIONS:**

**Minimum Requirements:**

- Valid state certificate School Social Worker.
- Approval issued through the Office of Special Education.
- Exemplary work habits verified by previous employers.

**Desired Requirements:**

- Knowledge of and ability to follow and implement the Individualized (“IEP”) process.
- Knowledge of and skills working with students from all backgrounds.
- Demonstrated competence in all areas of focus.
- Social work case reporting and writing skills.
- Strong interpersonal skills.
- Ability to counsel students, parents, and staff, individually and in groups.
- Excellent verbal and written expression using proper grammar and vocabulary.

**WORK ENVIRONMENT:**

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

**TRAVEL:**

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

**TERMS OF EMPLOYMENT:**

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

**LEGAL REQUIREMENTS:**

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

**SUPERVISOR:** School Leader

**SUPERVISES:** As Assigned by School Leader

**EMPLOYED BY:** Choice Schools Associates, LLC

**EVALUATION:**

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

**STATEMENT OF UNDERSTANDING:**

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

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Signature of Employee

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Date Signed

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Signature of Supervisor

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Date Signed

## SPECIAL EDUCATION TEACHER

Job Description

Revised: APRIL 2024

**JOB GOAL:** To provide a nurturing and inclusive learning environment that empowers students with diverse needs and abilities to thrive academically, socially, and emotionally. Through the development and implementation of individualized education plans (IEPs), differentiated instruction, and positive behavior support strategies, a special education teacher aims to foster a sense of belonging and self-confidence in each student, enabling them to overcome challenges and reach their fullest potential. By collaborating with fellow educators, specialists, and parents, the special education teacher creates a strong support system that advocates for each student's unique requirements and ensures they receive the necessary resources to succeed.

### ESSENTIAL PERFORMANCE RESPONSIBILITIES:

#### Curriculum & Instruction:

- Accepts responsibility for the achievement of students.
- Implements the program outlined in the student's IEP in the least restrictive environment.
- Prepares for annual IEPs in a timely manner (completing forms, sending invitations to attendees and scheduling meetings).
- Prepares for three-year re-evaluations in a timely manner (testing, completing forms, sending invitations to attendees and scheduling of meeting times).
- Demonstrates ability to write effective Behavior Plans.
- Guides the learning process toward achievement of curriculum goals and implementation of personal learning plans of students.
- Demonstrates effective planning and organization for instruction.
- Selects appropriate materials for implementation of the curriculum and adapts materials and methods to learning styles and abilities of students.
- Uses creative instructional methods and procedures and adapts effectively to unusual situations.
- Motivates students to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation and feedback; holds high expectations and demonstrates sensitivity to different learning styles.
- Works cooperatively with teachers to incorporate the academy's Inclusion model.
- Uses resources effectively to support learning activities in the classroom, the academy and the community.
- Demonstrates exceptional classroom techniques, which include the art of questioning, clarity of assignments, communicating, an atmosphere of mutual respect, independent thought and expression and student and teacher experiences in large and small groups.

#### Maintaining Student Records:

- Evaluates all student records for current IEP needs as records arrive.
- Maintains accurate special education student records as required by law and local policy.

#### **Classroom Management:**

- Works cooperatively with parents and generates parents' confidence.
- Maintains a comfortable learning environment for students whether in a pullout situation or mainstream setting.
- Demonstrates genuine concern for students in a climate characterized by high personal and student expectations.
- Promotes good citizenship through actions as a role model.
- Provides a classroom atmosphere based on the principles of firm, fair and consistent practices, respect for individual children and development of responsible citizenship.

#### **Student Enrollment & Retention:**

- Shares responsibility for marketing the academy in the community.

#### **Professional Development & Leadership:**

- Participates in the development of policies and regulations that affect instruction and conditions of success.
- Works with classroom teachers to provide resources and training to best meet student IEP needs.
- Uses technology effectively for instruction, record keeping, administrative tasks and communications.
- Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to the operation of the academy.
- Conducts himself or herself according to professional, ethical principles.
- Continually strives to improve classroom methods, teaching techniques and interpersonal relationships.
- Displays personal qualities, which reflect favorably upon the individual, the group and the academy.
- Displays pride in being a teacher and a member of the academy.

#### **Facilities:**

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

#### **Other:**

- Assumes other responsibilities assigned by the School Leader.

#### **QUALIFICATIONS:**

##### **Minimum Requirements:**

- Valid Michigan teaching certificate with endorsements in appropriate grade and subject levels, meeting the requirements of the Michigan Department of Education and Federal guidelines. Except as otherwise provided by law, the academy shall use certificated teachers according to the state board rule.

- Or, minimum of a Bachelor's degree and actively working or willingness to actively work through an alternative pathway, which includes passing the MTTC test(s) for endorsements in appropriate grade and subject levels.
- Ability to use technology as an instructional tool in the classroom, as a means of analyzing academic achievement data and as a tool to aid effective communications.
- Exemplary work habits verified by reference check.
- Thorough understanding of policies, laws, and guidelines related to special education including IDEA, IEPs, and 504.

**Desired Qualifications:**

- Knowledge of and skills working with students of all backgrounds.
- Two years of teaching experience.
- Master's Degree in Special Education
- Demonstrated competence as a teacher in all areas of focus.
- Strong interpersonal skills.
- Excellent verbal and written expression using proper grammar and vocabulary.

**WORK ENVIRONMENT:**

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

**TRAVEL:**

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

**CLASSIFICATION/TERMS OF EMPLOYMENT:**

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

**LEGAL REQUIREMENTS:**

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

**EVALUATION:**

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

**SUPERVISOR:** School Leader

**SUPERVISES:** Students

**EMPLOYED BY:** Choice Schools Associates, LLC

**STATEMENT OF UNDERSTANDING:**

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

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Signature of Employee

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Date Signed

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Signature of Supervisor

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Date Signed

## SPEECH PATHOLOGIST

Job Description

Revised: April 2024

**JOB GOAL:** To provide comprehensive speech and language support to students, fostering effective communication skills and enhancing overall academic success. They are dedicated to conducting thorough assessments, diagnosing speech and language disorders, and developing tailored intervention plans. By collaborating with teachers, parents, and other professionals, they aim to create a holistic support system that addresses individual needs. Through targeted therapy sessions and evidence-based techniques, they strive to improve articulation, language fluency, and social communication. Additionally, they play a vital role in advocating for students' communication needs within the school community and promoting a positive and inclusive learning environment.

### ESSENTIAL PERFORMANCE RESPONSIBILITIES

#### Instruction, Assessment, and Evaluation:

- Assesses, screens, and evaluates students, sharing results with parents and educational staff
- Analyzes data to assess, monitor, and inform instruction for student growth
- Participates in the eligibility determination process according to MARSE and ISD/RESA guidelines
- Provides relevant instruction based on IEP and best practices, demonstrating knowledge of child growth and individual student needs
- Offers consultative services for school staff, facilitating interventions and techniques for targeted students
- Provides in-service/training for staff as needed
- Attends special education professional development
- Bills Medicaid in a timely manner

#### IEP Development, Documentation, and Compliance:

- Develops and implements IEPs for students with Speech/Language Impairment
- Assists with IEPs for students with speech/language as a service annually or as required
- Ensures compliance with Medicaid requirements for school-based claiming
- Submits student progress information and records
- Utilizes the special education management system for all IEP documents
- Maintains confidential records of individual students according to FERPA guidelines
- Delivers direct and consultative therapeutic services for expressive, receptive, and pragmatic language
- Collaborate with the IEP team
- Follow the MARSE rules, IDEA, and county guidelines

#### Relationships and Meetings:

- Establishes cooperative relationships with administrative and school staff
- Communicates and collaborates with parents and the school community to support student success and engagement
- Participates in meetings to address student goals, needs, and legal requirements

- Attends special education training offered by Choice Schools Associates, L.L.C.
- Contributes to school activities
- Maintains consistent attendance and adheres to work hours
- Implements and complies with Academy policies and procedures
- Performs assigned duties in accordance with Academy policies and procedures

**QUALIFICATIONS:**

**Minimum Requirements:**

- Master’s Degree
- Valid State certification with appropriate licenses
- Demonstrated competence in all areas of focus
- Speech pathology case reporting and writing experience

**Desired Requirements:**

- Knowledge of and ability to follow and implement the IEP process
- Knowledge of and skills working with students from all backgrounds
- Knowledge of and skills in best practice instruction specific to various disabilities
- Ability to coordinate with students, parents, and staff, individually and in groups
- Excellent verbal and written expression using proper grammar and vocabulary
- Exemplary work habits verified by previous employers
- Strong interpersonal skills
- Ability to operate a computer and the skills to learn and utilize software and other technology in instruction

**WORK ENVIRONMENT:**

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

**TRAVEL:**

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

**TERMS OF EMPLOYMENT:**

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

**LEGAL REQUIREMENTS:**

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

**SUPERVISOR:** School Leader

**SUPERVISES:** As Assigned by School Leader

**EMPLOYED BY:** Choice Schools Associates, LLC

**EVALUATION:**

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

**STATEMENT OF UNDERSTANDING:**

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

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Signature of Employee

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Date Signed

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Signature of Supervisor

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Date Signed

## TEACHER

Job Description

Revised: 11.2.23

**JOB GOAL:** The primary goal of a teacher is to inspire and empower students to reach their full potential. Teachers strive to create a supportive and inclusive learning environment where students feel valued, motivated, and challenged. They aim to foster a love for learning, encourage critical thinking and problem-solving skills, and provide the necessary guidance and resources for students to succeed. Through effective instruction, personalized support, and meaningful engagement, teachers aim to equip students with the knowledge, skills, and confidence to thrive in their educational journey.

### ESSENTIAL PERFORMANCE RESPONSIBILITIES:

#### Curriculum & Instruction:

- Accepts responsibility for the achievement of students.
- Guides the learning process toward the achievement of curriculum goals and implementation of personal learning plans of students.
- Demonstrates effective planning and organization for instruction.
- Selects appropriate materials for implementation of the curriculum and adapts materials and methods to the learning styles and abilities of students.
- Is creative and adaptive in responding to situations to maintain order and continued learning.
- Motivates students to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation and feedback; holds high expectations and demonstrates sensitivity to different abilities and readiness.
- Uses resources effectively to support learning activities in the classroom, the academy and the community.
- Demonstrates exceptional classroom techniques, which include the art of questioning to build independent learners; clarity of communication and clear directions; building an atmosphere of mutual respect, independent thought and expression; and positive, engaging student and teacher experiences in large and small groups.

#### Classroom Management:

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

#### Student Enrollment & Retention

- Shares responsibility for the reputation of the academy in the community.

## **Professional Development & Leadership:**

- Participates in the development of policies and regulations that affect instruction and the conditions of success.
- Uses technology effectively for instruction, record-keeping, communication, and other administrative tasks.
- Accepts responsibility for their personal growth and implementation of professional development; contributes to a cooperative and collaborative learning community in and out of the classroom.
- Conducts himself or herself according to professional and ethical principles.
- Continually strives to improve classroom methods, teaching techniques and interpersonal relationships in accordance with academy training and expectations.
- Displays personal qualities, which reflect favorably upon the individual, the group and the academy.
- Displays pride in being a teacher and a member of the academy.
- Assumes other responsibilities assigned by the school leader.

## **Facilities:**

- Assumes responsibility for the orderliness of the learning environment and the appropriate and safe use of instructional facilities and equipment.
- Maintains a clean, safe, and orderly classroom that involves students in its upkeep.

## **QUALIFICATIONS:**

### **Minimum Requirements:**

- Valid Michigan teaching certificate with endorsements in appropriate grade and subject levels, meeting the requirements of the Michigan Department of Education and federal guidelines. Except as otherwise provided by law, the academy shall use certificated teachers according to the state board rule.
- Or, minimum of a Bachelor's degree and an alternative pathway, which includes passing the MTTC test(s) for endorsements in appropriate grade and subject levels.
- Ability to use technology as an instructional tool in the classroom, as a means of analyzing academic achievement data, and as a tool to aid effective communications.

### **Desired Qualifications:**

- Excellent verbal and written expression using standard grammar and vocabulary.
- Strong interpersonal skills.
- Recent teaching experience, coursework, or other activity in the area of primary instruction
- Demonstrated knowledge of current instructional strategies appropriate for students at the specified grade level
- Desire and ability to work with students at the specified age level with diverse backgrounds and levels of ability toward accomplishing their educational goals.

**WORK ENVIRONMENT:**

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

**TRAVEL:**

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

**CLASSIFICATION/TERMS OF EMPLOYMENT:**

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

**LEGAL REQUIREMENTS:**

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

**EVALUATION:**

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

**SUPERVISOR:** School Leader

**SUPERVISES:** Students

**EMPLOYED BY:** Choice Schools Associates, LLC

**STATEMENT OF UNDERSTANDING:**

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

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Signature of Employee

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Date Signed

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Signature of Supervisor

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Date Signed

## TECHNOLOGY COORDINATOR/DIRECTOR

Job Description

Revised: July 2023

**JOB GOAL:** To assure the smooth and efficient operations of the media center/technology laboratory by coordinating technology operations of the Academy which enables students and teachers to achieve educational excellence for all children.

### ESSENTIAL PERFORMANCE RESPONSIBILITIES:

#### Curriculum & Instruction:

- Teaches classroom teachers and students the knowledge and skills to use computers as tools for learning, responsible recreation and research.
- Demonstrates effective planning and organization for instruction.
- Cooperates with Academy staff to determine the appropriate use of computer instruction.
- Serves the instructional staff to select and integrate proper technologies and software to exceed instructional objectives.
- Maintains a comprehensive and efficient system for cataloging materials and equipment then instructs teachers and students on proper use of the system.

#### Classroom Management:

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

#### Student Enrollment & Retention:

- Shares responsibility for marketing the Academy in the community.

#### Professional Development & Leadership:

- Provides tutorials to staff and students as needed.
- Supervises the use of technological, instructional and communications media for the Academy.
- Uses technology effectively for instruction, record keeping, communications and other administrative tasks.
- Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to the operation of the Academy.
- Conducts himself or herself according to professional, ethical principles.
- Displays personal qualities, which reflect favorably upon the individual, the group and the Academy.

#### Operations:

- Assumes responsibility for the orderliness of the learning environment and the appropriate and safe use of instructional facilities and equipment.
- Manages the Academy media center and computer laboratory.
- Supervises responsible use of the internet by students and staff and maintains system security.
- Coordinates the purchase, distribution and inventorying of computer hardware and software.

**Other:**

- Assumes other responsibilities assigned by the School Leader.

**QUALIFICATIONS:**

**Minimum Requirements:**

- Bachelor's degree in related fields required, or a combination of education, experience and training that would produce the required knowledge and abilities.
- Ability to use technology as an instructional tool in the classroom, as a means of analyzing academic achievement data and as a tool to aid effective communications.
- Computer literate with extensive knowledge of educational technologies.
- Proficiency in computer skills including but not limited to: data processing, spreadsheets, databases and research.
- Exemplary work habits verified by previous employers.

**Desired Qualifications:**

- A valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
- Strong interpersonal skills.
- Ability to communicate with students, staff and parents using proper grammar and vocabulary.
- Knowledge and skills working with students from all backgrounds.

**WORK ENVIRONMENT:**

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

**TERMS OF EMPLOYMENT:**

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

**LEGAL REQUIREMENTS:**

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

**EVALUATION:**

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

**SUPERVISOR:** School Leader

**EMPLOYED BY:** Choice Schools Associates, LLC

**STATEMENT OF UNDERSTANDING:**

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

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Signature of Employee

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Date Signed

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Printed Name of Employee

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Date Signed

## TRANSPORTATION COORDINATOR/SUPERVISOR

Job Description

Revised: JUNE 2023

**JOB GOAL:** To enable each student, through safe and efficient transportation, to take full advantage of the complete range of curricular and extracurricular activities offered by the Academy. This position will support and uphold the mission and vision of the environmental academy.

### ESSENTIAL PERFORMANCE RESPONSIBILITIES:

- Plans, organizes and directs pupil transportation, vehicle maintenance and inspection for the school.
- Rides each bus and learns all routes; establishes loading and unloading procedures.
- 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 needed.
- Maintains a current district map and a current roster of pupils transported. Prepares all reports applicable to the transportation department, i.e., route descriptions, pick up/drop off points, pupils--grade, bus number, and so forth utilizing the Academy's software.
- Works closely with the Michigan State Police inspector and is in attendance during annual inspections.
- Maintains cost records on all vehicles, including gasoline, parts, labor, and inspections.
- Supervises and maintains a current inventory of supplies and materials related to Academy transportation materials.
- Plans and leads all aspects of parent information meetings in regard to transportation.
- Ensures Bus Drivers and all transportation staff maintain all required qualifications as defined by law and Academy Board policy.
- Participates in workshops and seminars for the purpose of increasing performance, safety, and efficiency in the transportation department.
- Keeps maintenance records for all buses utilizing the Academy's software.
- Schedules routine maintenance of buses.
- Arranges for and/or conducts periodic driver safety meetings for all Bus Drivers.
- Arranges for and/or conduct emergency drills relevant to transportation situations.
- Responds to inquiries and concerns in a timely manner.
- Assists in the interviewing and hiring process for all Bus Drivers, including substitute drivers.
- Arranges for substitute drivers. In the instance that a substitute driver cannot be secured, personally drive the bus to maintain adequate coverage.
- Assists in the seamless delivery of transportation services while bus is being managed by a substitute driver.
- Represents the school in a positive and professional manner.
- In collaboration with the Principal, supervises assigned Bus Drivers, conduct performance evaluations, and make recommendations for appropriate employment actions.

- Assists the Principal in the development of policies and procedures for transportation services.
- Sets high standards and expectations and promote professional growth for self and others.
- Uses appropriate styles and methods to motivate, gain commitment, and facilitate task accomplishment
- Advises the Principal on matters of student discipline.
- Performs other duties and responsibilities assigned by the Principal.

## **QUALIFICATIONS:**

### **Minimum Requirements:**

- Must be at least 18 years of age.
- High school diploma or equivalent.
- Meet all requirements by the Department of Transportation and Michigan Department of Education for school bus drivers.
- Valid Driver's License.
- Exemplary work habits verified by reference check.
- Exemplary driving record.
- Satisfactory criminal background check and drug screening.
- Solid record of punctuality verified by reference check.

### **Desired Qualifications:**

- Experience in transportation management preferred.
- Knowledge of school bus traffic laws, safety, mechanics, and routing preferred.
- Reputation for self-control and sound interpersonal skills.
- Able to use technology as a tool for scheduling bus routes and as a tool to aid an effective communication with stakeholders.

## **WORK ENVIRONMENT**

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

## **TERMS OF EMPLOYMENT:**

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

**FUNDING SOURCE:** ADD IF IT'S GRANT-FUNDED

## **LEGAL REQUIREMENTS:**

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

**SUPERVISOR:** School Leader

**SUPERVISES:** Students

**EMPLOYED BY:** Choice Schools Associates, LLC

**EVALUATION:**

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

**STATEMENT OF UNDERSTANDING:**

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

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Signature of Employee

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Date Signed

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Printed Name of Employee

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Date Signed

Kingsbury Country Day School

## ENGLISH LANGUAGE LEARNERS ("ELL") TEACHER/COORDINATOR

Job Description

Date: August 2024

**JOB GOAL:** To provide students with a first class learning experience, contributing to their development as responsible citizens and leaders in their communities, by developing English proficiency and supporting students' access to grade level content expectations. This position will support and uphold the mission and vision of the environmental academy.

### ESSENTIAL PERFORMANCE RESPONSIBILITIES:

#### Curriculum & Instruction

- Accepts responsibility for the achievement of students.
- Guides the learning process toward achievement of curriculum goals and implementation of personal learning plans of students.
- Develops and maintains accurate records documenting schedules, work detail, student linguistic development and/or accommodations and more.
- Collaborates with the ELL student's teacher(s) to help the student complete and comprehend content lessons and assignments.
- Develops and documents the speaking, listening, reading and writing skills of ELL student(s) through instruction based on the State ELL standards.
- Demonstrates effective planning and organization for instruction.
- Selects appropriate materials for implementation of the curriculum and adapts materials and methods to the learning styles and abilities of students.
- Uses creative instructional methods and procedures and adapts effectively to unusual situations.
- Motivates students to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation, and feedback; holds high expectations and demonstrates sensitivity to different learning styles.
- Uses resources effectively to support learning activities in the classroom, the Academy, and the community.
- Demonstrates exceptional classroom techniques, which include the art of questioning, clarity of assignments, communicating, an atmosphere of mutual respect, independent thought and expression, and student and teacher experiences in large and small groups.

#### Classroom Management:

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

#### Student Enrollment & Retention:

- Shares responsibility for marketing the Academy in the community.

**Professional Development & Leadership:**

- Attends professional development meetings and activities related to the English as a Second/Other Language (ESOL) program.
- Participates in the development of policies and regulations that affect instruction and the conditions of success.
- Uses technology effectively for instruction, record keeping, communication and other administrative tasks.
- Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to the operation of the Academy.
- Conducts himself or herself according to professional and ethical principles.
- Continually strives to improve classroom methods, teaching techniques, and interpersonal relationships.
- Displays personal qualities, which reflect favorably upon the individual, the group, and the Academy.
- Displays pride in being a teacher and a member of the Academy.

**Facilities:**

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

**Other:**

- Assumes other responsibilities assigned by the School Leader..

**QUALIFICATIONS:****Minimum Requirements:**

- Valid Michigan teaching certificate with endorsements in appropriate grade and subject levels, meeting the requirements of the Michigan Department of Education and Federal guidelines. Except as otherwise provided by law, the Academy shall use certificated teachers according to the state board rule.
- Minimum of a bachelor's degree.
- Exemplary work habits verified by reference check.

**Desired Qualifications:**

- Knowledge of, and experience teaching, the academic curriculum.
- Able to use technology as an instructional tool in the classroom, as a means of analyzing academic achievement data, and as a tool to aid effective communications.
- Excellent verbal and written expression using proper grammar and vocabulary.
- Strong interpersonal skills.
- Demonstrated competence as a teacher in all areas of focus.

**WORK ENVIRONMENT:**

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

**TERMS OF EMPLOYMENT:**

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

**LEGAL REQUIREMENTS:**

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

**SUPERVISOR:** School Leader  
**SUPERVISES:** Students, Instructional Aides, volunteers, assigned support staff, and Code of Student Conduct.  
**EMPLOYED BY:** Choice Schools Associates, L.L.C.

**EVALUATION:**

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

**STATEMENT OF UNDERSTANDING:**

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

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Signature of Employee

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Date Signed

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Printed Name of Employee

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Date Signed

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Signature of Supervisor

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Date Signed

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Printed Name of Supervisor

\_\_\_\_\_  
Date Signed

Kingsbury Country Day School

## CHILD CARE DIRECTOR

Job Description

Revised: August 2024

**JOB GOAL:** Supervising and coordinating activities of employees working and children enrolled in the before and after school care program while maintaining a clean and safe child care facility for the children of the Academy.

### ESSENTIAL PERFORMANCE RESPONSIBILITIES:

#### General Job Functions:

- Implements the before and after school child care program in accordance with the program and Academy goals and objectives.
- Coordinates, organizes and implements age appropriate activities (crafts, games, outdoor activities), adherence to daily schedule, providing additional activities, crafts, etc., for unexpected schedule changes.
- Carries out discipline according to Academy program policy.
- Initiates and maintains positive relationships with school staff including the Principal, secretaries, custodial staff and teachers.
- Keeps a consistent headcount on all children present at site; communicates changes with all other staff.
- Assists in maintaining clean-up schedules including janitorial duties necessary to maintain the cleanliness of the school facility.
- Maintains all supplies, equipment and materials; purchase necessary supplies when new/additional supplies are needed with approval from the Principal.
- Assists in the implementation of breakfast and other required snacks to meet the nutritional needs of children.
- Monitors Child Care Workers to ensure quality of activities and support for program goals.
- Hires, trains and supervises Child Care Workers.
- Works in classrooms as a Child Care Worker on an as needed basis.
- Collects and displays suitable materials for bulletin boards and other educational displays.

#### Reporting & Licensing:

- Provides up-to-date enrollment of children, records of income and expense, maintenance of student/enrollment information, preparation of deposits and maintains financial records.
- Processes monthly billing statements, payments and deposits.
- Demonstrates understanding and implementation of DLARA's BCHS' Child Care Licensing Rules and collects required paperwork from employees.
- Assumes responsibility for adherence to and monitoring of all licensing regulations and for educating staff on regulations.
- Communicates all incident reports and discipline referrals to the Principal on a daily basis.

- Turns in time sheets in a timely manner; monitors employee attendance.
- Maintains accurate documentation of attendance, absences and emergency information on each child.

#### **Responsibilities When Interacting With Children:**

- Consistently demonstrates positive interaction with all children; talks to them and treats them with dignity and respect.
- Consistently demonstrates positive discipline; teaches and redirects rather than scolding or reprimanding them; firmly and consistently enforces the rules.
- Expresses clear expectations and holds children accountable for adhering to them.
- Provides a classroom atmosphere based on the principles of firm, fair and consistent practices, respect for individual children and development of responsible citizenship.

#### **Responsibilities When Interacting With Parents:**

- Positively identifies parents before releasing children (picture ID necessary until you can personally identify them).
- Introduces him/herself to parents and communicates with them regularly regarding program information such as schedule changes and permission slips.
- Communicates on a daily basis regarding the behavior of children. Discusses any behavioral concerns with the parent in a conference, if necessary.
- Encourages parents to participate or volunteer in special events or on field trips.
- Expresses appreciation for parent interest in their child(s) participation in the program.

#### **Student Enrollment & Retention:**

- Shares responsibility for marketing, recruiting and retaining students for the Academy.
- Communicates child care services provided to parents in a timely, creative and professional manner.

#### **Professional Development & Leadership:**

- Participates in the development of policies and regulations that affect instruction, care and conditions of student success.
- Conducts himself or herself according to professional, ethical principles.
- Displays personal qualities, which reflect favorably upon the individual, the group and the Academy.
- Assists in observing and evaluating Child Care Workers.
- Plans and coordinates staff meetings to promote ongoing communication.
- Assumes other responsibilities assigned by the Principal.
- Attends required professional development training and staff meetings.

#### **Facilities & Safety:**

- Maintains confidentiality.
- Reports any suspected abuse to the Principal.
- Maintains a safe and healthy environment.
- Maintains appropriate staff levels to accommodate children enrolled in the program in accordance with regulations.
- Assumes responsibility for the orderliness of the learning environment and the appropriate and safe use of instructional facilities and equipment.
- Ensures facilities, rooms and play areas are maintained in a clean, orderly and safe condition.
- Reports any safety issues on the playground and in the building to the Principal.

- Ensures that all staff and children are respectful of school property; ensures all school rules are followed.
- Complies with all emergency procedures appropriate to the site and in conformity with procedures adopted by emergency service authorities to ensure the safety of the children and staff.

## **QUALIFICATIONS:**

### **Minimum Requirements:**

- High school diploma or equivalent.
- Must be at least 18 years of age.
- Must meet all requirements established by the Department of Licensing and Regulatory Affairs' ("DLARA") Bureau of Community and Health Systems ("BCHS").
- Ability to walk, lift up to 100 pounds, climb, bend, reach and kneel.
- Exemplary work habits verified by reference check.

### **Desired Qualifications:**

- Knowledge of and skills working with students from all backgrounds.
- Excellent verbal and written expression using proper grammar and vocabulary.
- Experience in an educational setting with school-age children.
- Experience in a licensed child care setting.
- Ability to communicate with students, staff and guardians in a professional manner.
- Strong interpersonal skills.

## **WORK ENVIRONMENT**

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

## **TERMS OF EMPLOYMENT:**

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

**FUNDING SOURCE:** ADD IF IT'S GRANT-FUNDED

## **LEGAL REQUIREMENTS:**

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

**SUPERVISOR:** School Leader

**SUPERVISES:** Students

**EMPLOYED BY:** Choice Schools Associates, LLC

**EVALUATION:**

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

**STATEMENT OF UNDERSTANDING:**

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

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Signature of Employee

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Date Signed

\_\_\_\_\_  
Printed Name of Employee

\_\_\_\_\_  
Date Signed

Kingsbury Country Day School

## CHILD CARE WORKER

Job Description

Revised: August 2024

**JOB GOAL:** To establish and supervise a safe and nurturing setting in which children can flourish academically and emotionally. Through the cultivation of positive relationships and transparent communication, they strive to assist each child's distinct needs and preferences, aiding them with their academic tasks, arranging stimulating activities, and fostering their social abilities.

### ESSENTIAL PERFORMANCE RESPONSIBILITIES:

#### Curriculum & Instruction:

- Coordinates assigned age appropriate activities for developmental growth.
- Assists in keeping the classroom neat, clean and orderly to provide work and study areas conducive to learning.
- Collects and displays suitable materials for bulletin boards and other educational displays.
- Uses resources effectively to support learning activities in the classroom, the Academy and the community.

#### Classroom Management:

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

#### Student Enrollment & Retention:

- Shares responsibility for marketing the Academy in the community.

#### Professional Development & Leadership:

- Participates in the development of policies and regulations that affect instruction and conditions of success.
- Conducts himself or herself according to professional, ethical principles.
- Displays personal qualities, which reflect favorably upon the individual, the group and the Academy.
- Assumes other responsibilities assigned by the Principal.

#### Facilities:

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

## **QUALIFICATIONS:**

### **Minimum Requirements:**

- Must be at least 16 years of age with a work permit.
- Must meet all requirements established by the DLARA's BCHS.
- Ability to walk, lift up to 50 pounds, climb, bend, reach and kneel.
- Ability to communicate with students, staff and guardians in a professional manner.
- Exemplary work habits verified by reference check.

### **Desired Qualifications:**

- High school diploma or equivalent.
- Knowledge of and skills working with At-Risk students.
- Experience in an educational setting with school-age children.
- Strong interpersonal skills.
- Excellent verbal and written expression using proper grammar and vocabulary.

## **WORK ENVIRONMENT**

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

## **TERMS OF EMPLOYMENT:**

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

**FUNDING SOURCE:** ADD IF IT'S GRANT-FUNDED

## **LEGAL REQUIREMENTS:**

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

**SUPERVISOR:** School Leader & Licensing Program Coordinator

**SUPERVISES:** Students

**EMPLOYED BY:** Choice Schools Associates, LLC

## **EVALUATION:**

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

**STATEMENT OF UNDERSTANDING:**

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

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Signature of Employee

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Date Signed

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Printed Name of Employee

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Date Signed

Kingsbury Country Day School

## ENVIRONMENTAL SPECIALIST

Job Description

Revised: August 2024

**JOB GOAL:** To foster a culture of environmental stewardship and sustainability within the school community. By implementing engaging and educational initiatives, develop in each student an appreciation of, and a commitment to, the preservation of the quality of the environment. Through hands-on learning experiences, empower the next generation with the knowledge, values, and skills necessary to become responsible global citizens who are committed to preserving and protecting our planet for years to come.

### ESSENTIAL PERFORMANCE RESPONSIBILITIES:

- Shares a leadership commitment to the success of the mission, goals and objectives of the Academy.
- Supervises the ongoing evaluation, development and implementation of a carefully articulated K-12 curriculum scope and sequence in the environmental science curriculum.
- Creates and coordinates summer and winter outdoor and recreation programs.
- Works with classroom teachers to weave environmental science themes into instruction across all areas of the curriculum and to develop interdisciplinary units of study.
- Works with the Technology Resource Coordinator to establish and enlarge the Academy's collection of material and software pertinent to the environmental science.
- Conducts in-service workshops for teachers to enlarge and reinforce their understanding and appreciation of conservation and environmental issues.
- Creates and promotes non-classroom learning experiences for students, including field trips and outdoor education classes, in support of environmental science.
- Plans and conducts conferences, workshops and field experiences to assist teachers in the use of outdoor resources.
- Coordinates environmental science programs and co-curricular activities, including student clubs and activity groups.
- Compiles and maintains a directory of community resource persons to add value to the environmental science program.
- Presents a fully rounded approach to environmental science through helping students and classroom teachers to develop awareness and concern for social responsibility and technical competence.
- Encourages students and staff to recognize and respect the complex social, economic and political constraints on the dynamics of change.
- Serves as the advisor and counselor to student teachers assigned to the Academy.

### Student Enrollment & Retention:

- Shares responsibility for marketing the Academy and recruiting students within the community.

- Creates new marketing opportunities for the Academy in collaboration with the Principal and marketing specialists.
- Participates in marketing and student recruiting events throughout the year.
- Maintains relationships with potential students through winter and summer programs.

#### **Professional Development & Leadership:**

- Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to the operation of the Academy.
- Conducts himself or herself according to professional and ethical principles.
- Displays personal qualities, which reflect favorably upon the individual, the group and the Academy.
- Creates and maintains initiatives to ensure the Academy is up-to-date on the latest developments, best environmental practices and environmental preservation education.

#### **Facilities:**

- Assumes responsibility for the orderliness of the learning environment and the appropriate and safe use of instructional facilities and equipment.
- Assumes responsibility for the orderliness of the outdoor environment used for teaching purposes.
- Communicates required repairs, equipment needs and programming supplies needed to the Principal.

#### **REQUIREMENTS:**

##### **Minimum Requirements:**

- Bachelor's degree in environmental science or related field.
- Demonstrated exemplary competence in areas of content responsibility as scholar and specialist, including ability to integrate environmental science skills into lesson plans.
- Respected in the community, at school and among peers.
- Excellent verbal and written expression.
- Strong interpersonal skills.
- Recognized as a valued team member.
- Computer literate.

##### **Desired Requirements:**

- Knowledge of and skills working with At-Risk students.

#### **WORK ENVIRONMENT:**

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

#### **TERMS OF EMPLOYMENT:**

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

**LEGAL REQUIREMENTS:**

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

**EVALUATION:**

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

**SUPERVISOR:** School Leader

**EMPLOYED BY:** Choice Schools Associates, LLC

**STATEMENT OF UNDERSTANDING:**

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

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Signature of Employee

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Date Signed

\_\_\_\_\_  
Printed Name of Employee

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Date Signed

Kingsbury Country Day School

## Spanish Teacher

Job Description

Revised: August 2024

**JOB GOAL:** The primary goal of a teacher is to inspire and empower students to reach their full potential. Teachers strive to create a supportive and inclusive learning environment where students feel valued, motivated, and challenged. They aim to foster a love for learning, encourage critical thinking and problem-solving skills, and provide the necessary guidance and resources for students to succeed. Through effective instruction, personalized support, and meaningful engagement, teachers aim to equip students with the knowledge, skills, and confidence to thrive in their educational journey.

### ESSENTIAL PERFORMANCE RESPONSIBILITIES:

#### Curriculum & Instruction:

- Takes responsibility for students' academic achievement.
- Guides the learning process to achieve curriculum goals and individual learning plans.
- Foster language proficiency through listening, speaking, reading, and writing exercises.
- Demonstrates effective planning and organization for instruction.
- Selects suitable materials and adapts methods to cater to students' learning styles and abilities.
- Shows creativity and adaptability to maintain order and foster continued learning.
- Motivates students to reach their full potential, setting high expectations and acknowledging diverse abilities.
- Utilizes resources effectively to support learning in the classroom, academy, and community.
- Evaluate student progress and provide timely feedback to students and parents.

#### Classroom Management:

- Collaborates with guardians and instills their confidence.
- Demonstrates genuine concern for students, creating a climate of high expectations and personal responsibility.
- Promotes responsible citizenship through being a positive role model.
- Establishes a classroom atmosphere based on firm, fair, and consistent practices, promoting responsible behavior.

#### Student Enrollment & Retention:

- Shares responsibility for maintaining the academy's reputation in the community.

#### Professional Development & Leadership:

- Participates in the development of instructional policies and regulations.
- Stay current with the latest teaching methodologies, language trends, and educational technology.
- Takes responsibility for personal growth and professional development, contributing to a cooperative learning community.

- Contribute to the school's language program development and improvement.
- Upholds professional and ethical principles.
- Strives to improve classroom methods, teaching techniques, and interpersonal relationships.
- Reflects personal qualities that positively represent the individual, group, and academy.
- Demonstrates pride in being a teacher and a member of the academy.
- Assumes other assigned responsibilities from the school leader.

**Facilities:**

- Ensures the learning environment is orderly and instructional facilities and equipment are used appropriately and safely.
- Maintains a clean, safe, and orderly classroom, involving students in its upkeep.

**QUALIFICATIONS:**

**Minimum Requirements:**

- Valid Michigan teaching certificate with endorsements in appropriate grade and subject levels, meeting the requirements of the Michigan Department of Education and federal guidelines. Except as otherwise provided by law, the academy shall use certificated teachers according to the state board rule.
- Or, minimum of a Bachelor's degree and an alternative pathway, which includes passing the MTTC test(s) for endorsements in appropriate grade and subject levels.
- Proven knowledge and expertise in the curriculum and or specific subject area that will be taught.
- Ability to use technology as an instructional tool in the classroom, as a means of analyzing academic achievement data, and as a tool to aid effective communications.

**Desired Qualifications:**

- Excellent verbal and written expression using standard grammar and vocabulary.
- Strong interpersonal skills.
- Recent teaching experience, coursework, or other activity in the area of primary instruction
- Demonstrated knowledge of current instructional strategies appropriate for students at the specified grade level
- Desire and ability to work with students at the specified age level with diverse backgrounds and levels of ability toward accomplishing their educational goals.

**WORK ENVIRONMENT:**

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

**TRAVEL:**

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

**CLASSIFICATION/TERMS OF EMPLOYMENT:**

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

**LEGAL REQUIREMENTS:**

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

**EVALUATION:**

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

**SUPERVISOR:** School Leader

**SUPERVISES:** Students

**EMPLOYED BY:** Choice Schools Associates, LLC

**STATEMENT OF UNDERSTANDING:**

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

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Signature of Employee

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Date Signed

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Signature of Supervisor

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Date Signed

Kingsbury Country Day

## **PRESCHOOL TEACHER**

Job Description

Revised: August 2024

**JOB GOAL:** To provide students with a first class learning experience that contributes to their development as enlightened and responsible citizens and as leaders in their communities, while sharing a commitment to the success of the missions, goals, and objectives of the Academy.

### **ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

#### **Curriculum & Instruction:**

- Accepts responsibility for the achievement of students.
- Guides the learning process toward achievement of curriculum goals and implementation of personal learning plans of students.
- Develops clearly thought out plans and activities that reflect student interest and follow age appropriate concepts and practices.
- Demonstrates understanding and implementation of the Preschool Program Quality Assessment (PQA) and the teaching practices described therein.
- Demonstrates understanding and implementation of MDE's Early Childhood Standards of Quality for Prekindergarten.
- Demonstrates understanding and implementation of BCHS Child Care Licensing Rules.
- Adheres to BCHS Child Care Licensing Rules to maintain appropriate classroom ratios at all times.
- Demonstrates effective planning and organization for instruction.
- Selects appropriate materials for implementation of the curriculum and adapts materials and methods to the learning styles and abilities of students.
- Follows the Academy approved curriculum, and procedures, as the instructional model.
- Uses creative instructional methods and procedures and adapts effectively to unusual situations.
- Motivates students to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation, and feedback; holds high expectations and demonstrates sensitivity to different learning styles.
- Uses resources effectively to support learning activities in the classroom, the Academy, and the community.
- Demonstrates exceptional classroom techniques, which include the art of questioning, clarity of assignments, communicating, an atmosphere of mutual respect, independent thought and expression, and student and teacher experiences in large and small groups.
- Effectively implements and uses the Academy approved screening assessment tool and ongoing developmental assessment and is able to explain and interpret the information for students' parents.

- Effectively uses home visits to introduce the program and staff to the parent, develop collaboration for the child's learning, and gather, or report, assessment data.
- Effectively works with the teaching team to accumulate and complete accurate curriculum aligned anecdotal notes in a timeframe consistent with curriculum requirements.

#### **Classroom Management:**

- Works cooperatively with guardians and generates guardians' confidence in the teacher.
- Works to develop a clear understanding of student's background and culture and strives to communicate with parents, guardians and other staff members in a respectful, responsible way.
- Demonstrates genuine concern for students in a climate characterized by high personal and student expectations.
- Promotes responsible citizenship through one's actions as a role model.
- Provides a classroom atmosphere based on the principles of firm, fair, and consistent practices, respect for individual children, and the development of responsible citizenship.
- Effectively communicates to students that the classroom teaching team is a valuable, cooperative unit.

#### **Student Enrollment & Retention:**

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

#### **Professional Development & Leadership:**

- Participates in the development of policies and regulations that affect instruction and the conditions of success.
- Uses technology effectively for instruction, record keeping, communication and other administrative tasks. Refrains from using school equipment for personal use at any time during classroom hours in which children are present.
- Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to the operation of the Academy.
- Conducts himself or herself according to professional and ethical principles.
- Maintains adequate attendance and demonstrates punctuality to ensure classroom is prepared for the day and availability to parents is offered.
- Continually strives to improve classroom methods, teaching techniques, and interpersonal relationships.
- Displays personal qualities, which reflect favorably upon the individual, the group, and the Academy.
- Displays pride in being a teacher and a member of the Academy.
- Strives to be a productive and contributing member of discussion during team meetings and PLC work while valuing and respecting the opinions of others.
- Provides the Principal with a copy of all written parent communications as well as maintains up-to-date parent communication phone log.
- Immediately communicates with the Principal when/if an issue develops that requires parents to be called for more than routine communication.
- Assumes other responsibilities assigned by the Principal.

**Facilities:**

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

**QUALIFICATIONS****Minimum Requirements:**

- Associate's Degree in Early Childhood Education, Child Development, or child-related field; OR Valid Michigan teaching certificate with ZA endorsement, or an Early Childhood-General AND ZS endorsement; OR Montessori Credential with 480 hours of experience; OR Valid Child Development Associate credential with 480 hours of experience.
- Compliance with all DLARA's BCHS child care licensing staffing requirements including, but not limited to TB test, CPR/First Aid/Bloodborne Pathogen training completion, CPS Child Abuse/Neglect and ICHAT/Fingerprint screening/Child Care Background Check Clearance.
- Able to use technology as an instructional tool in the classroom, as a means of analyzing academic achievement data, and as a tool to aid effective communications.
- Exemplary work habits verified by reference check.

**Desired Qualifications:**

- Knowledge and skills working with students from all backgrounds.
- Excellent verbal and written expression using proper grammar and vocabulary.
- Strong interpersonal skills.
- Demonstrated competence as a teacher in all areas of focus.

**WORK ENVIRONMENT**

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

**TERMS OF EMPLOYMENT:**

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

**FUNDING SOURCE:**

This is a grant-funded position subject to grant approval by the local ISD and MDE.

**LEGAL REQUIREMENTS:**

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

**EVALUATION:**

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

**SUPERVISOR:** School Leader

**EMPLOYED BY:** Choice Schools Associates, LLC

**STATEMENT OF UNDERSTANDING:**

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

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Printed Name of Employee

\_\_\_\_\_  
Date Signed

Kingsbury Country Day School  
**School Psychologist**  
Job Description  
Date Revised: August 2024

**JOB GOAL:** To provide specialized psychological therapy services to eligible school students of the Academy, evaluating students with learning, emotional, or behavioral issues, in addition to offering counseling and helping teachers and families create independent education plans.

## **ESSENTIAL PERFORMANCE RESPONSIBILITIES**

### **Assessment and Planning:**

- Assesses students for potential psychological concerns and makes eligibility recommendations following the MARSE Rules and ISD/RESA guidelines, if applicable.
- Develops special education plans based on data.

### **Collaboration and Support:**

- Networks with teachers and families to create Section 504 plans and Individualized Education Programs (IEPs) that help ensure success for students who have disabilities.
- Counsels students and parents while pointing them toward further resources when needed.
- Collaborates with the special education team to design and implement intervention strategies and programs.
- Administers therapy to children with developmental, learning, or behavioral delays.
- Analyzes and treats school children using psychoanalytic and cognitive-behavioral therapy techniques.
- Maintains strict confidentiality regarding student health and academic records.

### **Knowledge, skills and abilities:**

- Knowledge of and skills in best practice instruction specific to various disabilities.
- Skills in managing and promoting positive student behavior.
- Skills and abilities in organization, time management, and record keeping.
- Ability to read a variety of correspondences, medical records, educational records, test results, directives, requests, etc.
- Ability to collaborate and communicate effectively with other professionals in a team setting.
- Ability to interact positively and effectively with parents, students, staff, and administrators.
- Ability to maintain confidentiality.
- Ability to use the special education system to write IEPs and document in the system.
- Lead eligibility meetings.
- Bill Medicaid and complete Random Moments in Time

**QUALIFICATIONS:**

**Minimum Requirements:**

- Master’s Degree.
- Valid Michigan school psychologist certificate.
- Demonstrated competence in all areas of focus, including child and school psychology.
- Case reporting and writing skills experience and skill.

**Desired Requirements:**

- Knowledge of and ability to follow and implement the IEP process.
- Ability to coordinate with students, parents, and staff, individually and in groups.
- Excellent verbal and written expression using proper grammar and vocabulary.
- Exemplary work habits verified by previous employers.
- Strong interpersonal skills.
- Knowledge of and skills working with students from all backgrounds.

**WORK ENVIRONMENT:**

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

**TRAVEL:**

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

**TERMS OF EMPLOYMENT:**

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

**LEGAL REQUIREMENTS:**

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

**SUPERVISOR:** School Leader

**SUPERVISES:** As Assigned by School Leader

**EMPLOYED BY:** Choice Schools Associates, LLC

**EVALUATION:**

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

**STATEMENT OF UNDERSTANDING:**

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

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Signature of Employee

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Date Signed

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Signature of Supervisor

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Date Signed

Kingsbury Country Day School  
**PRESCHOOL / LOWER SCHOOL AIDE**

Job Description

Revised: August 2024

**JOB GOAL:** To ensure a safe, inclusive, and enjoyable environment for students. The preschool aide seeks to collaborate seamlessly with teachers and parents, ensuring a positive educational journey for children. With a commitment to safety, emotional well-being, and growth, the preschool aide contributes to the holistic development of preschoolers.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

**Curriculum & Instruction:**

- Assists with assigned age appropriate activities for developmental growth.
- Assists in keeping the classroom neat, clean, and orderly to provide work and study areas conducive to learning.
- Collects and displays suitable materials for bulletin boards and other educational displays.
- Uses resources effectively to support learning activities in the classroom, the Academy, and the community.

**Classroom Management:**

- Works cooperatively with teachers and guardians' to provide the best support for students.
- Guides children in working and playing harmoniously with other children.
- Monitors children for the purpose of providing a safe and positive learning environment.
- Demonstrates genuine concern for students in a climate characterized by high personal and student expectations.
- Promotes responsible citizenship through actions as a role model.
- Provides a classroom atmosphere based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship.

**Student Enrollment & Retention:**

- Shares responsibility for marketing the Academy in the community.

**Professional Development & Leadership:**

- Participates in the development of policies and regulations that affect instruction and conditions of success.
- Conducts himself or herself according to professional, ethical principles.
- Displays personal qualities, which reflect favorably upon the individual, the group, and the Academy.
- Assumes other responsibilities assigned by the school leader.

**Facilities:**

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

## QUALIFICATIONS

### Minimum Requirements:

- High School Diploma or equivalent
- Must be at least 18 years of age.
- Ability to walk, lift up to 100 lbs., climb, bend, reach, and kneel.
- Exemplary work habits verified by previous employers.

### Desired Requirements:

- Knowledge and skills working with students from all backgrounds.
- Strong interpersonal skills.
- Ability to communicate with students, staff, and guardians.
- Experience in an educational setting with school-age children.
- Excellent verbal and written expression using proper grammar and vocabulary.

## WORK ENVIRONMENT:

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

## TERMS OF EMPLOYMENT:

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

## LEGAL REQUIREMENTS:

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

**SUPERVISOR:** School Leader

**SUPERVISES:** Students

**EMPLOYED BY:** Choice Schools Associates, LLC

## EVALUATION:

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

## STATEMENT OF UNDERSTANDING:

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

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

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Signature of Employee

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Date Signed

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Printed Name of Employee

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Date Signed

## **SUBSTITUTE TEACHER**

Job Description

Revised: June 2023

**JOB GOAL:** To seamlessly integrate into various classrooms, fostering a dynamic learning environment that maintains the continuity of education in the absence of the regular teacher. The aim is to adeptly execute provided lesson plans, ensuring engaged student participation and academic progress. With a commitment to upholding established routines and discipline, the substitute teacher creates a safe and respectful classroom atmosphere that promotes responsible citizenship and mutual respect. This position will support and uphold the mission and vision of the classical academy.

### **ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

#### **Classroom Management:**

- Maintains a classroom environment conducive to effective learning.
- Upholds established routines and procedures of the school and assigned classroom.
- Provides a classroom atmosphere based on firm, fair, and consistent practices, fostering respect for individual children and responsible citizenship development.

#### **Curriculum and Instruction:**

- Follows lesson plans left by the absent teacher, ensuring seamless instruction.
- Instructs assigned classes at designated times and locations.
- Plans appropriate learning activities when lesson plans are incomplete, aligning with grade level and subject.

#### **Student Behavior and Discipline:**

- Oversees student behavior during class, between classes, and lunch periods.
- Implements the regular teacher's discipline plan.

#### **Academic Engagement and Support:**

- Motivates students to achieve their highest potential through assignments, activities, and relationships.
- Utilizes resources effectively to support learning within the classroom, Academy, and community.

#### **Professionalism and Improvement:**

- Demonstrates professionalism and ethical behavior.
- Strives for continuous improvement in teaching methods, techniques, and interpersonal relationships.
- Displays personal qualities that reflect positively on oneself, the Academy, and the collective group.

#### **Additional Responsibilities:**

- Assumes any duties assigned by the school leader.
- Promotes responsible citizenship through role modeling.
- Understands, communicates, and enforces the Student Code of Conduct.
- Uses technology effectively for instruction, record-keeping, and communication.
- Ensures safety and orderliness of the learning environment and appropriate use of facilities and equipment.
- Supports the overall effectiveness of the Academy by assisting during peak periods or when there's an overload of duties.

### **QUALIFICATIONS:**

#### **Minimum Requirements:**

- A minimum of 60 college credits with a GPA of 2.0 or higher.
- Able to use technology as an instructional tool in the classroom, as a means of analyzing academic achievement data, and as a tool to aid effective communications.
- Exemplary work habits verified by reference check.

#### **Desired Qualifications:**

- Bachelor's degree or Valid Michigan Teacher's Certificate.
- Knowledge and skills working with staff, students and parents from all backgrounds.
- Strong interpersonal skills.
- Excellent verbal and written expression using proper grammar and vocabulary.

### **WORK ENVIRONMENT:**

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

### **TERMS OF EMPLOYMENT:**

Non-Exempt, part-time or as needed. Hourly wage and work schedule established by Choice Schools Associates LLC and approved by the Academy Board via the annual school operating budget and calendar approval process.

### **LEGAL REQUIREMENTS:**

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

**SUPERVISOR:** School Leader

**SUPERVISES:** Students, and Code of Student Conduct.

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

**EVALUATION:**

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

**STATEMENT OF UNDERSTANDING:**

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

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Printed Name of Employee

\_\_\_\_\_  
Date Signed

**MANAGEMENT SERVICES AGREEMENT**

This Management Services Agreement (the “Agreement”) is made and entered into as of the 1<sup>st</sup> day of July 2025, by and between Choice Schools Associates, L.L.C., a Michigan limited liability company (“Choice Schools”), and Kingsbury Country Day School (the “Academy”), a body corporate and public school academy organized under the Michigan Revised School Code (the “Code”).

**WHEREAS**, The Academy operates a public school academy pursuant to a contract dated July 1, 2025 (the “Contract”) issued by the Saginaw Valley State University Board of Control (“Saginaw Valley”); and

**WHEREAS**, The Academy operates a public school academy under the direction of the Academy Board (the “Board”); and

**WHEREAS**, Choice Schools is a limited liability company providing educational and managerial services to public school academies that has the ability to implement a comprehensive educational program and management methodologies for the Academy; and

**WHEREAS**, The Academy desires to engage Choice Schools to perform certain services related to the Academy’s educational program and operations.

**NOW, THEREFORE, IT IS AGREED AS FOLLOWS:**

**ARTICLE I  
CONTRACTUAL RELATIONSHIP**

- A. **Authority.** The Academy has been granted the Contract by Saginaw Valley to organize and operate a public school academy, together with the powers necessary or desirable for carrying out the educational program set forth in the Contract. The Academy is authorized by law to contract with a private entity to provide educational management services, provided that no provision of such a contract shall be effective if it would prohibit the Board from acting as an independent, self-governing public body, allow public decisions to be made other than in compliance with the Open Meetings Act, or interfere with the Board’s exercise of its statutory, contractual and fiduciary obligations governing the operation of the Academy.
  
- B. **Delegated Authority.** Acting under and in the exercise of such authority, the Academy hereby delegates to Choice Schools, to the extent permitted by law, specified functions relating to the provision of educational services and the management and operation of the Academy; provided, however, that, this Agreement is subject to all the terms and conditions of the Contract and applicable law. The Contract shall be deemed incorporated herein by this reference. In the event of any inconsistency between provisions of this Agreement and provisions of the Contract, the provisions of the Contract shall prevail.

No provision of this Agreement shall interfere with the Academy Board's duties under the Contract, and the Academy's duties under the Contract shall not be limited or rendered impossible by an action or inaction of Choice Schools.

- C. **Status of the Parties.** Choice Schools is a limited liability company of Michigan, and is not a division or a part of the Academy. The Academy is a body corporate and governmental entity authorized by the Code, and is not a division or part of Choice Schools. The relationship between Choice Schools and the Academy is based solely on the terms of this Agreement. The relationship between the parties was developed and entered into through arm's length negotiations and is based solely on the terms of this Agreement.

Board members, Academy employees, and their respective spouses and immediate family members may not have direct or indirect ownership, employment, contractual, or management interest in Choice Schools. The relationship between the Academy and Choice Schools shall be consistent with the conflicts of interest and prohibited familial relationship provisions set forth in the Contract.

- D. **Independent Contractor/Designation of Agents.** The parties to this Agreement intend that the relationship between them is that of an independent contractor, not as an employee-employer relationship, and that except as expressly set forth in this Agreement, no employee of Choice Schools shall be deemed to be an agent or employee of the Academy. The Academy will be solely responsible for its acts and omissions and the acts and omissions of its directors and Choice Schools will be solely responsible for its acts and omissions and the acts and omissions of its agents, officers, employees, and subcontractors. Choice Schools is not a division of any part of the Academy. In the performance of services under this Agreement, Choice Schools (its officers, directors, employees and designated agents) shall be regarded at all times as performing services as an independent contractor of the Academy. Choice Schools shall comply with the requirements under the Contract to the extent Choice Schools is performing services on behalf of the Academy. Choice Schools shall be solely and exclusively responsible for recruiting, selecting, hiring, compensating, training, evaluating, disciplining, dismissing, terminating and otherwise controlling the employment conditions, employment rights, compensation and other similar matters relative to all individuals whom Choice Schools employs in connection with providing services under this Agreement.

1. If Choice Schools leases employees to the Academy, Choice Schools 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. Choice Schools is responsible for paying employees leased to the Academy or working on Academy operations irrespective of whether Choice Schools receives an advancement of its costs or the payment of 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. If Choice Schools enters into an employee leasing agreement to staff the Academy, that agreement shall provide that the leasing company is responsible for paying individuals 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 of services from the Academy.

2. No agent or employee of Choice Schools shall be determined to be an agent or employee of the Academy, except as follows:
  - a. Choice Schools, and its respective officers, directors, employees and designated agents are each hereby authorized to serve as agents of the Academy having a legitimate educational interest in the Program and its students for purposes of the Family Educational Rights and Privacy Act, 20 USC § 1232g *et seq.* (“FERPA”), such that they are jointly and severally entitled to access the educational records of the Program for all purposes related to FERPA.
  - b. During the term of this Agreement, the Academy may disclose confidential data and information to Choice Schools, and its respective officers, directors, employees and designated agents and Choice Schools may access confidential data and information, to the extent permitted by applicable law, including without limitation, the Family Educational Rights and Privacy Act, 20 USC § 1232g, the Individuals with Disabilities Education Act (“IDEA”), 20 USC § 1401 *et seq.*, 34 CFR §§ 300.610-300.626; Section 504 of the Rehabilitation Act of 1973, 29 USC § 794a, 34 CFR § 104.36; the Michigan Mandatory Special Education Act, MCL 380.1701 *et seq.*; the Americans with Disabilities Act, 42 USC § 12101 *et seq.*; the Health Insurance Portability and Accountability Act (“HIPAA”), 42 USC §§ 1320d-13200d-8; 45 CFR §§ 160, 162 and 164; and social security numbers, as protected by the federal Privacy Act of 1974, 5 USC § 552a; and the Michigan Social Security Number Privacy Act, MCL 445.84. Choice Schools agrees that it shall comport with all applicable laws, rules and regulations in the handling, maintaining, safeguarding, re-disclosing, and returning of confidential data and information disclosed or accessed under this Agreement. Choice Schools will be solely responsible for the acts of its agents, employees, and those contractors and subcontractors who are contracted through Choice Schools.
  - c. As otherwise expressly designated by written agreement of the parties with consent from anyone whose consent is required by law or contract.

## ARTICLE II TERM

- A. **Term.** This Agreement shall become effective July 1, 2025 (the “Effective Date”) and shall cover five (5) academic years commencing on July 1, 2025, and ending on June 30, 2030, subject to a continued Contract from Saginaw Valley and continued state per capita funding. The Agreement may not become effective until and unless Saginaw Valley notifies the Academy in writing that it has reviewed and does not disapprove of the

Agreement or Amendment thereto. The maximum term of this Agreement shall not exceed the length of the Contract.

- B. **Agreement Coterminous with Academy's Contract.** If the Academy's Contract issued by Saginaw Valley State University's Board of Control 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 by the parties.

### ARTICLE III FUNCTIONS OF CHOICE SCHOOLS

- A. **Responsibility.** Under the policy direction and general supervision of the Board, and in accordance with the Board approved budget and applicable law, Choice Schools shall be responsible for the management, operation, administration, and education at the Academy. Such functions include, but are not limited to:
1. Implementation and administration of the Educational Program and curriculum contained in the Contract;
  2. Curriculum improvement services;
  3. Marketing and communication plan development for Board approval and implementation of same; the cost of implementation shall be the Academy's responsibility;
  4. Student environment management and community outreach;
  5. Budget preparation and financial management services; the cost of software shall be the Academy's responsibility;
  6. Management of accounting and bookkeeping services; the cost of software shall be the Academy's responsibility;
  7. Risk management;
  8. Accounts payable;
  9. Acquisition of instructional and non-instructional material, equipment and supplies, the cost of which shall be the Academy's responsibility;
  10. Selection, employment and supervision of all teachers and staff and the personnel management services (recordkeeping, wage and benefits administration, training and technical assistance) necessary to support those employees;
  11. Food service management;

12. Transportation management;
  13. Facilities management, including assistance in securing funding sources for facility improvements;
  14. Preparation and timely submission of required Saginaw Valley, local, state and federal reports;
  15. Information and technology system development, management, and oversight;
  16. Preparation of applications and reports for State and Federal grants and special programs;
  17. Management of school building operations;
  18. Administration of extra-curricular and co-curricular activities and programs approved by the Board;
  19. Preparation and implementation of administrative guidelines supporting Board policy as approved by the Board;
  20. Assistance in preparation of strategic planning for the continuing educational and financial benefit of the Academy, if requested by the Board;
  21. Provision of special education programs and services to eligible students who attend the Academy in conformity with the requirements of state and federal laws and applicable regulations and policies;
  22. Implementation of an ongoing public relations strategy for the development of beneficial and harmonious relationships with other organizations and the community;
  23. Preparation and enforcement of student codes of conduct after Board approval;
  24. Any other function necessary or expedient for the administration of the Academy with approval from the Board.
- B. **Educational Goals and Program.** Choice Schools shall implement the educational goals and programs set forth in the Contract, and established by the Board including but not limited to methods of pupil assessment, admission policy and criteria, school calendar and school day schedule, age and grade classifications or pupils to be enrolled, and methods to be used to monitor performance towards targeted educational outcomes (collectively the "Educational Program"). In the event that Choice Schools determines that it is advisable to modify the educational goals and program set forth in the Contract, Choice Schools will provide written notification to the Board specifying the changes it recommends and the reasons for the proposed changes. No changes in the Educational Program shall be implemented without the prior approval of the Board and Saginaw Valley. Choice Schools

shall provide the Board with periodic written reports specifying the level of achievement of each of the Academy’s educational goals set forth in the Contract and detailing its plan for meeting any educational goals that are not being attained. These reports will be submitted to the Board immediately prior to the Board’s regular meeting in January and July each year, and at such other times as specified in Board policy as the same may be changed from time to time. The Educational Program shall be in compliance with applicable state and federal laws, rules and regulations.

- C. **Subcontracts.** It is anticipated that Choice Schools will utilize subcontracts to provide some of the services it is required to provide to the Academy, including but not limited to transportation and/or food service. Choice Schools shall not subcontract the management, oversight or operation of the teaching and instructional program, without the prior approval of the Board and Saginaw Valley, as applicable. Choice Schools shall not expend funds in excess of the Academy’s Board approved budget or any Board approved amendment thereof without prior Board approval. Board approval of other subcontracts is not required unless the cost for these subcontracted services exceeds the funds appropriated for that purpose in the Academy’s approved budget. Every subcontract entered into without Board approval and the appropriation(s) from which it will be paid shall be reported to the Board at its next meeting. Choice Schools will receive no additional fee as a result of subcontracting any services. Choice Schools remains responsible to the Academy for the services provided through subcontracting agreements. Choice Schools shall ensure that all subcontracts comply with applicable law including the Family Educational Rights and Privacy Act, 20 USC § 1232g *et seq.* (“FERPA”) and the criminal background check provisions of the Code. To the extent that Choice Schools may subcontract any or all aspects of the services permitted by the terms of this Agreement, Choice Schools represents that it shall include in the subcontracted services agreement provisions comparable to those contained in this Article 1, inclusive of subparts, to identify the employer of any person providing services under a contracted services agreement or, in the absence of an employer and in the case of an independent sub-contractor, to expressly provide that the service provider is an individual independent contractor and is not intended to be, and shall not be regarded as an employee of the Academy.
  
- D. **Place of Performance.** Instruction services other than field trips will normally be performed at the Academy facilities. Choice Schools may perform functions other than instruction, such as purchasing, professional development, and administrative functions at off-site locations, unless prohibited by the Contract or applicable law. The Academy shall provide Choice Schools with the necessary office space at the Academy site to perform all services described in this Agreement.
  
- E. **Acquisitions.** All acquisitions made by Choice Schools for the Academy including, but not limited to, instructional materials, equipment, supplies, furniture, computers and other technology, shall be owned by and remain the property of the Academy. Choice Schools and its subcontractors will comply with all federal and state laws, including but not limited to Section 1267 and Section 1274 of the Code rules and regulations, in addition to such policies as the Board may, from time to time adopt, as if the Academy were making these purchases directly from a third party supplier and Choice Schools and its subcontractors will not include any fees, markup of costs or charges to the cost of the equipment, materials

and supplies purchased from third parties when it seeks reimbursement for the cost of these acquisitions. All supplies, materials, and equipment procured for the Academy by Choice Schools shall be inventoried by an acceptable method of inventory. An inventory of Academy equipment shall be maintained so that it can be clearly established which property belongs to the Academy.

- F. **Pupil Performance Standards and Evaluation.** Choice Schools is responsible for and accountable to the Board for the performance of students who attend the Academy. Choice Schools shall implement pupil performance evaluations which permit evaluation of the educational progress of each Academy student, using measures of student and school performance required by the Contract or applicable laws and such additional measures as shall be mutually agreed between the Board and Choice Schools including but not limited to parent satisfaction surveys.
- G. **Student Recruitment.** Choice Schools shall be responsible for the recruitment of students subject to the provisions of the Contract, applicable law, and the policies adopted by the Board. Students shall be selected in accordance with the procedures set forth in the Contract and in compliance with the Code and other applicable law. Choice Schools shall follow all applicable procedures and legal requirements regarding student recruitment, enrollment and lottery management, and shall be responsible for publication of appropriate public notices.
- H. **Student Due Process Hearings.** Choice Schools shall provide students with procedural and substantive due process in conformity with the requirements of applicable law and Board policy regarding discipline, special education, confidentiality and access to records, to an extent consistent with the Academy's own obligations. The Board shall retain the right to provide due process as required by law and to determine whether any student will be expelled.
- I. **Legal Requirements.** Choice Schools shall provide educational programs that meet the requirements of the Educational Program under the Contract and applicable law, unless such requirements are or have been waived by the Academy and Saginaw Valley, as applicable.
- J. **Policies and Procedures.** The Board shall consider, adopt and conduct its operations in conformity with policies and procedures applicable to the Academy, and Choice Schools is directed to enforce the policies and procedures adopted by the Board. Choice Schools shall assist the Board in its policy making function by recommending the adoption of reasonable rules, regulations and procedures applicable to the Academy.
- K. **School Year and School Day.** The school year and the school day shall be as provided in the Contract and as defined annually by the Board and applicable law.
- L. **Authority.** Choice Schools shall have the authority and power necessary to undertake its responsibilities described in this Agreement except in the case(s) wherein by law such power may not be delegated.

M. **Academy's Contract with Saginaw Valley.** Choice Schools 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 Saginaw Valley, including all schedules attached thereto and Saginaw Valley policies referenced therein, as they may be amended. The provisions of the Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement. Choice Schools agrees to assist the Academy in complying with all of the Academy's reporting, recordkeeping, and other obligations under the Academy's Contract with Saginaw Valley. Choice Schools shall not act in a manner which will cause the Academy to be in breach of its Contract with Saginaw Valley. Any action or inaction by Choice Schools that causes the Contract to be revoked, terminated or suspended, or which results in the Academy receiving official notification from Saginaw Valley 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 Agreement by the Academy. In addition, a failure of Choice Schools to perform reasonably the functions set forth in Article III may be considered a material breach of this Agreement.

Further, by signing this Agreement Choice Schools acknowledges that it has provided the Academy with the following information, whether provided herein or in separate documentation, such that the Academy is able to perform sufficient due diligence to establish that Choice Schools and its key personnel have the appropriate financial resources, educational background, and managerial experience to provide the contracted services:

1. A list of all Choice Schools owner(s), directors and/or officers which discloses any conflicts of interest that any Choice Schools owner, director, and/or office may have in regard to Board members, administrators and employees associated with the Academy, as well as other vendors contracting with the Academy. Conflicts of interest include, but are not limited to, familial relationships;
2. Notification if any director or officer of Choice Schools, or Choice Schools (including related organization or organizations in which a director or officer of Choice Schools served as a principal or officer) as a corporate entity, has filed for bankruptcy within the last five (5) years.
3. Type or form of entity (for-profit corporation, non-profit corporation, limited liability company, etc.);
4. Name of Choice School's primary banking institution;
5. Legal counsel for Choice Schools. Name, address, and telephone number of firm and name of contact person;
6. Accounting firm for Choice Schools. Name, address, and telephone number of firm and name of contact person;

7. A written statement regarding Choice Schools' experience in providing educational services, and the types of educational services to be provided by Choice Schools;
8. A mission, vision, and values statement of Choice Schools;
9. List of all persons or entities with whom Choice Schools plans to subcontract for services provided to the Academy, along with a disclosure of Choice Schools' ownership in any such subcontractor;
10. List of the public school academies or other schools (public or private) to which Choice Schools provides services;
11. List of any lease, license, contract, or other agreement between Choice Schools (or its affiliates) and the Academy;
12. Identification of any start-up funding being provided by Choice Schools;
13. List of any services Choice Schools plans to provide to the Academy with regard to cash flow borrowings, including any fees from such services;
14. List of any materials equipment or supplies the Academy will purchase or lease from Choice Schools; and
15. Criminal history of Choice Schools' owners, officers, directors, managers and employees assigned to and working regularly at the Academy.

N. **Additional Programs.** The services provided by Choice Schools to the Academy under this Agreement consist of the Educational Program as set forth in the Contract, as the same may change from time to time. The Academy may decide to provide additional programs, including but not limited to summer school. Any revenues collected from such programs will go directly to the Academy. The Academy may also purchase additional services from Choice Schools at a mutually agreeable cost. Such additional services purchased by the Academy from Choice Schools shall be documented in writing as an amendment to this Agreement, subject to review by Saginaw Valley.

O. **Annual Budget Preparation.** The Board shall by Board resolution appoint the Board Treasurer, or such other officer as determined by the Board, to serve as the Chief Administrative Officer of the School (the "CAO") under the Uniform Budgeting and Accounting Act, MCL 141.422b. (the "Budgeting and Accounting Act"). No Choice Schools' owner, officer, director, employee, or agent shall be designated as the CAO of the Academy. But, notwithstanding any other provisions of the Agreement to the contrary, the Board resolution may designate Choice's Schools' chief financials and operations officer, or such other Choice Schools employee as is mutually agreed upon by Choice Schools and the Academy, as the designated agent of the CAO to assist the CAO with the performance of the CAO's duties under the Budgeting and Accounting Act. Choice Schools will provide the Board with a proposed annual budget that shall conform to the Michigan Public School Accounting Manual and the Budgeting and Accounting Act in a form satisfactory to the Board and in compliance with the Contract. The budget shall contain reasonable detail as

requested by the Board and as necessary to comply with the public accounting standards applicable to public schools under applicable law. The budget shall include anticipated revenues and projected expenses and costs reasonably associated with operating the Academy and the Educational Program including, but not limited to, the projected cost of all services and educational programs provided to the Academy, rent and lease payments, debt service, maintenance and repairs to Academy facilities, supplies and furnishings necessary to operate the Academy, taxes, insurance premiums, utilities, professional fees, and other costs and expenses connected to the operation of the Academy. The proposed budget shall be submitted to the Board for approval according to the Annual Budget Development Schedule approved at the Academy’s organizational meeting and not later than thirty (30) calendar days prior to the date when the approved budget is required to be submitted to Saginaw Valley. Choice Schools may not make deviations from the approved budget without the prior written approval from the Board.

- P. **Compliance with Section 503c.** On an annual basis, and as deemed necessary by the Board in order to enable the Academy to fully satisfy its obligations under Section 7.4 of the Contract and MCL 388.1618, Choice Schools agrees to provide the Board with the same information that a school district is required to disclose under Section 18(2) of the State Aid Act of 1979, MCL 380.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Board shall make the information available on the Academy’s website home page, in a form and manner prescribed by the Michigan Department of Education. The defined terms in section 503c of the Code, MCL 380.503c, shall have the same meaning in this Agreement. The parties agree to make the information required under Section 503 of the Code, MCL 380.503, available to Saginaw Valley and the public.
  
- Q. **Compliance with the Contract.** Choice Schools shall make information concerning the operation and management of the Academy, including without limitation the information described in the Contract, including all exhibits, schedules, etc., available to the Academy as deemed necessary by the Board in order to enable the Academy to fully satisfy its obligations under the Contract. Except as permitted under the Contract and applicable law, this Agreement shall not restrict Saginaw Valley’s or the public’s access to the Academy’s records.
  
- R. **Suspension and Debarments List.** Federal agencies are required to award contracts only to presently responsible sources and cannot award funds to entities that have been suspended or debarred from doing business with the federal government. The Academy is a recipient of federal funding and Choice Schools is required to refrain from any action that will result in being suspended or debarred. Choice Schools certifies and affirms that it is not included on the federal Suspension and Debarments list of Excluded Parties List; nor is Choice Schools affiliated with any party that is included on the federal Suspension and Debarments list of Excluded Parties List.
  
- S. **Personally Identifiable Information.** Choice Schools agrees to treat all personally identifiable information (“PII”) received from the Academy or from students confidentially and securely, in compliance with all applicable laws and regulations related to protecting the privacy of PII, including without limitation the Family Education Rights and Privacy

Act (FERPA), the Michigan Revised School Code, and Section 5 of Michigan's Student Online Personal Protection Act. MCL 388.1295. Except as permitted under the Code, Choice Schools shall not sell or otherwise provide to a for-profit business entity any PII that is part of an Academy student's education records. If Choice Schools receives information that is part of an Academy student's education records, Choice Schools 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 "educational records" and "personally identifiable information" shall have the same meaning as those terms in Section 1136 of the Code. MCL 380.1136. In addition, Choice Schools will maintain a documented security program that incorporates appropriate, commercially reasonable and industry-standard security measures to protect such PII. Choice Schools will notify the Academy of any security breach that impacts PII received from the Academy or from students within a commercially reasonable time after discovery and will provide regular status updates until the breach is resolved. After final resolution of the breach, Choice Schools will provide the Academy with a final incident report.

- T. **Data Security Breach.** Choice Schools shall promptly report to the Board, not later than the first business day following discovery, any use or disclosure of PII from the Academy's education records or other information not suitable for public release (collectively, Covered Data or Information ("CDI")) that is not authorized by this Agreement or applicable law. Choice Schools agrees to promptly undertake to identify: (i) the nature of the unauthorized use or disclosure, (ii) the CDI used or disclosed, (iii) who made the unauthorized use or received the unauthorized disclosure, (iv) what Choice Schools has done or shall do to mitigate any deleterious effect of the unauthorized use or disclosure, (v) whether, and if so on what grounds, Choice Schools has determined that the security breach has not or is not likely to cause substantial loss or injury to, or result in identity theft with respect to, one or more residents of this state, and (vi) what corrective action Choice Schools has taken or shall take to prevent future similar unauthorized use or disclosure. Choice Schools shall provide such other information as reasonably requested by the Academy Board. Choice Schools shall take appropriate action, in accordance with MCL 445.72, to notify affected individuals whose CDI may have been compromised.
- U. **Bankruptcy.** Choice Schools shall notify the Board if any principal or officer of Choice Schools, or Choice Schools as a corporate entity (including any related organizations or organizations in which a principal or officer of Choice Schools served as a principal or officer), has filed for bankruptcy protection in the last six (6) months or within any applicable preference period, whichever is longer.

#### ARTICLE IV OBLIGATIONS OF THE BOARD

- A. **Board Policy Authority.** The Board is responsible for determining the fiscal and academic policies that will govern the operation of the Academy, including policies relative to the conduct of students while in attendance at the Academy or enroute to and from the Academy and regulations governing the procurement of supplies, materials and equipment. The Board shall exercise good faith in considering the recommendations of Choice Schools

on issues including, but not limited to, policies, rules, regulations, procedures, curriculum and budgets subject to the constraints of law and the requirements of the Contract. Failure of Choice Schools and the Board to agree on educational policies is grounds for termination of the Agreement by either party and will be subject to Article VII of this Agreement.

- B. **Building Facility.** The Board is responsible for the acquisition by either purchase or lease of a building facility that complies with all of the requirements of the Contract.
- C. **Academy Employees.** The Board may employ such employees as it deems necessary, if any. In the event the Board decides to directly employ any employees, the cost to employ Academy employees shall be paid by the Board.
- D. **Educational Consultants.** The Board may retain an educational consultant or consultants to review the operations of the Academy and the performance of Choice Schools under this Agreement. Choice Schools shall cooperate with the educational consultant or consultants and will provide those individuals with prompt access to records, facilities and information as if such requests came from the full Board. Choice Schools shall have no authority to select, evaluate, assign, supervise or control any educational consultant employed by the Board, and agrees that it will not bring or threaten to bring any legal action against any educational consultant for the performance of the functions requested to be performed by the Board and which are consistent with this Agreement. The cost to employ an educational consultant shall be paid by the Board.
- E. **Legal Counsel.** The Board shall select and retain legal counsel to advise it on any matter, including but not limited to its rights and responsibilities under the Contract, this Agreement and applicable law.
- F. **Audit.** The Board shall select and retain an independent auditor to perform the annual financial audit in accordance with the Contract and applicable state law. Choice Schools shall not select, evaluate, replace or retain the independent auditor for the Academy. Choice Schools shall make available all of its financial and other records related to the Academy available to the Academy, the Academy's independent auditor, and Saginaw Valley and shall otherwise cooperate with said auditor.
- G. **Budget.** The Board is responsible for adopting a budget in accordance with the provisions of the Uniform Budgeting and Accounting Act, MCL 141.421 *et seq.* that has adequate resources to fulfill its obligations under the Contract, including but not limited to its oversight of Choice Schools, the organization of the Academy, negotiation of the Contract and any amendments, payment of employee costs, insurance required under the Contract and this Agreement, the annual financial audit and retention of the Board's legal counsel and consultants. Choice Schools may not make expenditures or commitments which deviate from the amounts or purposes of appropriations contained in the approved budget without the prior approval of the Board in the form of an approved amendment of the budget in accordance with applicable law and the Contract. In addition, the Board is responsible for determining the budget reserve amount included as part of the Academy's annual budget, for implementing fiscal policies that will assist the Academy in attaining the stated budget reserve amount and for approving necessary amendments to the budget

to reflect necessary deviations from the adopted budget. The budget may be amended from time to time as deemed necessary by the Board.

- H. **Academy Funds.** The Board shall determine the depository of all funds received by the Academy. All funds received by the Academy shall be initially deposited in the Academy's depository account as required by applicable law. Signatories on the depository account shall only be current Board members properly designated annually by Board resolution. All interest or investment earnings on Academy deposits shall accrue to the Academy. The Board shall provide Academy funding on a consistent and timely basis to Choice Schools to fulfill its obligations under this Agreement.
- I. **Governmental Immunity.** The Board shall determine when to assert, waive or not waive its governmental immunity. Nothing in this Agreement is intended to nor shall it be construed as requiring the Board to assert, waive, or not waive its governmental immunity or restricting the Board from waiving its governmental immunity.
- J. **Contract with Saginaw Valley.** The Board will not act in a manner which will cause the Academy to be in breach of its Contract with Saginaw Valley.
- K. **Evaluation of Choice Schools.** The Board will evaluate the performance of Choice Schools each year to provide Choice Schools with an understanding of the Board's view of its performance under this Agreement. A preliminary copy of the evaluation will normally be sent in December of each year followed by a year-end evaluation in June. Choice Schools will determine the format to conduct this evaluation. Additional evaluations using the format selected by the Board may occur at any time.

## ARTICLE V FINANCIAL ARRANGEMENT

- A. **Primary Source of Funding.** As a Michigan public school academy, the primary source of funding for the Academy is state school aid payments based upon the number of students enrolled in the Academy combined with such other payments as may be available from state and federal sources for specific programs and services.
- B. **Other Revenue Sources.** In order to supplement and enhance the state school aid payments and improve the quality of education at the Academy, the Board and Choice Schools shall endeavor to obtain revenue from other sources. In this regard:
  - 1. The Academy and/or Choice Schools shall solicit and receive donations consistent with the mission of the Academy.
  - 2. The Academy and/or Choice Schools may apply for and receive grant money, in the name of the Academy. Choice Schools shall provide advance notification to the Board of any grant applications it intends to make and receive the approval of the Board for the application prior to filing or submitting the grant application.

3. To the extent permitted under the Code, Choice Schools may charge fees to students for extra services such as summer programs, after school programs and athletics and charge non-Academy students who participate in such programs approved by the Board.

All funds received by Choice Schools or the Academy from such other revenue sources shall inure to and be deemed the property of the Academy, except as otherwise agreed by the parties in writing as an amendment to this Agreement.

- C. **Compensation for Services.** For the term of this Agreement, the Academy shall pay Choice Schools an annual fee. This annual fee shall be as follows: The annual fee to be paid for services shall be eleven (11.00%) percent of all gross revenues received during that school year. For purposes of this Section, the term “gross revenues” means the sum of (a) the amount of all payments applicable to a school year that the Academy receives directly or indirectly under Article V, Paragraph A plus (b) the amount of all grants received by the Academy under Article V, Paragraph B(2) that were initiated and administered by Choice Schools and which are to be expended during that school year. Gross revenue does not include any local revenue, currently classified under function codes 128 to 199 of the State of Michigan Chart of Accounts, and as may be amended or revised.

Choice School's annual fee shall be paid in twelve (12) monthly installments beginning in July of each school year. The exact day of the month that each monthly installment is to be paid will coincide with the timing of any state school aid payment from the State of Michigan to be received in that month. In months where no state school aid payments are to be received, the day of the month when that monthly installment will be due will be mutually agreed upon by the parties after taking into consideration available year-end funds and the timing of funds to be made available from state school aid anticipation notes or other sources.

All installments of the annual fee for the 2029 – 2030 school year shall be paid by June 30, 2030 if this Agreement is not extended beyond the scheduled termination date. The amount of the annual fee is subject to reduction in a mutually agreeable amount in any school year if extenuating circumstances make payment of the entire annual fee inappropriate.

- D. **Reasonable Compensation.** The parties wish to satisfy the requirements of Rev. Proc. 97-13 so that the provision of Choice School’s services under this Agreement does not cause the Academy’s facilities to be treated as used in a private business use under Section 141(b) of the Internal Revenue Code of 1986, as amended. Choice School’s compensation under this Agreement is reasonable compensation for services rendered. Choice School’s compensation for services under this Agreement will not be based, in whole or in part, on a share of net profits from the operation of the Academy.

- E. **Payment of Educational Program Costs.** In addition to the Academy’s obligation to reimburse Choice Schools for the compensation of certain of its employees under Article VI, all costs reasonably incurred within the budget parameters in providing the Educational Program at the Academy shall be paid by the Academy. Such costs shall include, but shall not be limited to, instructional and non-instructional material, curriculum materials,

professional textbooks, library books, computer and other equipment and supplies, software (i.e. Student Information System, Enrollment System, Finance and Payroll software), supplies utilized at the Academy for educational purposes, building payments, maintenance, utilities, capital improvements, graphic design, special education appeals, budget preparation and financial management services, management of accounting and bookkeeping services, and the implementation of a marketing, communication and development plan. Marketing and development costs charged to the Academy shall be limited to those costs specific to the Educational Program, and shall not include any costs for the marketing and development of Choice Schools. Should Choice Schools purchase products, software, or services for the Academy, the Academy will be invoiced for only its prorated portion of the products, software, or services. The Board shall pay or reimburse Choice Schools monthly for approved fees and expenses upon properly presented documentation and approval by the Board, but payments for the cost of compensation of Choice Schools employees under Article VI shall be made not later than thirty (30) business days before that compensation is due to the employees. At its option, the Board may advance funds to Choice Schools for the fees and expenses associated with the Academy's operation provided that documentation for the fees and expenses are provided for Board ratification at its next regularly scheduled meeting. In paying costs on behalf of the Academy, Choice Schools shall not charge an added fee. Any costs reimbursed to Choice Schools that are determined by the independent audit not to be reasonably incurred on behalf of the Educational Program of the Academy shall be promptly returned to the Academy by Choice Schools.

- F. **Choice Schools' Annual Fee.** The annual fee to be paid to Choice Schools set forth in Article V, Section C is intended to compensate Choice Schools for all expenses it incurs for the administrative and financial services it is required to provide under Article III, Section A of this Agreement, including but not limited to, expenses associated with individuals providing professional and curriculum development services, accounting services, clerical services, legal services for Choice Schools related issues, management and budgeting services, and administrative services. Choice Schools will provide sufficient professional and non-professional staff in these areas, who shall be compensated by Choice Schools. In addition, the annual fee is intended to compensate Choice Schools for all costs incurred by Choice Schools to provide these services. The annual fee does not include payments for Choice Schools' personnel provided pursuant to Article VI (D), (E), and (F), the cost of which will be reimbursed in accordance with Article VI (A), the educational program costs set forth in Article V, Section E, nor does it include legal services related to special education appeals or Academy related matters. No corporate costs or "central office" personnel costs of Choice Schools shall be charged to, or reimbursed by, the Academy.
- G. **Choice Schools Legal Services.** The annual fee set forth in Article V, Section C is intended to compensate Choice Schools for routine legal fees it incurs to receive advice regarding the scope of its obligations under state and federal law to provide the administrative and financial services Choice Schools is required to provide under this Agreement. The annual fee does not cover non-routine legal services, including but not limited to the legal fees and costs associated with the appointment of special education hearing officers and the engagement of counsel to represent the Academy in legal or administrative proceedings,

which are the responsibility of the Academy. The Board shall at all times retain the sole authority and discretion to engage independent legal counsel.

- H. **Other Public School Academies.** The Academy acknowledges that Choice Schools has entered, or will enter into management agreements with other public school academies. Choice Schools shall separately account and provide written detail for reimbursable expenses incurred on behalf of the Academy and other public school academies, and only charge the Academy for expenses incurred on behalf of the Academy.
- I. **Financial Reporting.** On not less than a monthly basis, Choice Schools shall provide the Board with financial statements that include, but are not limited to, 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 for review and approval by the Board. This report shall explain any variances from the approved budget, changes in fund balance, and shall contain recommendations for necessary budget corrections. The foregoing presentation shall be in a form and format acceptable to the Board and shall be provided to Board members not less than five (5) business days prior to the Board meeting at which the information will be presented and discussed. The information shall also be included in the Board packets sent to Board members in preparation for the Board meeting. Choice Schools shall provide special reports as necessary to keep the Board informed of changing conditions. All finance and other records of Choice Schools related to the Academy will be made available to the Academy, the Academy's independent auditor and Saginaw Valley upon request.
- J. **Operational Reporting.** At least three (3) times per year Choice Schools will provide the Board with comprehensive written reports detailing Academy operations, finances and student performance. In order to enable the Board to monitor Choice School's educational performance and the efficiency of its operation of the Academy, upon the request of the Board, Choice Schools will provide written reports to the Board on any topic of Academy activity or operations which are consistent with this Agreement. These special reports will be provided in a timely fashion on a date mutually agreed to by Choice Schools and the Board. In addition to the quarterly operational reports, upon request by the Board, a member of the Choice Schools Executive Leadership Team will attend the regularly scheduled Board meetings to answer Board questions regarding the detailed quarterly operational report.
- K. **Audit Report Information.** Choice Schools will make all of its financial and other records related to the Academy available to the Academy, the Academy's independent auditor, and Saginaw Valley upon request.
- L. **Other Financial Relationships.** Any lease, promissory notes or other negotiable instruments, lease-purchase agreements or other financing agreements between the Academy and Choice Schools shall be contained in a document separate from this Agreement and shall be separately approved by Saginaw Valley, and shall comply with all applicable law, the Contract issued by Saginaw Valley, and any applicable policies created by Saginaw Valley and/or the Saginaw Valley School/University Partnership Office ("SUPO").

- M. **Access to Records.** Choice Schools shall keep accurate financial records pertaining to its operation of the Academy, together with all Academy financial, educational and student records prepared by or in the possession of Choice Schools, and retain all of these records for a period as required by Bulletin 1022 of Michigan’s Record Retention Schedule or applicable law, whichever period is the longest, from the close of the fiscal year to which such books, accounts and records relate. Choice Schools shall further make information concerning the operation and management of the Academy, including but not limited to, information required to be kept by the Contract with Saginaw Valley, including all exhibits, schedules, and the like, available to the Academy as deemed necessary by the Board in order to enable the Academy to satisfy its obligations under the Contract with Saginaw Valley. Financial, educational, operational and student records that are now or may in the future come into the possession of Choice Schools remain Academy records and are required to be returned by Choice Schools to the Academy upon demand. Choice Schools and the Academy shall maintain the proper confidentiality of personnel, student and other records as required by law. All Academy records shall be physically or electronically available, upon request, at the Academy’s physical facilities. The financial, educational and student records pertaining to the Academy are Academy property and are subject to disclosure in accordance with the provisions of the Michigan Freedom of Information Act, except for some data which may be contained in such records, which may be redacted or withheld as permitted by applicable law, which shall be specifically cited in the event of withholding or redaction. All such records must be stored, in physical form, on-site at the Academy’s facility or be directly accessible at the Academy facility. All records pertaining to teacher and administrator certification, as well as a copy of the employee handbook shall be maintained physically on site or directly accessible at the Academy facility. This Agreement shall not be construed to restrict Saginaw Valley’s or the public’s access to these records under the Freedom of Information Act or the Contract except to the extent permitted by law.
- N. **Access to Confidential Information.** Choice Schools, and its respective officers, directors, employees and designated agents are each hereby authorized to serve as agents of the Academy having a legitimate educational interest in the Educational Program and its students for purposes of the Family Educational Rights and Privacy Act, 20 USC § 1232g *et seq.* (“FERPA”), such that they are jointly and severally entitled to access the educational records of the Educational Program for all purposes related to FERPA. The Academy agrees to define “school official” in the Academy’s annual notification of rights under 20 USC § 1232g, 34 CFR § 99, FERPA to include a contractor who performs an institutional service or function for which the Academy would otherwise use its own employees, who is under the direct control of the Academy with respect to the use and maintenance of personally-identifiable information from education records, and who is subject to the requirements of 34 CFR § 99.33(a) governing the use and redisclosure of personally identifiable information from education records. The Board designates Choice Schools and certain of its employees and subcontractors as school officials of the Academy having a legitimate educational interest such that they are entitled to access to educational records under FERPA. Choice Schools and its employees and subcontractors agree to comply with FERPA and corresponding regulations applicable to school officials. Except as set forth in this paragraph or as expressly acknowledged in writing by the Board, no employee of Choice Schools shall be deemed to be an agent of the Academy. During the

term of this Agreement, the Academy may disclose, and Choice Schools and its officers, directors, employees and designated agents may have access to, confidential information to the extent permitted by applicable law, including without limitation, FERPA, the Individuals with Disabilities Education Act (“IDEA”), 20 USC § 1401 *et seq.*, 34 CFR §§ 300.610-300.626; Section 504 of the Rehabilitation Act of 1973, 29 USC § 794a, 34 CFR § 104.36; the Michigan Mandatory Special Education Act, MCL 380.1701 *et seq.*; the Americans with Disabilities Act, 42 USC § 12101 *et seq.*; the Health Insurance Portability and Accountability Act (“HIPAA”), 42 USC §§ 1320d-13200d-8; 45 CFR §§ 160, 162 and 164; and social security numbers, as protected by the federal Privacy Act of 1974, 5 USC § 552a; and the Michigan Social Security Number Privacy Act, MCL 445.84. Choice Schools agrees that it shall comply with all applicable law regarding the safeguarding of the confidentiality of such information.

O. **Representations Regarding Performance.** Choice Schools and the Academy hereby certify the following representations with regard to its performance under this Agreement. These representations are deemed to be incorporated into the Agreement and binding upon the parties:

1. Choice Schools’ compensation under this Agreement is reasonable and is not based, in whole or in part, on a share of the net profits and/or a share of the net losses from the operation of the Academy or upon the disposition, damage or destruction of the Academy’s property.
2. This Agreement does not pass along to Choice Schools the burden of bearing any share of the net losses from the operation of the Academy or upon the disposition, damage or destruction of the Academy’s property.
3. The term of this Agreement is not greater than 30 years or 80 percent of the useful life of the Academy’s tax-exempt bond financed school facility (if shorter) including all renewal options.
4. The Academy bears the risk of loss upon the disposition, damage or destruction of the Academy’s property.
5. Choice Schools is not entitled to and will not take any federal tax position that is inconsistent with being a service provider under this Agreement to the Academy.

P. **Governance.** Further, with regard to governance:

1. None of the voting power of the governing body of the Academy is vested in the directors, officers, shareholders, partners, members and employees of the service provider, in the aggregate.
2. The governing body of the Academy does not include the chief executive officer of the service provider or the chairperson (or equivalent executive) of the service provider’s governing body.

3. The chief executive officer of Choice Schools is not the chief executive officer of the Academy or any of the Academy's related parties (as defined in Treasury Regulation 1.150-1(b)).

Q. **Relationship Between the Academy and Choice Schools.** In interpreting this Agreement and the provision of services required pursuant to this Agreement, Choice Schools shall not have any role or relationship with the Academy that, in effect, substantially limits the Academy's ability to exercise its rights, including cancellation rights, under this Agreement. As required by the Academy's Articles of Incorporation and Bylaws, the Academy Board may not include any director, officer or employee of the management company that contracts with the Academy. In furtherance of such restriction, it is agreed between the Academy and Choice Schools that none of the voting power of the governing body of the Academy will be vested in Choice Schools or its directors, members, managers, officers, shareholders and employees and the Academy and Choice Schools will not be related parties as defined in Treasury Regulation 1.150-1(b)(6).

## ARTICLE VI PERSONNEL AND TRAINING

A. **Personnel Responsibility.** Choice Schools is responsible for providing the Academy with a School Administrator and qualified administrative, teaching, food service, secretarial, maintenance and transportation staff to operate the Academy within the staffing levels approved by the Board in its annual budget. Choice Schools shall have the authority to recruit, select, evaluate, compensate, assign, discipline, transfer and terminate the employment of all individuals working at or for the Academy with the exception of the Board employees, if any, consistent with state and federal laws, rules and regulations and the provisions of this Agreement. With the exception of Board employees, if any, Choice Schools shall be the employer of all individuals working at or for the Academy and will be solely responsible for the payment of all costs attributable to these employees, including wages, salaries, fringe benefits, payroll taxes, social security contributions, unemployment costs, workers' compensation costs, and liability insurance costs. Choice Schools is responsible for paying employees leased to the Academy or working on Academy operations irrespective of whether Choice Schools receives an advancement of its costs or the payment of services from the Academy. Unless required by applicable statute, court or administrative decision, or Attorney General's opinion, Choice Schools shall not make payments to the Michigan Public School Employees' Retirement System or any other public retirement system on behalf of its employees. Choice Schools will be the sole provider of benefits to their employees and provide the Board with a detailed listing in writing of the actual wages, salaries, fringe benefit, social security contributions, unemployment costs, and workers' compensation costs for all employees of Choice Schools who will be assigned to provide services at the Academy. The Board will reimburse Choice Schools for the cost of the actual wages, salaries, fringe benefits, social security contributions, unemployment costs, and workers' compensation costs of employees assigned to the Academy not later than thirty (30) business days before that compensation is due to the employees or to other entities to be paid to provide these benefits, provided that these costs are not higher than anticipated and approved in the

annual budget. At its option, the Board may advance funds to Choice Schools for the cost of the wages, salaries, fringe benefits, social security contributions, unemployment costs, and workers' compensation costs of employees assigned to the Academy provided that documentation for the fees and expenses are provided for Board review at its next regularly scheduled Board meeting and are consistent with budget allocations. At the request of the Board, Choice Schools will provide payroll services for employees of the Board. Choice Schools will not assign any employee to work at the Academy who has not successfully completed a pre-employment background check (including statutorily required criminal history, criminal background and unprofessional conduct checks) consistent with Michigan State Police guidelines, credential verification, and a pre-employment physical if appropriate. Choice Schools will not place in the employment contracts with any of its employees assigned to work at the Academy any restrictions that would prevent the Academy from employing those individuals at the Academy or would prevent those individuals from working for the Academy or for any other entity providing educational services to the Academy. Choice Schools agrees that any provision of an employment agreement with any of its employees that would be in violation of this provision is void and shall not be enforceable in any forum. Choice Schools will comply with the requirements of applicable law, including but not limited to section 1249 of the Code, MCL 380.1249, regarding the evaluation of its employees based in part upon data on student growth and the establishment of employee compensation levels that include job performance and job accomplishments as a significant factor. In the event that an employee hired by Choice Schools is retired under the Michigan Public School Employees Retirement Act, Choice Schools will comply with any applicable notice and reporting requirement.

- B. **Restrictive Covenants.** Choice Schools will not place in the employment contracts with any of its employees assigned to work at the Academy (including by way of example and not limitation, teachers, administrators, counselors and the like) any provisions that contain non-compete, no-hire, non-solicitation, or similar provisions prohibiting or restricting the Academy from hiring staff that performs work at the Academy or would prevent those individuals from working for the Academy or for any other entity providing educational services to the Academy. Choice Schools agrees that any provision of an employment agreement with any of its employees that would be in violation of this provision is void and shall not be enforceable in any forum.
- C. **Evaluation.** Choice Schools shall comply with the requirements of applicable law, including but not limited to Section 1249 of the Code, MCL 380.1249, regarding the evaluation of its employees based in part upon data on student growth and the establishment of employee compensation levels that include job performance and job accomplishments as a significant factor. In the event that an employee hired by Choice Schools is retired under the Michigan Public School Employees Retirement Act, Choice Schools will comply with any applicable notice and reporting requirement. Choice Schools agrees that it will adopt, implement and maintain a performance evaluation system for all required personnel as required by the Contract and applicable law.
- D. **School Administrators.** Choice Schools shall provide the Academy with School Administrators who shall be responsible for the daily operational control of the Academy

and to make recommendations to Choice Schools regarding employees to be assigned to the Academy. Choice Schools will have the authority, consistent with state law, to select and supervise the School Administrators and to hold that individual accountable for the success of the Academy. Choice Schools shall have the sole responsibility and authority to hire the School Administrators; however, the Board President may provide reasonable feedback to Choice Schools in regard to the credentials or education experience of the final candidate. The School Administrators shall be employees of Choice Schools. Choice Schools will consult with the Board prior to hiring the School Administrators and will consult with the Board prior to taking any action that would alter the employment status of the School Administrators. At the request of the Board, Choice Schools will review the performance of the School Administrators with the Board. Upon receipt of written notification indicating that the Board is not satisfied with the performance of a School Administrator, Choice Schools will consider providing a replacement School Administrator if the performance problems are not resolved. The Board may reimburse Choice Schools for any reasonable costs associated with the termination of the School Administrator during a school year, at the Board's request, provided that the amount of the costs to be reimbursed shall not exceed three (3) months of the School Administrator's salary and fringe benefits. The employment contract with the School Administrators, and the duties and compensation of the School Administrators shall be determined by Choice Schools. If Choice Schools chooses to execute a contract with a School Administrator that has a term longer than one year, the Board reserves the right to request that the School Administrator be placed elsewhere by Choice Schools if the Board is dissatisfied with that individual's performance at the end of any school year and will be considered a non-renewal rather than a termination for purposes of this Agreement.

- E. **Teachers.** As part of the annual budgeting process, Choice Schools shall make a recommendation to the Board regarding the number of teachers required for the operation of the Academy pursuant to the Contract and applicable law. Choice Schools shall provide the Academy with such teachers, qualified in the grade levels and subjects, as are required by the Academy. The curriculum taught by such teachers shall be the curriculum prescribed in the Contract. Such teachers may, in the discretion of Choice Schools, work at the Academy on a full or part time basis. If assigned to the Academy on a part time basis, such teachers may also work at other schools operated by Choice Schools. Each teacher assigned to or retained by the Academy shall be a highly qualified teacher with a valid teaching certificate issued by the state board of education under the Code, to the extent required under the Code and the Every Student Succeeds Act of 2015 ("ESSA") or other applicable law. If Choice Schools chooses to execute contracts with teaching staff that have a term of longer than one year, the Board reserves the right to request teachers placed elsewhere by Choice Schools if the Board is dissatisfied with their performance at the end of any school year; however, Choice Schools has the sole discretion whether to reassign any teachers from the Academy. Teachers employed by Choice Schools shall not be considered teachers for purposes of continuing tenure under MCL Section 38.71 *et seq.*
- F. **Support Staff.** As part of the annual budgeting process, Choice Schools shall make a recommendation to the Board regarding the number of support staff required for the operation of the Academy pursuant to the Contract. Choice Schools shall provide the Academy with such support staff, qualified in the areas required, as are required by the

Academy. Such support staff may, in the discretion of Choice Schools, work at the Academy on a full or part time basis. If assigned to the Academy on a part time basis, such support staff may also work at other schools operated by the Choice Schools. Each support staff employee assigned to or retained by the Academy shall have received the training and hold the certificates, degrees or licenses legally required for the position to which they are assigned under the Code and the Every Student Success Act of 2015 or other applicable law. Choice Schools will provide annual performance reviews of the performance of support staff to the Board. If Choice Schools chooses to execute contracts with support staff that have a term of longer than one year, the Board reserves the right to request that the support staff be placed elsewhere by Choice Schools if the Board is dissatisfied with their performance at the end of any school year; however, Choice Schools has the sole discretion whether to reassign any support staff from the Academy.

- G. **Training.** Choice Schools shall provide training to the School Administrators, teachers and paraprofessionals on a regular and continuing basis and shall ensure that they receive all training required by law and the policies of the Board. The School Administrators, teachers, paraprofessionals and other support staff employees shall receive such other training as Choice Schools determines is reasonable and necessary under the circumstances within the Board approved budget.
- H. **No Tenure Under Teachers' Tenure Act.** None of the teachers, School Administrator, principal, administrators or staff employed, retained or contracted by Choice Schools shall be considered employees or teachers of the Academy for purposes of tenure or continuing tenure under the Teachers' Tenure Act, MCL 38. 71 *et seq.* Nor shall any of Choice Schools' or its contracted teachers, School Administrator, principal, other administrators or staff be entitled to administer tenure under the Code.
- I. **Criminal Background Checks.** Choice Schools agrees that it shall not assign any of its employees, agents or other individuals to perform any services under this Agreement except as permitted under Sections 1230, 1230a, 1230b and related provisions of the Code pertaining to criminal background and criminal conduct checks. Choice Schools shall perform or cause to be performed all criminal and unprofessional conduct checks required by law to be performed with fidelity.
- J. **Unprofessional Conduct Checks.** Choice Schools agrees that it will conduct unprofessional conduct checks, in accordance with MCL 380.1230b before hiring an employee assigned to work at or for the Academy.

## ARTICLE VII TERMINATION OF AGREEMENT

- A. **Termination.** Any termination of the Agreement for cause or without cause shall not take effect until the earlier of (i) an approved agreement by the Academy with another Educational Service Provider ("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. If a breach cannot be remedied,

the Board and Choice Schools agree to work cooperatively to transition management and operations of the Academy without disrupting the Academy's operations.

- B. Termination by the Academy for Cause.** This Agreement may be terminated by the Academy for cause prior to the end of the term specified in Article II in the event that Choice Schools should fail to remedy a material breach within a period reasonable under the circumstances, which in no event shall be longer than sixty (60) days after notice from the Academy. A material breach is a failure by Choice Schools to carry out its responsibilities under this Agreement and may include, but is not limited to, (1) failure to account for its expenditures or to pay operating costs (providing funds are available to do so), (2) failure to follow policies or procedures duly adopted by the Board, (3) failure to follow the Educational Program, (4) a violation of the Contract or of applicable law, or (5) any action or inaction by Choice Schools that is not cured within 60 days of notice thereof which causes the Contract to be revoked, terminated, suspended or which causes the Contract to be put in jeopardy of revocation, suspension or termination by the University Board. In order to terminate this Agreement for cause, the Board is required to provide Choice Schools with written notification of the facts it considers to constitute material breach and the period of time within which Choice Schools has to remedy this breach not to exceed sixty (60) days. After the period to remedy the material breach has expired, the Board may terminate this Agreement by providing Choice Schools with written notification of termination. The Academy and Choice Schools will make every effort necessary to remedy a breach of this Agreement in order to continue school operations until completion of the then-current school fiscal year.
- C. Termination by Choice Schools for Cause.** This Agreement may be terminated by Choice Schools for cause prior to the end of the term specified in Article II in the event the Academy fails to remedy a material breach within a period reasonable under the circumstances, which in no event shall be longer than sixty (60) days after notice from Choice Schools. A material breach is a failure by the Academy to carry out its responsibilities under this Agreement and may include, but is not limited to, (1) a failure to make timely payments to Choice Schools as required by this Agreement, (2) a failure to give consideration to the recommendations of Choice Schools regarding the operation of the Academy, (3) a violation of the Contract or of applicable law, or (4) any action or inaction by the Academy that places the Contract in jeopardy of suspension, revocation, reconstitution or termination. In order to terminate this Agreement for cause, Choice Schools is required to provide the Board with written notification of the facts it considers to constitute material breach and the period of time within which the Academy has to remedy this breach not to exceed sixty (60) days. After the period to remedy the material breach has expired, Choice Schools may terminate this Agreement by providing the Board with written notification of termination. The Academy and Choice Schools will make every effort necessary to remedy a breach of this Agreement in order to continue school operations until completion of the then-current school fiscal year.
- D. Termination by Either Party Without Cause.** If Choice Schools and the Board are unable to agree on Educational Programs, curriculum, educational policies, or school operations that affect the Academy in a significant way, or if the parties are unable to agree upon the reduction of that annual fee in any school year if extenuating circumstances make

payment of the entire annual fee inappropriate, either party may elect to terminate this Agreement subject to Section A of this Article VII, provided that the terminating party gives the other party written notification of termination at least sixty (60) calendar days prior to the termination date.

- E. **No Penalty Early Termination.** If Saginaw Valley decides to exercise its prerogative under MCL 380.507(7) and/or the Contract to reconstitute the Academy by requiring termination or amendment of the Agreement, there shall be no cost or penalty to the Academy (except what is legally owed at the date of such termination), and no recourse to Saginaw Valley or any third party affiliated with or engaged by the Saginaw Valley, by Choice Schools, or any subcontracted person or entity of Choice Schools.
  
- F. **Action or Inaction By Choice Schools – Revocation, Termination, or Suspension of the Agreement.** Any action or inaction by Choice Schools that causes the Contract to be revoked, terminated or suspended, or which results in the Academy receiving official notification from Saginaw Valley, the 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 of the Agreement, which shall be grounds for termination of this Agreement. This Agreement may be terminated if directed by Saginaw Valley as part of the process of reconstitution, as provided by the Revised School Code.
  
- G. **Change in Law.** If any federal, state or local law or regulation, or court decision has a material adverse impact on the ability of either party to carry out its obligations under this Agreement, then either party, upon written notice, may request renegotiation of the Agreement; and if the parties are unable or unwilling to renegotiate the terms within ninety (90) calendar days after the notice, the party requesting the renegotiation may terminate this Agreement on thirty (30) calendar days further written notice, subject to Section A of this Article VII.
  
- H. **Rights to Property Upon Termination.** Upon termination of this Agreement all property (real or personal), equipment, materials and supplies whether purchased by the Academy or by Choice Schools with state school aid funds, funds under Article V, Section C, or other funds secured by or for the Academy, shall remain the exclusive property of the Academy. Choice Schools shall have the right to reclaim any usable property or equipment (e.g., including, but not limited to, desks, computers, copying machines, fax machines, telephones) that was purchased by Choice Schools with Choice Schools' funds. Fixtures and building alterations shall become the property of the Academy.
  
- I. **Mid-Year Transition.** The Academy and Choice Schools agree that mid-year terminations should be avoided if possible and endeavor to take reasonable efforts necessary to remedy a breach of this Agreement in order to continue school operations until completion of the then-current school fiscal year. If a breach cannot be remedied, the Board and Choice Schools agree to work cooperatively to transition management and operations of the Academy without disrupting the Academy's operations. Choice Schools shall perform this transition as described under Article VII, Section J. based upon completion of the then-current school period. In the event of termination of this Agreement for any reason by either

party prior to the end of the Agreement's term, Choice Schools shall provide the Academy reasonable assistance for up to ninety (90) calendar days after the effective date of the termination to allow a transition back to a regular school program or to another education service provider.

- J. **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 Michigan Department of Education 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, and such closure of an Academy site or reconstitution causes an amendment to or termination of this Agreement, the parties agree that this Agreement shall be amended or terminated to implement the Academy site closure or reconstitution, with no cost or penalty to the Academy, and Choice shall have no recourse against the Academy or Saginaw Valley for implementing such site closure or reconstitution.
- K. **End of Agreement Transition.** Upon termination or expiration of this Agreement, or if this Agreement is terminated due to a Contract revocation, reconstitution, or termination or non-renewal, Choice shall, without additional charge: (i) close the financial records on the then-current school fiscal year which includes, but is not limited to, the completion and submission of the annual financial audit, state and federal grant reporting and all other associated reporting required within the required timelines established by the appropriate local, state or federal authority; (ii) organize and prepare Academy records for transition to the new educational services provider, 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 amounts owed (including the total outstanding owed by the Academy to Choice Schools, if any; (v) the amount owed by Choice Schools to the Academy if any; (vi) organize and prepare student records for transition to the new educational services provider, self-management or in the case 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; (viii) provide for the orderly transition of employee compensation and benefits to the new educational services provider 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 Choice Schools to the Academy; (ix) organize and prepare the Academy's records, both electronic and hard-copy, for transition to the new educational services provider, self-management or dissolution; and (x) provide for the orderly transition to the new educational services provider, self-management or dissolution of all Academy-owned assets including, but not limited to, furniture, fixtures, equipment and real estate. This includes any keys, log-in information and passwords related to any Academy asset.

**ARTICLE VIII  
PROPRIETARY INFORMATION**

- A. **Choice Schools Proprietary Information and Academy's Rights of Use.** Choice Schools shall own all copyright and other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, and any other materials developed by Choice Schools, its employees, agents or subcontractors, or by any individual working for or supervised by Choice Schools, that were paid for by Choice Schools with Choice Schools funds. The Academy shall have an ongoing right to use, at no cost, all such materials in use as of the termination of this Agreement. All Choice Schools' educational materials and teaching techniques used by the Academy are subject to disclosure under the Revised School Code and the Freedom of Information Act.
- B. **Academy Proprietary Information and Choice Schools' Rights of Use.** The Academy shall own all copyright and other proprietary rights to all instructional and educational materials, training materials, curriculum and lesson plans, and any other materials (i) developed exclusively by staff working at the Academy; (ii) both directly developed and paid for by the Academy; or (iii) developed by Choice Schools, at the direction of the Board with Academy funds. Choice Schools shall have an ongoing right to use, at no cost, all such materials developed during the term of this Agreement.
- C. **Required Disclosure.** The Academy shall be permitted to report any new teaching techniques or methods of significant revisions to known teaching techniques or methods to Saginaw Valley, Oakland Intermediate School District and to the State Board of Education, which teaching techniques or methods may thereafter be made available to the public, as provided in Section 505(3) of the Code, notwithstanding anything contained in this Article VIII to the contrary. Any educational materials and teaching techniques developed by Choice Schools and/or used by the Academy are subject to disclosure under the Code and the Freedom of Information Act.
- D. **Marks.** The Academy and Choice Schools shall provide written notice to the other party regarding the existence of any trademarks, service marks, mascot, or other identifying symbols that they consider to be proprietary in nature. The Parties agree not to use any trademark, service mark, mascot, or other identifying symbol ("Marks") of the other party, except as provided in this Agreement, without prior written approval of that party. Execution of the Agreement satisfies this notice requirement as to each party's name and the Academy's logo.

**ARTICLE IX  
INDEMNIFICATION**

- A. **Indemnification of Choice Schools.** To the extent permitted by law, the Academy shall indemnify and hold Choice Schools (which term for purposes of this Paragraph A, includes Choice School's officers, directors, and employees) harmless against any and all claims, demands, suits, or other forms of liability (including reasonable attorney fees and costs) that may arise out of, or by reason of, any noncompliance by the Academy (its officers,

directors and employees) with any agreements, covenants, warranties, or undertakings of the Board (its officers, directors and employees) contained in or made pursuant to this Agreement; and any misrepresentation or breach of the representations and warranties of the Board contained in or made pursuant to this Agreement. In addition, the Academy shall reimburse Choice Schools for any and all legal expenses and costs associated with the defense of any such claim, demand, or suit. The indemnification requirements of this paragraph may be met by the purchase of insurance in a form and amounts reasonably acceptable to Choice Schools.

- B. **Limitations of Liabilities.** The Academy may assert or not assert, waive or not waive, all immunities and statutory limitations of liability in connection with any claims arising under this Agreement.
- C. **Indemnification of the Academy.** To the extent permitted by law, Choice Schools shall indemnify and hold the Academy (which term for purposes of this Paragraph C, includes the Board and its officers, directors, agents and employees) harmless against any and all claims, demands, suits, or other forms of liability (including reasonable attorney fees and costs) that may arise out of, or by reason of, any noncompliance by Choice Schools with any agreements, covenants, warranties, or undertakings of Choice Schools contained in or made pursuant to this Agreement; and any misrepresentation or breach of the representations and warranties of Choice Schools contained in or made pursuant to this Agreement. In addition, Choice Schools shall reimburse the Academy for any and all legal expenses and costs associated with the defense of any such claim, demand, or suit. The indemnification requirements of this paragraph may be met by the purchase of insurance in a form and amounts reasonably acceptable to the Academy.
- D. **Indemnification for Negligence.** To the extent permitted by law, the Academy shall indemnify and hold harmless Choice Schools, and Choice School's Board of Directors, officers, employees, agents and representatives, from any and all claims and liabilities which Choice Schools may incur and which arise out of the negligence of the Academy directors, officers, employees, agents or representatives. To the extent permitted by law, Choice Schools shall indemnify and hold harmless the Academy, and the Academy's Board of Directors, officers, employees, agents or representatives, from any and all claims and liabilities which the Academy may incur and which arise out of the negligence of Choice School's directors, officers, employees, agents or representatives. Nothing contained herein shall be deemed to be a waiver by the Academy of its right to assert the privilege of governmental immunity or any other affirmative defenses provided by law.
- E. **Indemnification of Saginaw Valley State University.** The parties acknowledge and agree that the Saginaw Valley State University Board of Control, Saginaw Valley State University and its members, officers, employees, agents or representatives are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the parties hereby promise to indemnify, defend and hold harmless the Saginaw Valley State University, Saginaw Valley State University Board of Control and its members, and their respective officers, employees, agents or representatives from all claims, demands, or liability, including attorney fees and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness,

disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of Saginaw Valley State University, which arise out of or are in any manner connected with Saginaw Valley State University's Board of Control's approval of the Academy's application, Saginaw Valley State University's Board of Control's consideration of or issuance of a Contract, the Board's or Choice School's preparation for and operation of the Academy, or which are incurred as a result of the reliance by Saginaw Valley State University, Saginaw Valley State University Board of Control or its members, or their respective officers, employees, agents or representatives upon information supplied by the academy or Choice Schools, or which arise out of the failure of the Board or Choice Schools to perform obligations under the Contract or Applicable Law. The parties expressly acknowledge and agree that Saginaw Valley State University, Saginaw Valley State University Board of Control and its members and their respective officers, employees, agents or representatives, or any of them, may commence legal action against either party to enforce its rights as set forth in this section of the Agreement.

## **ARTICLE X INSURANCE**

- A. **Insurance of the Academy.** The Academy shall purchase its own insurance policy and shall secure and maintain such policies of insurance as required by the Michigan Universities Self Insurance Corporation ("M.U.S.I.C."). This coverage shall include the building and related capital facilities if they are the property of the Academy. The Academy shall maintain such insurance in an amount and on such terms as required by the provisions of the Contract, including the indemnification of Choice Schools required by this Agreement. The Academy shall, upon request, present evidence to Choice Schools that it maintains the requisite insurance in compliance with the provisions of this paragraph. Choice Schools shall comply with any information or reporting requirements applicable to the Academy under the Academy's policy with its insurer(s), to the extent practicable.
- B. **Insurance of Choice Schools.** Choice Schools shall secure and maintain such policies of insurance as required by the Contract, including general liability and umbrella insurance coverage at levels satisfactory to the Saginaw Valley State University President, and M.U.S.I.C. Any policy of insurance maintained by Choice Schools must include coverage for sexual molestation or abuse and must name Saginaw Valley State University as an additional, named insured, and shall not be changed, revoked, or modified absent 30 days' notice to the University President. In the event the University or M.U.S.I.C. requests any change in level, type, scope, or other aspects of such coverage by Choice Schools, Choice Schools agrees to comply with the change in the type or amount, as requested, within thirty (30) days after notice of the insurance coverage change. Choice Schools' insurance is separate from and in addition to the insurance the Academy Board is required to obtain under the Contract. Choice Schools shall, upon request, present evidence to the Academy and Saginaw Valley State University that it maintains the requisite insurance in compliance with the provisions of this paragraph. The Academy shall comply with any information or reporting requirements applicable to Choice Schools under Choice School's policy with its



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Ann Arbor, MI 48104  
agibbs@dickinson-wright.com

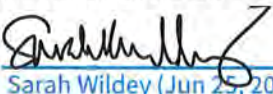
- D. **Severability.** The invalidity of any of the covenants, phrases or clauses in this Agreement shall not affect the remaining portions of this Agreement, and this Agreement shall be construed as if such invalid covenant, phrase or clause had not been contained in this Agreement.
- E. **Successors and Assigns.** This Agreement shall be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.
- F. **Entire Agreement.** This Agreement is the entire agreement between the parties relating to the services provided, and the compensation for such services, by the parties. Any modification to this Agreement must be made in writing, approved by the Board and Choice Schools, and signed by a duly authorized officer. In addition, any modification of or amendment to this Agreement must comply with the Contract and any applicable policies of Saginaw Valley. The Board must also secure the approval of Saginaw Valley before any modification to this Agreement can become effective. The Board and Choice Schools may not substantially amend this Agreement without notification to the University President. Said amendment shall not be contrary to the Contract and it must be accompanied by a Legal Opinion. The Academy is responsible for submitting any and all amendments to the University President or his/her designee within ten (10) days after such amendment. This Agreement and any amendment to this Agreement shall not be effective until and unless the Director of the Saginaw Valley State University School/University Partnership Office (SUPO) notifies the Academy in writing that it has reviewed and does not disapprove of the Agreement or amendment
- G. **Non-Waiver.** No failure of a party in exercising any right, power or privilege under this Agreement shall affect such right, power or privilege, nor shall any single or partial exercise thereof preclude any further exercise thereof or the exercise of any other right, power or privilege. The rights and remedies of the parties under this Agreement are cumulative and not exclusive of any rights or remedies which any of them may otherwise have.
- H. **Assignment.** This Agreement may not be assigned or assignable to any third party.
- I. **Governing Law.** This Agreement shall be governed by and enforced in accordance with the laws of the state of Michigan.
- J. **Delegation of Authority.** Nothing in this Agreement shall be construed as delegating to Choice Schools any of the powers or authority of the Board that are not subject to delegation by the Board under Michigan law or the Contract.
- K. **Compliance with Law.** The parties agree to comply with all applicable laws and regulations.


- L. **Warranties and Representations.** The Academy and Choice Schools each represent (1) that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement, (2) that its actions have been duly and validly authorized, and (3) that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement. The individuals signing this Agreement represent that they have the authority to do so on behalf of the Academy.
- M. **Dispute Resolution Procedure.** Any and all disputes between the parties concerning any alleged breach of this Agreement or arising out of or relating to the interpretation of this Agreement or the parties' performance of their respective obligations under this Agreement that are unable to be resolved through discussion and negotiation shall be resolved by arbitration, and such an arbitration procedure shall be the sole and exclusive remedy for such matters. The arbitrator shall be selected from a panel provided by and in accordance with the rules of the American Arbitration Association. The arbitration shall be conducted in accordance with the rules of the American Arbitration Association, with such variations as the parties and the arbitrator unanimously accept. Any arbitration hearing shall be conducted in Grand Rapids, Michigan. The arbitrator shall be required to issue a cause opinion with a written explanation as to the final decision. This cause opinion shall be made available to Saginaw Valley or the SUPO upon request. A judgment on the award rendered by the arbitrators may be entered in any court having appropriate jurisdiction to ensure compliance with the applicable law and this Agreement. The cost of arbitration, not including attorney fees, shall be paid by the losing party. It shall be in the discretion of the arbitration panel to award reasonable attorney fees to the prevailing party, to be paid if awarded by the losing party.
- N. **Modification to Conform to Changed Saginaw Valley State University's Policies.** The parties intend that this Agreement shall comply with Saginaw Valley's Educational Service Provider Policies, as the same may be changed from time to time. In the event that changes in Saginaw Valley's Educational Service Provider Policies implemented after the date of execution of this Agreement cause any provision of this Agreement to be in conflict the revised Policies, the parties agree to amend this Agreement to eliminate the conflict within thirty (30) days after being advised of such conflict.
- O. **No Third-Party Beneficiaries.** Except as expressly provided in this Agreement with regard to Saginaw Valley, no person not a party to this Agreement is an intended beneficiary of this Agreement, and no person not a party to this Agreement shall have any right to enforce any term of this Agreement.

The parties have executed this Agreement as of the day and year first above written.

CHOICE SCHOOLS ASSOCIATES, L.L.C.

KINGSBURY COUNTRY DAY SCHOOL

By   
Sarah Wildey (Jun 25, 2025 08:32 EDT)  
Sarah Wildey, Chief Executive Officer  
Date 06/25/2025

Signed by:  
  
By Jodie L. Quisenberry  
F9A99854752844A  
President, Board of Directors  
Date 6/22/2025 | 8:37 AM EDT

**SCHEDULE 8**  
**DESCRIPTION OF PHYSICAL PLANT**

- Certificate of Occupancy for each site at which academy operates.
- Description of each site at which academy operates, as well as grade configuration.
- Lease, if applicable.
- Land contract, if applicable.
- Deed evidencing ownership of property, if applicable.
- If facility or facilities are financed through long term (greater than one year) indebtedness, a brief description of the financing, prepared by the Academy's legal counsel and addressed to The Charter Collaborative, and the debt-service schedule evidenced in the financing documents.

## SITE DESCRIPTION

Kingsbury Country Day School (KCDS) is located at 5000 Hosner Road, Oxford, MI 48370. The property is owned by Kingsbury School, Inc., a foundation that oversees and manages the 100+ acres and the buildings on that property. The foundation has been operating an independent school on the property since 1953, building on that site during the past sixty years as the school grew.

The school is located just north of the city of Oxford, Michigan. Though it has an Oxford mailing address, it receives services from Addison Township. The school lies within the physical boundaries of Oxford School Community Schools and Oakland Schools, the local intermediate school district. Situated in the heart of horse country, more than one hundred acres of woods, wetlands, and rolling fields characterize the property. The environs provide an excellent outdoor classroom which is used for outdoor physical education classes, recesses and the environmental studies program. Classroom teachers are encouraged to take advantage of the grounds for class instruction throughout the year.

The following buildings are located on the property of the site and are used by Kingsbury Country Day School:

- Main school building – (15,375 sq. feet; original part of building constructed in 1975, additional construction in 1997)
  - 12 classrooms (each with outer and inner egresses)
  - Commons area
  - Library (outdoor and indoor egresses)
  - Computer lab (outdoor and indoor egresses)
  - Conference room (outdoor and indoor egresses)
  - Main office area (including receptionist area, three administrative offices, and a “sick room”)
  - Kitchen (nonindustrial)
  - Faculty workroom
  - Boiler room and custodial office (outdoor and indoor egresses)
  - Two large handicap-accessible restrooms
  - Two multi-stall restrooms
  - Faculty restroom
  - Lighted parking lot
  - Separate bus queuing area
  - Wireless and hard-wired internet connection
  
- Justin A Schwartz Center – Connected to main school building by covered breezeway (12,000 sq. feet; constructed in 1998)
  - Full-sized gymnasium with two main basketball backboards and four side basketball backboards
  - Climbing wall
  - Two multi-stall restrooms (outdoor and indoor egresses)
  - Boys’ locker room and girls’ locker room (outdoor and indoor egresses)
  - Stage
  - Two equipment storage rooms

- Coach's office with storage (outdoor and indoor egresses)
  - Main atrium (outdoor and indoor egresses)
  - Kitchen (nonindustrial; outdoor and indoor egresses)
  - Wireless and hard-wired internet connection
- Field House – (1,200 sq. feet; constructed in 1991)
    - Storage facility
  - Pavilion – (2,400 sq. feet; constructed in 1995)
  - Outdoor Observation Deck – (720 sq. feet; constructed in 2009)
    - Overlooks Sousanis Pond
  - Hosner Campus – Located across Oakland Road on Hosner Road 300 feet from the main school building (5,900 sq. feet; constructed in 1974)
    - Four Classrooms
    - Office space
    - Kitchen
    - Three bathrooms
    - Furnace room

In addition to these buildings, all 100+ acres of the grounds are accessible to teachers for their class work. This includes two NFHS-compliant soccer/lacrosse fields and baseball diamond, playground, sledding hill, sand-pit volleyball court, labyrinth, garden boxes, Sousanis Pond, woodlands, hills and open meadows.

The Kingsbury School, Inc. also owns the Kingsbury Learning Center, a separate building kitty-corner to the main school building that is also used by KCDS. One room in the Kingsbury Learning Center serves as the indoor classroom for the Environmental Studies Program. KCDS rents all of the facilities discussed above from Kingsbury School, Inc. Use of the 100+ acres of land on which the facility is located is included in this arrangement.

As the school grows in enrollment, temporary classrooms will be added to the grounds at the expense of the charter school. Further development and expansion of the current building (including athletic facilities) will be a joint effort between the charter school and Kingsbury School, Inc.

**INSPECTION REPORT**  
DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS  
BUREAU OF FIRE SERVICES  
**FIRE MARSHAL DIVISION**

Specials Bldg.

FACILITY NAME Kingsbury Country Day School	INSPECTION DATE August 26, 2014	COUNTY Oakland	PROJECT 129594
ADDRESS 500 Hosner Rd.	FACILITY TYPE School	RULES/CODES '99 School Existing	JOB/LIC/FAC. NO. N/A
CITY, STATE ZIP CODE Oxford MI 48370	FACILITY REPRESENTATIVE Todd Ryder		INSPECTION TYPE Safety
FACILITY PHONE 810-229-5145	PHONE 2 tdryer@charterschoolpartners.com	FACILITY FAX 810-224-5402	

**Re: Existing School Fire Safety Inspection**

A school fire safety inspection was completed on this date. The deficiencies noted previously have been corrected.

**Approved**

cc: Todd Ryder  
810-229-5145  
tdryer@charterschoolpartners.com

FIRE SAFETY CERTIFICATION Approved	PROJECT STATUS Closed	REVIEWED BY <i>Larry DeWachter</i>
INSPECTING OFFICIAL Patrick Tutak, Fire Marshal Inspector	ADDRESS	3101 Technology Blvd., Suite H Lansing, MI 48910
SIGNATURE OF OFFICIAL <i>Patrick Tutak</i>	TELEPHONE	248-888-8762
	FAX	517-332-1427
	E-MAIL	tutakp@michigan.gov
The Department of Licensing and Regulatory Affairs will not discriminate against any individual or group because of race, sex, religion, age, national origin, color, marital status, disability, or political beliefs. If you need assistance with reading, writing, hearing, etc., under the Americans with Disabilities Act, you may make your needs known to this agency.		Authority: PA207 of 1941, as amended Completion: Required Penalty: Misdemeanor


Zimbra

drg@svsu.edu

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**FW: State Fire Marshal Report and Invoice - Kingsbury Country Day School - BFS #129594**

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**From :** Todd Dryer <TDryer@charterschoolpartners.com> Tue, Sep 09, 2014 03:45 PM  
**Subject :** FW: State Fire Marshal Report and Invoice - Kingsbury Country Day School - BFS #129594  2 attachments  
**To :** Dawn Gillespie <drg@svsu.edu>  
**Cc :** JUrban@ClarkHill.com, Dawn Marshall <dmarshall@charterschoolpartners.com>

Good Afternoon Dawn,

Attached is the Safety Report from the State on Kingsbury's Hosner Campus. Below is a comment from the inspector regarding occupancy. Please let me know if you have further questions and what you would like to see as the next step.

Thank you,

**Todd Dryer**

Facility Compliance Coordinator

Phone: (810) 229-5145

Fax: (810) 229-5402



869 S. Old US 23, Suite 500

Brighton, MI 48114

[charterschoolpartners.com](http://charterschoolpartners.com)

[mepservices.com](http://mepservices.com)

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**From:** Tutak, Patrick (LARA) [mailto:tutakp@michigan.gov]  
**Sent:** Tuesday, September 09, 2014 2:53 PM  
**To:** Todd Dryer  
**Subject:** RE: State Fire Marshal Report and Invoice - Kingsbury Country Day School - BFS #129594

Hi Todd. This may help since the report is completed.

The building has met the requirements for an existing school and is allowed occupancy.

Pat Tutak

Detroit Region Fire Inspector

Bureau of Fire Services, Fire Marshal Division

3101 Technology Blvd., Suite H

Lansing, MI 48910

Phone: 248-888-8762

ADDISON TOWNSHIP

CERTIFICATE OF OCCUPANCY AND COMPLIANCE

Property Address: 4931 Hosner Parcel 05-05-300-012 Permit # 4304

Permit holder Kingsbury School Address: same

The above property has been inspected and is suitable and acceptable as of the date below for the following type of occupancy:

Addition

This certificate is issued in accordance with the laws, ordinances, and regulations enforced by the Building Department of Addison Township.

This certificate will be null and void if secured through fraud or by reason of violations not ascertainable at the time of inspection or when changes in construction, installation, or occupancy are made without Department approval.

The law provides for subsequent inspection of these premises by this Department at any reasonable time.

BUILDING INSPECTOR Mike Boisvert 04-20-09

*Mike Boisvert SB*

(248) 628-3317

# ADDISON TOWNSHIP

No 2774

OAKLAND COUNTY

## CERTIFICATE OF OCCUPANCY AND COMPLIANCE

Issued to David Rice - Kingsbury School Date 3/21/02

Building Permit No. 4745 Year 2000 Type \_\_\_\_\_ Class \_\_\_\_\_

THIS IS TO CERTIFY that building located at 4891 Hosner

Lot Number 05-07-200-006 Subdivision \_\_\_\_\_

has been duly inspected and is suitable and acceptable as of the date herein mentioned to occupancy as

Storage Building

This certificate is issued in accordance with the laws, ordinances, and regulations enforced by the Bureau of Buildings, Bureau of Plumbing, Bureau of Electrical inspection, and the laws and ordinances of the Bureau of Safety Engineering, when applicable, all of which constitute the Department of Buildings.

It is specifically understood that this certificate becomes null and void when secured through fraud or by reason of latent violations not ascertainable at the time of inspection or when changes in construction, installation, or occupancy are made without Department approval.

The law provides for subsequent inspection of these premises by this Department at any reasonable time.

**TO BE POSTED ON PREMISES**

*John Elsarrelli*  
John Elsarrelli, Bldg. Inspector



State of Michigan  
John Engler, Governor

Department of Consumer & Industry Services  
Kathleen M. Wilbur, Director

Page 1 of 1  
OFS-40  
Office of Fire Safety  
General Office Building  
7150 Harris Drive  
Lansing, MI 48909-7504

FACILITY NAME Kingsbury School	DATE 3-23-99	COUNTY Oakland	PROJECT 257-98
ADDRESS 5000 Hosner Rd.	FACILITY TYPE School	RULES/CODES 89 School Rules	JOB/LIC/FAC. NO. 9720.00
CITY, STATE ZIP CODE Oxford, MI. 48371	FACILITY REPRESENTATIVE Andrew Smith	INSPECTION TYPE Re-Check Final	

AREAS REQUIRING COMPLIANCE:

**RE: GYM ADDITION TO KINGSBURY SCHOOL:**

A recheck inspection was conducted at the above school facility on the new gym addition. The violations listed on the previous report have been addressed at this time and the facility is in compliance.

Addison Twp. Fire Dept.  
1442 Rochester Road  
Leonard, MI 48367

Kingsbury School  
Andrew Smith  
5000 Hosner Rd.  
Oxford, MI. 48371

FIRE SAFETY CERTIFICATION Full Approval		PROJECT STATUS	REVIEWED BY 
DISTRIBUTION Facility File CIS/HQ	INSPECTING OFFICIAL Gary Groth	ADDRESS 24155 Drake Road Farmington, MI 48335	
	SIGNATURE OF OFFICIAL 	TELEPHONE 248-888-8765    FAX 248-888-8760	

628-3317

# ADDISON TOWNSHIP

OAKLAND COUNTY

## CERTIFICATE OF OCCUPANCY AND COMPLIANCE

Issued to Hingsbury School - Pat S. Schwartz Date 11/9/95 2029

Building Permit No. 3819 Year 1995 Type \_\_\_\_\_ Class \_\_\_\_\_

THIS IS TO CERTIFY that building located at 5000 Hosner Rd.

Lot Number 05-07-200-006 Subdivision \_\_\_\_\_

has been duly inspected and is suitable and acceptable as of the date herein mentioned to occupancy as  
Pavillion

This certificate is issued in accordance with the laws, ordinances, and regulations enforced by the Bureau of Buildings, Bureau of Plumbing, Bureau of Electrical Inspection, and the laws and ordinances of the Bureau of Safety Engineering, when applicable, all of which constitute the Department of Buildings.

It is specifically understood that this certificate becomes null and void when secured through fraud or by reason of later violations not ascertainable at the time of inspection or when changes in construction, installation, or occupancy are made without Department approval.

The law provides for subsequent inspection of these premises by this Department at any reasonable time.

**TO BE POSTED ON PREMISES**

John Elsarelli  
Building Inspector

# ADDISON TOWNSHIP

## OAKLAND COUNTY

### CERTIFICATE OF OCCUPANCY AND COMPLIANCE

*Kingsbury School*

Issued to *Ebeling & Hicks Bldgs.* Date *10-10-79*

No 1032

Building Permit No. *1816* Year ..... Type ..... Class .....

THIS IS TO CERTIFY that building located at

Lot Number *5000 Hasner* Subdivision *Addison Twp.*

has been duly inspected and is suitable and acceptable as of the date herein mentioned to occupancy as *Private School*

This certificate is issued in accordance with the laws, ordinances, and regulations enforced by the Bureau of Buildings, Bureau of Plumbing, Bureau of Electrical Inspection, and the laws and ordinances of the Bureau of Safety Engineering, when applicable, all of which constitute the Department of Buildings.

It is specifically understood that this certificate becomes null and void when secured through fraud or by reason of latent violations not ascertainable at the time of inspection or when changes in construction, installation, or occupancy are made without Departmental approval.

The law provides for subsequent inspection of these premises by this Department at any reasonable time.

*Pending Approval  
of Hesting Incp.*

TO BE POSTED ON PREMISES

*L.A. Jubelt  
Bldg. Insp.*

SVSU Comments

6/25/25

## COMMERCIAL PROPERTY LEASE

This lease (“**Lease**”) is entered into effective July 1, 2025 (“**Effective Date**”), between Kingsbury School, Inc., a Michigan Non-profit Corporation, with offices at 5000 Hosner, Oxford, Michigan, located in Addison Township (“**Lessor**”), and Kingsbury Country Day School, a Michigan Public School Academy, of 5000 Hosner, Oxford, Michigan (“**Lessee**”), on the following terms and conditions.

### RECITALS

- A. Lessee is a public school academy organized under the Revised School Code, as amended, being Sections 380.501 to 380.507 of the Michigan Compiled Laws located in Michigan. Lessee has been issued a contract, dated July 1, 2025 (the “**Academy Contract**”), from the Saginaw Valley State University Board of Control (“**SVSU**”) to organize and operate a public school academy, with SVSU as the authorizing body.
- B. Lessor and Lessee previously entered into that certain Commercial Property Lease dated July 1, 2024 (“**2024 Lease**”), pursuant to which Lessor leased to Lessee the Premises (as defined herein);
- C. The 2024 Lease will expire on June 30, 2025; and
- D. Lessor and Lessee hereby desire to continue their relationship as Lessor and Lessee in connection with the Academy Contract, and hereby enter into the Lease as of the Effective Date.

**NOW, THEREFORE**, in consideration of the mutual covenants and agreements herein contained and intending to be legally bound, it is hereby agreed as follows:

#### 1. **PREMISES.**

Lessor leases to Lessee the buildings, including, without limitation: the school buildings (lower school and upper school, including phased expansions, renovations and improvements); Justin A. Schwartz Gymnasium and Performing Arts Center; Higbie House (including renovations and improvements); and Carriage House (including renovations); structures; land (legal description attached as Exhibit A); and athletic playing fields; and attachments and improvements at 5000 Hosner, Oxford, Michigan (collectively, the “**Buildings**”). In addition to the Buildings, Lessee shall have the right to use all athletic playing fields and nature pond, and deck shelter all with the entire parking areas. Together the Buildings, the playing fields, nature pond and deck shelter and the use of the parking areas are collectively referred to as the “**Premises**”.

#### 2. **TERM.**

The term of this Lease shall be five (5) years commencing on July 1, 2025 (“**Commencement Date**”), and expiring on June 30, 2030. In the event, the Academy Contract is revoked, suspended, terminated, or expires by its terms, the Lease and all obligations hereunder shall immediately terminate.

SVSU Comments

6/25/25

**3. RENT**

**a. Annual rent.**

Annual rent and payments shall be made by the Lessee to the Lessor in the following order:

- a. July 1, 2025 to June 30, 2026, \$330,000.00 at the rate of \$27,500.00 per month;
- b. July 1, 2026 to June 30, 2027, \$330,000.00 at the rate of \$27,500.00 per month;
- c. July 1, 2027 to June 30, 2028, \$339,900.00 at the rate of \$28,325.00 per month;
- d. July 1, 2028 to June 30, 2029, \$350,100.00 at the rate of \$29,175.00 per month; and
- e. July 1, 2029 to June 30, 2030, \$360,600.00 at the rate of \$30,050.00 per month.

The annual rent is based upon a three (3%) increase per year, and to the extent that there are significant changes in the buildings, student enrollment, funding available to the Lessee and/or other market factors, the Lessor and the Lessee agree to discuss and consider an adjustment (increase or decrease) in annual rent consistent with then-current circumstances and conditions.

Monthly installments of rent shall be due and payable in advance on the first day of each calendar month. Rent for any partial month of occupancy shall be prorated. Rent payments shall be made to Lessor at its address shown above or any other place designated in writing by Lessor.

**b. Additional Rent.**

Lessee shall pay Lessor the amount within thirty (30) days of receipt of notice from Lessor. Lessee agrees to be responsible for the payment of all of the utility services for the Premises, including water and sewer, gas, electricity, and other services delivered to the Premises. All other services contracted for by Lessee shall be paid for by Lessee immediately on presentation of the invoice so that no past due accounts arise. In the event that the Lessor is notified of any outstanding utility obligation of any other claim of a creditor of the Lessee, the Lessor shall promptly notify Lessee of any such notice and obligation. If Lessee fails to pay the amount on or before the due date, Lessor may pay the obligation and add the paid amount to the next due rent.

**4. SECURITY DEPOSIT/PRE-PAID RENT.**

The Lessee is not obligated to submit a security deposit. The Lease is not subject to any pre-paid rent.

**5. SIGNS.**

Lessor reserves the exclusive right to the exterior of the Building, and Lessee shall not construct, place, or paint any sign or awning or other improvement or apparatus on the exterior of the Building without the prior written consent of Lessor, the consent of which will not be unreasonably withheld. The Lessee may place a sign near the entrance of the Premises and said signage shall be approved by the local municipality and comply with all municipal ordinances.

**6. ACCEPTANCE OF OCCUPANCY.**

Lessee shall commence occupancy of the Premises on the Commencement Date and begin payment of rent as called for by this Lease. Lessee has inspected the Premises and common areas, finds them in good order and repair, acceptable for Lessee's intended use of the Premises, and accepts the Premises and common areas "as is".

SVSU Comments

6/25/25

**7. VACATION OF PREMISES.**

Lessee shall not vacate or abandon the Premises at any time during the term of this Lease, and if Lessee abandons or vacates the Premises or is dispossessed by process of law or otherwise, any personal property belonging to Lessee left on the Premises shall be deemed abandoned, at the option of Lessor. Lessor may also take possession of any personal property left by Lessee on the Premises and charge Lessee a monthly fee for the storage of that personal property. Any fee charged by Lessor for this purpose shall be deemed to be additional rent under this Lease and payable immediately.

**8. USE.**

The Premises are to be used and occupied by Lessee for the operation of a public school academy, an educational institution, and for no other purpose without the prior written consent of Lessor. No activity shall be conducted on the Premises that does not comply with local laws, ordinances, and regulations. Except as otherwise provided in the Lease, no party other than Lessee shall have an ongoing right to occupy the Buildings, site or Premises without providing written notice to SVSU to ensure compliance with applicable law and/or the Academy Contract at least thirty (30) days in advance of such occupancy.

**9. EXPENSES.**

Lessee shall pay all costs and expenses incurred in operating and managing the Buildings, the exterior, including, but not limited to, athletic fields, pond, pond deck, parking lot, stairs, sidewalks and approaches, and shall provide all necessary maintenance and repair of the interior space leased to Lessee and exterior as set forth and the utilities to be paid by Lessee.

**10. LESSOR'S LIEN.**

Lessee grants a lien to Lessor on all Lessee's property on the Premises to secure the performance of Lessee's obligations under this Lease. Lessor may also request Lessee sign financing statements, as mutually agreed upon by both parties, in order to perfect this lien.

**11. REPAIRS AND MAINTENANCE.**

Lessor shall be responsible for the exterior of the Building in which the Premises are situated, including walls, roof, subsurface walls, and floor, and including painting, structural maintenance, repair, and replacement, and for the replacement of the furnace/boiler and hot water heater. However, any such maintenance, repairs, or replacement for the Building or Premises that are caused by the negligence or intentional acts of Lessee shall be the responsibility of Lessee to maintain, repair, or replace. With the exception of Lessor's obligations for maintenance, repairs, and replacement, Lessee shall be obligated to repair and maintain the Premises at Lessee's expense, which shall also include snow removal. The Premises shall be kept in good and safe condition, including the windows, the electrical fixtures, the plumbing fixtures, and any other system or equipment within the Premises. Lessee shall also maintain in good condition the sidewalk and driveway adjacent to the Premises, shall regularly sweep those areas and pick up any trash or debris in the area, and during the winter months shall keep the sidewalk adjacent to the Premises clear of snow and ice. The Lessee is granted exclusive use and occupancy of the Premises but for those specific events and uses as set forth. Dates for special occasions and events of the Lessor shall be provided to the Lessee with thirty (30) days' notice in writing.

SVSU Comments

6/25/25

**12. SURRENDER OF PREMISES.**

Lessee shall surrender the Premises to Lessor at the expiration of this Lease broom clean and in the same condition as at the Commencement Date, excepting normal wear and tear.

**13. ENTRY AND INSPECTION.**

Lessee shall permit Lessor or Lessor's agents to enter on the Premises at reasonable times and on reasonable notice for the purpose of inspection and repair of the Premises, shall permit Lessor at any time within ninety (90) days before the expiration of the Lease to place on the Premises standard "for lease" signs, and permit persons desiring to lease the Premises to inspect the Premises during that period.

**14. TAXES AND ASSESSMENTS.**

It is understood and acknowledged by these parties that the operation of the Charter School may be a tax exempt entity for which there may be no real property nor personal property taxes and, therefore, the payment of taxes to a municipality based on property assessed value may not exist. In such events the Lessee shall not be obligated to pay property taxes. In the event that an assessment is imposed on the premises, then in such event the Lessee shall be obligated to pay the entirety of an assessment based on the payment requirements, whether in a lump sum or in installments. Should there be a tax or taxes levied on the personal property owned or leased by Lessee it shall become the sole responsibility of Lessee.

**15. ALTERATIONS.**

Subject to the requirements in this Lease, Lessee may remodel and make improvements to the Premises. However, any remodeling or improvements that will significantly alter the Premises or require an investment by Lessee in excess of five thousand dollars (\$5,000.00) shall require the prior written approval of Lessor. The work shall be done without injury to any structural portion of the Building and without disturbing other tenants in their use of the Building. If Lessee makes improvements to the Premises, Lessee shall recoup those investments if the Lease is terminated by Lessor without cause prior to the conclusion of the Lease term; otherwise, any improvements constructed pursuant to this section shall become the property of Lessor on the termination of this Lease.

Notwithstanding the above, Lessee, at all times, shall ensure that any and all improvements to the Premises shall be located and completed in a manner that respects applicable laws, regulations and codes and to avoid personal injury and damage to property, including, but not limited to, the Buildings and Premises.

**16. ASSIGNMENT AND SUBLETTING.**

Lessee may not assign, sublet, or otherwise transfer or convey its interest, or any portion of its interest, in the Premises to any entity not affiliated with Lessee without the prior written consent of Lessor. Lessor shall have total discretion regarding its approval of proposed assignments or subleases.

**17. TRADE FIXTURES**

SVSU Comments

6/25/25

All trade fixtures and moveable equipment installed by Lessee in connection with the business conducted by it on the Premises shall remain the property of Lessee and may be removed by it at the expiration of this Lease. Fixtures purchased with Lessee funds are owned by Lessee. Any trade fixtures, improvements, furniture, equipment or other personal property existing on the premises at the time of the commencement of this Lease shall remain the property of the Lessor. Lessee shall repair any damage caused by such removal and restore the Premises to their original condition.

**18. INSURANCE.**

Lessor shall, at its expense, insure the Buildings against loss or damage under a policy or policies of fire and extended coverage insurance, including additional perils. Lessee shall obtain and maintain in full force general liability, personal injury and property damage insurance for the Buildings and Premises, with both Lessee and Lessor as named insured parties, as well as any financial institution requiring same, covering any and all claims for injuries to persons occurring in, on, or about the Premises, in an amount and issued by a company approved by Lessor. The insurance shall also contain a waiver of subrogation clause exempting Lessor from any liability for any insured loss. Lessee shall deliver to Lessor customary insurance certificates evidencing that the insurance is in effect at all times during the term of the Lease. The policy must further provide for notice by the insurance company to Lessor of any termination or cancellation of the policy at least thirty (30) days in advance of that event.

**19. LESSEE'S LIABILITY.**

All Lessee's personal property, including trade fixtures, on the Premises shall be kept at Lessee's sole risk. Lessor shall not be responsible or liable to Lessee for any loss of business or other loss or damage that may be occasioned by or through the acts or omissions of persons occupying adjoining premises or any part of the premises adjacent to or connected with the leased Premises or any part of the Building of which the leased Premises are a part or for any loss or damage resulting to Lessee or its business or property from water, gas, sewer, or steam pipes that burst, overflow, stop, or leak; from heating, cooling, or plumbing fixtures; or from electric wires or gas odors within the leased Premises from any cause, except as may result from and be directly caused by the gross negligence or recklessness of Lessor. The provisions of this section shall not be interpreted to prevent Lessee from recovering any losses under the coverage provided by Lessor's fire and extended coverage insurance policy, if any losses of Lessee are covered by that policy.

**20. DESTRUCTION OF PREMISES.**

If the Premises are partially damaged or destroyed through no fault of Lessee, Lessor shall, at its own expense, promptly repair and restore the Premises. Rent shall abate in whole or in part during the period of restoration according to the amount of destruction if the destruction was not caused by Lessee. If the Premises are totally destroyed through no fault of Lessee or if the Premises cannot be repaired and restored within ninety (90) days after the event of destruction, either party shall have the right to terminate this Lease, effective as of the date of the event, by giving the other party written notice of termination within ten (10) calendar days after the occurrence of the event. If the notice is given within that time period, this Lease shall terminate, and rent shall be adjusted between the parties to the date of the occurrence of the event. If the notice is not given within the required period, this Lease shall continue, and Lessor shall repair the Premises.

SVSU Comments

6/25/25

**21. MUTUAL RELEASES.**

Lessor and Lessee, and all parties claiming under them, mutually release and discharge each other from all claims and liabilities arising from or caused by any hazards covered by insurance on the leased Premises or covered by insurance in connection with property on or activities conducted on the Premises regardless of the cause of the damage or loss. Lessor and Lessee shall each cause appropriate clauses to be included in their respective insurance policies covering the Premises waiving subrogation against the other party consistent with the mutual release in this section.

**22. CONDEMNATION.**

If the Premises or any part of them are taken for any public or quasi-public purpose pursuant to any power of eminent domain, or by private sale in lieu of eminent domain, this Lease shall terminate at the option of either Lessor or Lessee, effective as of the date the public authority takes possession. All damages for the condemnation of the Premises or Building that is awarded for the taking shall be payable to and be the sole property of Lessor.

**23. INDEMNITY.**

Lessee agrees to indemnify and defend Lessor against and hold Lessor harmless from any liability, loss, damage, cost, or expense (including attorney fees) based on any claim, demand, suit, or action by any person or entity with respect to any personal injury (including death) or property damages, from any cause regarding Lessee's use of the Premises, except for liability resulting from the intentional acts or gross negligence of Lessor or its employees, agents, invitees, or business visitors and except for liability resulting from the acts or negligence of persons occupying adjoining property.

Lessor agrees to indemnify and defend Lessee from any liability, loss, damage, cost, or expense (including attorney fees) based on any claim, demand, suit, or action by any person or entity with respect to any personal injury (including death) or property damages, due to the condition of the Premises if caused by Lessor's use or prior use of hazardous materials on the Premises.

**24. LESSEE DEFAULT AND REENTRY.**

If Lessee neglects or fails to perform its obligation to pay rent when due; if Lessee neglects or fails to perform any other covenants in this Lease to be observed and performed on its part for ten (10) days after written notice by Lessor of the default; if Lessee makes any assignment for the benefit of creditors or a receiver is appointed for Lessee or its property; or if any proceedings are instituted by or against Lessee in bankruptcy (including reorganization) or under any insolvency laws, Lessor may reenter the Premises and seek to re-let the Premises on any terms that Lessor, in its sole discretion, deems advisable. In the alternative, Lessor may terminate the Lease and seek to re-let the Premises on any terms that Lessor, in its sole discretion, deems advisable. Notwithstanding any termination of the Lease by Lessor or reentry by Lessor without a termination, Lessee shall continue to be liable to Lessor for rent owed under this Lease, any rent deficiency that results from a re-letting of the Premises during the term of this Lease, and the cost of re-letting the Premises.

SVSU Comments

6/25/25

Notwithstanding any re-letting without termination, Lessor may at any time elect to terminate this Lease for any default by Lessee by giving written notice of the termination to Lessee.

In addition to Lessor's other rights and remedies as set forth in this Lease and without waiving any of those rights, if Lessor deems any repairs necessary that Lessee is required to make or if on failure of Lessee to meet the obligation, make or cause repairs to be made and defaults to be cured and shall not be responsible to Lessee for any loss or damage that occurs by reason of that action, and Lessee agrees that it will immediately on demand pay Lessor's reasonable costs for curing as additional rent under this Lease.

**25. LESSOR DEFAULT.**

If Lessor neglects or fails to perform any other covenants in this Lease to be observed and performed on its part for ten (10) days after written notice by Lessee of the default; if Lessor makes any assignment for the benefit of creditors or a receiver is appointed for Lessor or its property; or if any proceedings are instituted by or against Lessor in bankruptcy (including reorganization) or under any insolvency laws, Lessee may at any time elect to terminate this Lease for any default by Lessor by giving written notice of the termination to Lessor.

**26. SUBORDINATION.**

This Lease and Lessee's rights shall at all times be subordinate to the lien of any mortgage now or later placed on the land and Building of which the Premises are a part, and Lessee agrees to provide any mortgagee with a customary tenant's estoppel letter at the request of any mortgagee with respect to the status of this Lease or any collateral assignment of this Lease or the rents under it that Lessor may make to any mortgagee as additional security for the indebtedness secured by the mortgage. If Lessee is requested to sign any subordination agreement on behalf of Lessor's mortgagee, Lessee agrees to sign a reasonable and customary subordination agreement that includes language providing that Lessee's interest and rights under this Lease will not be disturbed as long as Lessee is not in default under the Lease. Lessee agrees not to look to any mortgagee, as mortgagee in possession or successor in title to the Premises, for accountability for any security deposit required by Lessor or any successor lessor unless the sum has actually been received by the mortgagee as security for Lessee's performance of this Lease. Nothing in this section shall be deemed to indicate that Lessee is under any obligation regarding a security deposit or that Lessor holds any security deposit, and this section shall apply only if a security deposit is actually given to Lessor. If a mortgagee required that proceeds of casualty insurance or condemnation be applied to reduce the mortgage debt rather than to restore damaged or taken property, this Lease shall terminate, and neither party shall have any further obligation to the other.

**27. USE OF SPACE HEATERS.**

Lessee acknowledges and agrees that the use of portable space heaters within the Buildings is strictly prohibited and any such use shall be considered a material violation of this Lease.

**28. HAZARDOUS MATERIALS.**

Lessee shall have no obligation or liability to investigate, clean, remove, remediate, or otherwise deal with any hazardous materials present at the site prior to the Lessee occupying the Premises pursuant to this Lease and all prior Leases. Such obligations or liabilities to deal with preexisting hazardous materials belong to the Landlord.

SVSU Comments

6/25/25

**29. LEASE AND PHYSICAL PLANT RECORDS.**

Upon written request, Lessor agrees to produce a copy of this Lease to Lessee's independent auditor; similarly, Lessor agrees that Lessee may produce a copy of this Lease to Lessee's independent auditor or other party in connection with the Academy Contract without the need for additional consent from Lessor. Upon written notice to Lessor, all lease and physical plant records of the Lessor related to Lessee will be made available to the Lessee's independent auditor and the SVSU School/University Partnership Office.

**30. NOTICES.**

Any notice required under this Lease shall be in writing and sent by registered or certified mail, return receipt requested, to the addresses of the parties set forth in this Lease or to another address that a party substitutes by written notice; and notice shall be effective as of the date of first attempted delivery.

**31. LESSEE'S POSSESSION AND ENJOYMENT.**

Lessee, on the payment of the rent at the time and in the manner stated above and on performance of all the foregoing covenants, shall and may peacefully and quietly have, hold, and enjoy the Premises for the term of this Lease.

**32. LESSOR'S USE**

From time to time during the term of the Lease, the Lessor reserves the right to enter upon the property for the purposes of conducting meetings, charitable and fund raising events or community development by the Board of Trustees, its agents, associates, representative parties or parents of the students attending Lessee. Further, the Lessor reserves the right to store a small amount of documents in the Carriage House as mutually agreed upon by the parties.

**33. HOLDING OVER**

If Lessee does not vacate the Premises at the end of the term specified in this Lease, such holding over shall constitute a month-to-month tenancy at one hundred fifty percent (150%) of the then existing rental rate.

**34. ENTIRETY OF AGREEMENT**

This Lease replaces the 2024 Lease in its entirety and contains the entire agreement of the parties regarding its subject matter. This Lease may not be amended or modified except by a written instrument executed by the parties to this Lease. Any amendments to the Lease are subject to review by SVSU to ensure compliance with the Academy Contract.

**35. WAIVER.**

The failure of Lessor to enforce any covenant or condition of this Lease shall not be deemed a waiver of its right to enforce each and every covenant and condition of this Lease. No provision of this Lease shall be deemed to have been waived unless the waiver is in writing.

**36. LESSOR'S FEES AND EXPENSES.**

SVSU Comments

6/25/25

Any fees, costs, or expenses incurred by a prevailing party enforcing the other party's obligations under this Lease, including reasonable attorney fees, shall be due and payable immediately under the Lease.

**37. BINDING EFFECT.**

This Lease shall be binding on and inure to the benefit of the parties to this Lease and their respective successors and permitted assigns.

**38. TIME OF THE ESSENCE.**

Time shall be deemed to be of the essence in the performance of this Lease.

**39. EFFECTIVE DATE.**

This Lease shall be effective as of the date first stated above.

**40. GOVERNING LAW.**

This Lease will be governed by and enforced in accordance with the laws of the State of Michigan.

**41. ACADEMY STATUS.**

No provision of this Lease shall be inconsistent with the Academy Contract or interfere with the Lessee's Board of Directors' exercise of its statutory, contractual and fiduciary responsibilities governing the operation of Lessee. Nothing in this Lease shall prohibit Lessee 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.

**42. GOVERNMENTAL IMMUNITY.**

Nothing in this Lease shall be interpreted to restrict Lessee's Board of Directors from waiving its governmental immunity or require Lessee's Board of Directors to assert, waive or not waive its governmental immunity.

**43. PROCUREMENT.**

If the Lessor procures equipment, materials and supplies at the request of or on behalf of Lessee which are to be the property of Lessee and subject to removal by Lessee at the expiration of the Lease, Lessor must follow applicable competitive bidding laws and Lessor is prohibited 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).

[REMAINDER OF THIS PAGE INTENTIONALLY LEFT BLANK –  
SIGNATURES NEXT PAGE]

SVSU Comments  
6/25/25

SIGNATURE PAGE

Dated this 30.00 day of June, 2025.

**LESSEE**

KINGSBURY COUNTRY DAY SCHOOL

By:  \_\_\_\_\_  
Signed by: Sandi Bowdley  
9353827578F24DA

**LESSOR**

KINGSBURY SCHOOL, INC.

By:  \_\_\_\_\_  
Signed by: Mark Fleischer  
380F991F2D5C45B

## Certificate Of Completion

Envelope Id: 935F16F9-B2AA-4EA5-A2C3-86ECD41EFEEA  
 Subject: Complete with Docusign: 4902-1781-1538 v5 KCDS Lease FINAL Exp 063030.docx  
 Source Envelope:  
 Document Pages: 10 Signatures: 2  
 Certificate Pages: 5 Initials: 0  
 AutoNav: Enabled  
 Envelopeld Stamping: Enabled  
 Time Zone: (UTC-05:00) Eastern Time (US & Canada)

Status: Completed  
 Envelope Originator:  
 Delaney Sullivan  
 2600 W Big Beaver Rd  
 #300  
 Troy, MI 48084  
 DSullivan@dickinson-wright.com  
 IP Address: 172.10.224.47

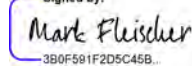
## Record Tracking

Status: Original Holder: Delaney Sullivan Location: DocuSign  
 6/30/2025 5:51:13 PM DSullivan@dickinson-wright.com

## Signer Events

Mark Fleischer  
 crocworldwide@gmail.com  
 Security Level: Email, Account Authentication (None)

## Signature

Signed by:  
  
 3B0F591F2D5C45B...

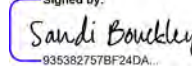
Signature Adoption: Pre-selected Style  
 Using IP Address: 68.65.189.91  
 Signed using mobile

## Timestamp

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 Viewed: 6/30/2025 7:47:35 PM  
 Signed: 7/1/2025 8:36:52 AM

**Electronic Record and Signature Disclosure:**  
 Accepted: 6/30/2025 7:47:35 PM  
 ID: 201c6427-fb2a-4aad-83a0-ee14e6859a05

Sandi Bouckley  
 sbouckley@kingsburyschool.org  
 Security Level: Email, Account Authentication (None)

Signed by:  
  
 935382757BF24DA...

Signature Adoption: Pre-selected Style  
 Using IP Address: 96.42.178.102  
 Signed using mobile

Sent: 6/30/2025 5:54:42 PM  
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 Signed: 6/30/2025 6:21:32 PM

**Electronic Record and Signature Disclosure:**  
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 ID: 27ac0567-0507-48ea-b614-102475394c69

## In Person Signer Events

## Signature

## Timestamp

## Editor Delivery Events

## Status

## Timestamp

## Agent Delivery Events

## Status

## Timestamp

## Intermediary Delivery Events

## Status

## Timestamp

## Certified Delivery Events

## Status

## Timestamp

## Carbon Copy Events

## Status

## Timestamp

Aimee Gibbs  
 agibbs@dickinson-wright.com  
 Security Level: Email, Account Authentication (None)

**COPIED**

Sent: 6/30/2025 5:54:43 PM  
 Viewed: 6/30/2025 6:04:15 PM

**Electronic Record and Signature Disclosure:**  
 Not Offered via Docusign

<b>Witness Events</b>	<b>Signature</b>	<b>Timestamp</b>
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<b>Notary Events</b>	<b>Signature</b>	<b>Timestamp</b>
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<b>Envelope Summary Events</b>	<b>Status</b>	<b>Timestamps</b>
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Envelope Updated	Security Checked	6/30/2025 6:58:46 PM
Envelope Updated	Security Checked	6/30/2025 6:58:46 PM
Certified Delivered	Security Checked	6/30/2025 6:19:55 PM
Signing Complete	Security Checked	6/30/2025 6:21:32 PM
Completed	Security Checked	7/1/2025 8:36:52 AM

<b>Payment Events</b>	<b>Status</b>	<b>Timestamps</b>
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<b>Electronic Record and Signature Disclosure</b>
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## **ELECTRONIC RECORD AND SIGNATURE DISCLOSURE**

From time to time, Dickinson Wright PLLC (we, us or Company) may be required by law to provide to you certain written notices or disclosures. Described below are the terms and conditions for providing to you such notices and disclosures electronically through the DocuSign system. Please read the information below carefully and thoroughly, and if you can access this information electronically to your satisfaction and agree to this Electronic Record and Signature Disclosure (ERSD), please confirm your agreement by selecting the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

### **Getting paper copies**

At any time, you may request from us a paper copy of any record provided or made available electronically to you by us. You will have the ability to download and print documents we send to you through the DocuSign system during and immediately after the signing session and, if you elect to create a DocuSign account, you may access the documents for a limited period of time (usually 30 days) after such documents are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you will be charged a \$0.00 per-page fee. You may request delivery of such paper copies from us by following the procedure described below.

### **Withdrawing your consent**

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

### **Consequences of changing your mind**

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. Further, you will no longer be able to use the DocuSign system to receive required notices and consents electronically from us or to sign electronically documents from us.

### **All notices and disclosures will be sent to you electronically**

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through the DocuSign system all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

### **How to contact Dickinson Wright PLLC:**

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:

To contact us by email send messages to: [mkolb@dickinsonwright.com](mailto:mkolb@dickinsonwright.com)

### **To advise Dickinson Wright PLLC of your new email address**

To let us know of a change in your email address where we should send notices and disclosures electronically to you, you must send an email message to us at [mkolb@dickinsonwright.com](mailto:mkolb@dickinsonwright.com) and in the body of such request you must state: your previous email address, your new email address. We do not require any other information from you to change your email address.

If you created a DocuSign account, you may update it with your new email address through your account preferences.

### **To request paper copies from Dickinson Wright PLLC**

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an email to [mkolb@dickinsonwright.com](mailto:mkolb@dickinsonwright.com) and in the body of such request you must state your email address, full name, mailing address, and telephone number. We will bill you for any fees at that time, if any.

### **To withdraw your consent with Dickinson Wright PLLC**

To inform us that you no longer wish to receive future notices and disclosures in electronic format you may:

- i. decline to sign a document from within your signing session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;
- ii. send us an email to [mkolb@dickinsonwright.com](mailto:mkolb@dickinsonwright.com) and in the body of such request you must state your email, full name, mailing address, and telephone number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

### **Required hardware and software**

The minimum system requirements for using the DocuSign system may change over time. The current system requirements are found here: <https://support.docusign.com/guides/signer-guide-signing-system-requirements>.

### **Acknowledging your access and consent to receive and sign documents electronically**

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please confirm that you have read this ERSD, and (i) that you are able to print on paper or electronically save this ERSD for your future reference and access; or (ii) that you are able to email this ERSD to an email address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format as described herein, then select the check-box next to ‘I agree to use electronic records and signatures’ before clicking ‘CONTINUE’ within the DocuSign system.

By selecting the check-box next to ‘I agree to use electronic records and signatures’, you confirm that:

- You can access and read this Electronic Record and Signature Disclosure; and
- You can print on paper this Electronic Record and Signature Disclosure, or save or send this Electronic Record and Disclosure to a location where you can print it, for future reference and access; and
- Until or unless you notify Dickinson Wright PLLC as described above, you consent to receive exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you by Dickinson Wright PLLC during the course of your relationship with Dickinson Wright PLLC.

**SCHEDULE 9**  
**APPLICATION AND ENROLLMENT OF STUDENTS**

- Attach the “Application and Enrollment of Students” Policy adopted by your school.
- Process describing how students apply for and receive seats at the Academy, including lottery process required by law.

## KINGSBURY COUNTRY DAY SCHOOL APPLICATION AND ENROLLMENT OF STUDENTS

The Academy shall comply with the application and enrollment requirements identified in this Schedule.

### Enrollment Limits

The Academy will offer the grade configuration set forth in the charter. The maximum enrollment shall be the number of students as adopted by the Academy Board and reported to the University. The Academy Board will annually adopt maximum enrollment figures prior to its application and enrollment period.

### Requirements

- Enrollment shall be open to all pupils who reside in this state who meet the admission policy.
- 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 grades are 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, as described below.

A public school academy shall not charge tuition and shall not discriminate in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a student with a disability, or any other basis that would be illegal if used by a Michigan school district. However, a public school academy may limit admission to pupils who are within a particular range of age or grade level or on any other basis that would be legal if used by a school district and may give enrollment priority to one (1) or more of the following:

- A sibling of a pupil enrolled in the Academy.
- Pursuant to a matriculation agreement undertaken in accordance with this schedule.
- 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 schedule, “child” includes an adopted child or a legal ward.

### Matriculation Agreement

- The Academy Board may enter into a matriculation agreement with another public school academy pursuant to MCLA 380.504, provided it obtains the prior, written consent of the Authorizer.
- Until the matriculation agreement is incorporated into this Contract, pursuant to the process for amendment, the Academy is prohibited from granting an enrollment priority to any student pursuant to that matriculation agreement.

### Application Process

- The Academy shall make reasonable effort to advertise its enrollment openings.
- The Academy shall make the following additional efforts to recruit pupils who are eligible for special education programs and services or English as a second language services to apply for admission. This includes:
  - Reasonable efforts to advertise all enrollment openings to organizations and media that regularly serve and advocate for individuals with disabilities or children with limited English-speaking ability within the boundaries of the intermediate school district in which the Academy is located.
  - Inclusion in all pupil recruitment materials of a statement that appropriate special educational services and English as a second language services will be made available to pupils attending the school as required by law.
- The Academy's open enrollment period shall be a minimum of two weeks (14 calendar days) in duration and shall include evening and weekend times.
- 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 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. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The Academy must document its full compliance with the enrollment and random selection processes and retain such documentation as part of its official records.

### Legal Notice or Advertisement

The Academy shall provide legal notice or advertisement of the application and enrollment process in a local newspaper of general circulation within the intermediate school district (ISD) or regional educational service agency (RESA) where the Academy is located. A copy of the legal notice or advertisement and accompanying affidavit of publication shall be maintained in the Academy's official records.

- At a minimum, the legal notice or advertisement must include:
  1. The process and/or location(s) for requesting and submitting applications.
  2. The beginning date and the ending date of the application period.
  3. The date, time, and place the random selection drawing(s) will be held, if needed.
- 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.
- The Academy shall be committed to good-faith efforts to seek out, create and serve a diverse student body.

### Re-enrolling Students

- The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.
- If the Academy Board has a sibling preference policy, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) seeks to enroll for the upcoming academic year.
- An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students.
- An applicant on the waiting list at the time a new application period begins must reapply as a new student.
- After collecting the parent or guardian responses, the Academy must determine the following:
  1. The number of students who have re-enrolled per grade or grouping level.
  2. The number of siblings seeking admission for the upcoming academic year per grade.
  3. If space is unavailable, the Academy must develop a waiting list for siblings of re-enrolled students.
  4. The number of spaces remaining, per grade, after enrollment of current students and siblings.

### Random Selection Drawing

A random selection drawing is required if the number of applications exceeds the number of available spaces.

Prior to the application period, the Academy shall:

- Establish written procedures for conducting a random selection drawing.
- Establish the maximum number of spaces available per grade or age grouping level.
- Establish the date, time, place and person to conduct the random selection drawing.

The Academy shall use a credible, impartial individual who is not employed by, under contract with, a member of the Board of, or otherwise affiliated with the Academy to conduct the random selection drawing. Further, the Academy shall:

- Conduct the random selection drawing in a manner that is open to parents, community members and members of the public who want to observe the process.
- Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

The Academy shall notify applicants not chosen in the random selection drawing 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.

Adopted at the Regular Board Meeting: June 21, 2016

# Enrollment

## Secure Your Child's Seat at Kingsbury Country Day School!

Follow the steps, submit the required documents, and ensure a smooth start for your student. Kingsbury will keep you informed throughout the process, so you're never left wondering what's next!

Have questions? We're here to help—reach out anytime!

[CONTACT US](#)



## Schedule A Visit

If you have any questions about the enrollment process, please contact our main office or email us.



Phone Number  
[\(248\) 628-2571](tel:(248)628-2571)



Email  
[Admin Office](mailto:Admin Office)

[SCHEDULE HERE](#)

## Keep In Touch

Interested in learning more about Kingsbury? Please fill out the following form and we will be in touch. If you have any questions or if you seek additional information, please do not hesitate to reach out to our front office.



Phone Number  
[\(248\) 628-2571](tel:(248)628-2571)

[INTEREST FORM](#)

# Enrollment Programs

## Re-Enrollment

2025-2026 School Year

We are no longer accepting re-enrollment applications for the 2025/2026 school year. Please proceed to our open enrollment information to enroll your child.

[NOT AVAILABLE](#)

## Open Enrollment

2025-2026 School Year

We are still accepting new student applications for the 2025/2026 school year. Please click below to reach out to our office for an application.

[APPLY FOR NEW STUDENT ENROLLMENT](#)

# Documents & Checklist

Required: Applicants are required to supply the school with the following:

## **Proof of date of birth such as the following:**

- Original Birth Certificate (Preferred)
- Affidavit of Parentage
- Baptism or Church Certificate
- Hospital Certificate
- Immigration Documents
- Passport

## **Proof of Residency – may be one of the following:**

- Parent/Guardian Driver's License
- State ID Card
- Passport
- Utility Bill
- Lease/Rental Agreement

**Immunization record or waiver certificate from your county health department.**

## **ADDITIONAL PAPERWORK (if applicable)**

- Request for Record to send to prior school. Required for K-6th grade applicants
- Copy of Individual Education Plan (if applicable)

## ADDITIONAL PAPERWORK FOR KINDERGARTEN APPLICANTS ONLY (required for enrollment)

- Proof of vision screening (must be within the last 3 years).
- [Health Appraisal\\*](#)
  - \*Health Appraisal – we are aware that health insurance companies only allow one health appraisal per year. If your child's health appraisal will expire before the month of September and you need to schedule such an appointment with your doctor please let the office know. This is the only document that can be delayed until the first day of school.
- [Oral Health Assessment](#)
- Kindergarten Waiver (if not 5 years old by December 1, 2025)

**SCHEDULE 10**  
**SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE**

- School calendar as well as school day schedule.
- Tabulation of instructional hours based upon calendar and schedule provided above.
- Any waivers (e.g., seat time) obtained by the Academy.



5000 Hosner Road Oxford, MI 48370

## **2025-2026 Calendar Overview**

Aug 18-29 Teacher Professional Development  
Aug 20- Professional Development  
Aug 27- Professional Development

Sept 1 Labor Day - no school  
Sept 2 Half Day - Opening Day

Oct 13-14 No School - Fall Break  
Oct 22 Half Day- Parent Teacher Conferences  
Oct 23 Half Day- Parent Teacher Conferences

Nov 3 No School - Full Day Professional Development  
Nov 26-28 No School - Thanksgiving Break

Dec 1- Jan 12- Re-enrollment  
Dec 19 Half Day - Winter Break Begins  
Dec 22-31 No School - Winter break

Jan 1-4 No School - Winter break  
Jan 13- Feb 13- Open enrollment  
Jan 16 End of Semester 1  
Jan 19 No School - Martin Luther King Jr Day  
Jan 20 Semester 2 begins

Feb 4 Half Day - Professional Development  
Feb 16-17 No School - Mid-Winter Break  
Feb 23- Enrollment Lottery 9AM

Mar 18 Half Day - Professional Development  
Mar 30-Apr 3 No School - Spring Break

April 15 Half Day - Parent Teacher Conferences  
April 16 Half Day - Parent Teacher Conferences

May 6 Half Day - Professional Development  
May 25 No School- Memorial Day

June 10 Half Day - Closing Day  
June 11 No School - Full Day Professional Development/Records

Semester 1 Ends	January 16	83 Days
Semester 2 Ends	June 10	95 Days

Instructional Days	Prof Development Days	Total Days/Hours	State Requirements
168 Full Days, 10 Half days	4 Full Days, 3 Half days	182 Days	180 Days
Hours			1143 Hours

**Full Days 8:15-3:15, Half Day 8:15-12:00**

Instructional Days per Month		Professional Development Days	
August	2 PD	August	2 (6hrs each)
September	20 Full, 1 Half day	September	0
October	19 Full, 2 Half day	October	0
November	16 Full, 1 PD	November	1 Enviro Conf
December	14 Full, 1 Half day	December	0
January	19 Full	January	0
February	18 Full, 1 Half day	February	1 (4hrs)
March	19 Full, 1 Half day	March	1 (4hrs)
April	17 Full, 2 Half day	April	0
May	19 Full, 1 Half day	May	1 (4hrs)
June	7 Full, 1 Half day, 1 PD	June	1 (8hrs)
Total	168 Full, 10 Half day, 4 PD	Total	7 days

Board Approval: 3/24/25

## ELEMENTARY CALENDAR

District:	Kingsbury Country Day School 63934
Building/Program:	Kingsbury Country Day School 02065: K-4

School Year Begins 2025

Full day of Instruction:	6	Hours	30	Minutes	9/2/2025
Half day of Instruction:	3	Hours	45	Minutes	First day of Instruction for pupils (MM/DD/YYYY)
Partial day of Instruction:	0	Hours	0	Minutes	6/10/2026
IP day instructional time:	0	Hours	0	Minutes	Last day of Instruction for pupils (MM/DD/YYYY)

*Summer days will automatically fill with x based on first/last day entered, but can be overwritten*

### INSTRUCTIONS:

<p><b>Calendar:</b> Type next to the calendar date with the following letter codes: X = no instruction H = half day O = partial day PD = professional development day IP = instruction + professional development E = Emergency 15</p>	<p><b>Enter monthly data in boxes as follows:</b> Blue box = enter the year the school year begins. This will auto-adjust the calendars to the current school year. Rose boxes contain formulas and will automatically compute. Peach boxes = enter the total professional development hours including PD and IP days. <b>NOTE: convert minutes into decimal hours by dividing by 60 or refer to Conversion Table sheet.</b> Green boxes = calculated annual PD days/hours up to maximum allowed. If PD Days or PD Hours box turns red, you entered more than the max PD days or use fewer than 5 hours of for a full PD day</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

July 2025							Days				
M	T	W	Th	F	Full		0				
	1	x	2	x	3	x	4	x	1/2	0	
7	x	8	x	9	x	10	x	11	x	Partial	0
14	x	15	x	16	x	17	x	18	x	PD	0
21	x	22	x	23	x	24	x	25	x	IP	0
28	x	29	x	30	x	31	x				
Comments:										Total	0

Length of Day							
Type of Day	Hours/Day	Minutes/Day	# of Days	Hrs	Mins	Total Hours	
Full	6	30	0	0	0	0.00	
Half Day	3	45	0	0	0	0.00	
Partial Day	0	0	0	0	0	0.00	
IP Day	0	0	0	0	0	0.00	
<b>July Total</b>			0			<b>Instructional Hrs</b>	0.00
						<b>PD Days</b>	0
						<b>PD Hours</b>	0.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	0	<b>PD Hrs</b>	0.00	

August 2025							Days				
M	T	W	Th	F	Full		0				
				1	x	1/2	0				
4	x	5	x	6	x	7	x	8	x	Partial	0
11	x	12	x	13	x	14	x	15	x	PD	2
18	x	19	x	20	PD	21	x	22	x	IP	0
25	x	26	x	27	PD	28	x	29	x		
Comments:										Total	2

Length of Day							
Type of Day	Hours/Day	Minutes/Day	# of Days	Hrs	Mins	Total Hours	
Full	6	30	0	0	0	0.00	
Half Day	3	45	0	0	0	0.00	
Partial Day	0	0	0	0	0	0.00	
IP Day	0	0	0	0	0	0.00	
<b>August Total</b>			0			<b>Instructional Hrs</b>	0.00
						<b>PD Days</b>	2
						<b>PD Hours</b>	10.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	2	<b>PD Hrs</b>	10.00	

September 2025							Days				
M	T	W	Th	F	Full		20				
1	x	2	H	3	4	5	1				
8	9	10	11	12	Partial		0				
15	16	17	18	19	PD		0				
22	23	24	25	26	IP		0				
29	30										
Comments:										Total	21

Length of Day							
Type of Day	Hours/Day	Minutes/Day	# of Days	Hrs	Mins	Total Hours	
Full	6	30	20	120	0	120.00	
Half Day	3	45	1	3	45	3.75	
Partial Day	0	0	0	0	0	0.00	
IP Day	0	0	0	0	0	0.00	
<b>September Total</b>			21			<b>Instructional Hrs</b>	133.75
						<b>PD Days</b>	0
						<b>PD Hours</b>	0.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	2	<b>PD Hrs</b>	10.00	

October 2025							Days				
M	T	W	Th	F	Full		19				
		1	2	3	1/2		2				
6	7	8	9	10	Partial		0				
13	x	14	x	15	16	17	PD	0			
20	21	22	H	23	H	24	IP	0			
27	28	29	30	31							
Comments:										Total	21

Length of Day							
Type of Day	Hours/Day	Minutes/Day	# of Days	Hrs	Mins	Total Hours	
Full	6	30	19	114	30	123.50	
Half Day	3	45	2	6	30	7.50	
Partial Day	0	0	0	0	0	0.00	
IP Day	0	0	0	0	0	0.00	
<b>October Total</b>			21			<b>Instructional Hrs</b>	131.00
						<b>PD Days</b>	0
						<b>PD Hours</b>	0.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	2	<b>PD Hrs</b>	10.00	

November 2025							Days		
M	T	W	Th	F	Full				
3	PD	4	5	6	7	1/2	16		
10	11	12	13	14	Partial		0		
17	18	19	20	21	PD		1		
24	25	26	x	27	x	28	x	IP	0
Comments:							Total	17	

Length of Day						
Type of Day	Hours/Day	Minutes/Day	# of Days	Hrs	Mins	Total Hours
Full	6	30	16	104	0	104.00
Half Day	3	45	0	0	0	0.00
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>November Total</b>			16	<b>Instructional Hrs</b>		104.00
			<b>PD Days</b>	1	<b>PD Hours</b>	5.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	3	<b>PD Hrs</b>	15.00

December 2025							Days				
M	T	W	Th	F	Full						
1	2	3	4	5	1/2		14				
8	9	10	11	12	Partial		0				
15	16	17	18	19	H	PD	0				
22	x	23	x	24	x	25	x	26	x	IP	0
29	x	30	x	31	x						
Comments:							Total	15			

Length of Day						
Type of Day	Hours/Day	Minutes/Day	# of Days	Hrs	Mins	Total Hours
Full	6	30	14	91	0	91.00
Half Day	3	45	1	3	45	3.75
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>December Total</b>			15	<b>Instructional Hrs</b>		94.75
			<b>PD Days</b>	0	<b>PD Hours</b>	0.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	3	<b>PD Hrs</b>	15.00

January 2026							Days	
M	T	W	Th	F	Full			
			1	x	2	x	1/2	19
5	6	7	8	9	Partial		0	
12	13	14	15	16	PD		0	
19	x	20	21	22	23	IP	0	
26	27	28	29	30				
Comments:							Total	19

Length of Day						
Type of Day	Hours/Day	Minutes/Day	# of Days	Hrs	Mins	Total Hours
Full	6	30	19	123	30	123.50
Half Day	3	45	0	0	0	0.00
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>January Total</b>			19	<b>Instructional Hrs</b>		123.50
			<b>PD Days</b>	0	<b>PD Hours</b>	0.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	3	<b>PD Hrs</b>	15.00

February 2026							Days	
M	T	W	Th	F	Full			
2	3	4	H	5	6	1/2	17	
9	10	11	12	13	Partial		0	
16	x	17	x	18	19	20	PD	0
23	24	25	26	27	IP		0	
Comments:							Total	18

Length of Day						
Type of Day	Hours/Day	Minutes/Day	# of Days	Hrs	Mins	Total Hours
Full	6	30	17	110	30	110.50
Half Day	3	45	1	3	45	3.75
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>February Total</b>			18	<b>Instructional Hrs</b>		114.25
			<b>PD Days</b>	0	<b>PD Hours</b>	0.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	3	<b>PD Hrs</b>	15.00

March 2026							Days	
M	T	W	Th	F	Full			
2	3	4	5	6	1/2		19	
9	10	11	12	13	Partial		0	
16	17	18	H	19	20	PD	0	
23	24	25	26	27	IP		0	
30	x	31	x					
Comments:							Total	20

Length of Day						
Type of Day	Hours/Day	Minutes/Day	# of Days	Hrs	Mins	Total Hours
Full	6	30	19	123	30	123.50
Half Day	3	45	1	3	45	3.75
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>March Total</b>			20	<b>Instructional Hrs</b>		127.25
			<b>PDDays</b>	0	<b>PD Hours</b>	0.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	3	<b>PD Hrs</b>	15.00

April 2026							Days		
M	T	W	Th	F	Full				
		1	x	2	x	3	x	1/2	17
6	7	8	9	10	Partial		0		
13	14	15	H	16	H	17	PD	0	
20	21	22	23	24	IP		0		
27	28	29	30						
Comments:							Total	19	

Length of Day						
Type of Day	Hours/Day	Minutes/Day	# of Days	Hrs	Mins	Total Hours
Full	6	30	17	110	30	110.50
Half Day	3	45	2	7	30	7.50
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>April Total</b>			19	<b>Instructional Hrs</b>		118.00
			<b>PD Days</b>	0	<b>PD Hours</b>	0.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	3	<b>PD Hrs</b>	15.00

May 2026							Days
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Length of Day						
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M	T	W	Th	F	Full	19
				1	1/2	1
4	5	6 H	7	8	Partial	0
11	12	13	14	15	PD	0
18	19	20	21	22	IP	0
25 x	26	27	28	29		
Comments:						Total 20

Type of Day	Hours/Day	Minutes/Day	# of Days	Hrs	Mins	Total Hours
Full	6	30	19	123	30	123.50
Half Day	3	45	1	3	45	3.75
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>May Total</b>			<b>20</b>	<b>Instructional Hrs</b>		<b>127.25</b>
			<b>PD Days</b>	<b>0</b>	<b>PD Hours</b>	<b>0.00</b>
<b>PD Year to Date Total:</b>			<b>PD Days</b>	<b>3</b>	<b>PD Hrs</b>	<b>15.00</b>

June 2026						Days
M	T	W	Th	F	Full	7
1	2	3	4	5	1/2	1
8	9	10 H	11 PD	12 x	Partial	0
15 x	16 x	17 x	18 x	19 x	PD	1
22 x	23 x	24 x	25 x	26 x	IP	0
29 x	30 x					
Comments:						Total 9

Length of Day						
Type of Day	Hours/Day	Minutes/Day	# of Days	Hrs	Mins	Total Hours
Full	6	30	7	45	30	45.50
Half Day	3	45	1	3	45	3.75
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>June Total</b>			<b>8</b>	<b>Instructional Hrs</b>		<b>49.25</b>
			<b>PD Days</b>	<b>1</b>	<b>PD Hours</b>	<b>5.00</b>
<b>PD Year to Date Total:</b>			<b>PD Days</b>	<b>4</b>	<b>PD Hrs</b>	<b>20.00</b>

<b>Total Full Days YTD</b>	<b>167</b>		<b>1085.50</b>
<b>Half Days</b>	<b>10</b>		<b>37.50</b>
<b>Partial Days</b>	<b>0</b>		<b>0.00</b>
<b>IP Days</b>	<b>0</b>		<b>0.00</b>
<b>Total Countable PD Days</b>	<b>4</b>	<b>Countable PD Hrs</b>	<b>20.00</b>
<b>Total Days</b>	<b>181</b>	<b>Total Hrs</b>	<b>1143.00</b>

I verify the information provided is accurate to the best of my knowledge. I certify that the district acknowledges that its hours of professional development are "qualifying professional development" hours as required under SAA Section 101(10).

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## SECONDARY CALENDAR

District:	Kingsbury Country Day School 63934
Building/Program:	Kingsbury Country Day School 02065: Grades 5-6

School Year Begins **2025**

Full day of instruction:	<b>6</b> Hours	<b>30</b> Minutes
Half day of instruction:	<b>3</b> Hours	<b>45</b> Minutes
Partial day of instruction:	<b>0</b> Hours	<b>0</b> Minutes
IP day instructional time:	<b>0</b> Hours	<b>0</b> Minutes

9/2/2025  
 First day of instruction for pupils (MM/DD/YYYY)  
 6/10/2026  
 Last day of instruction for pupils (MM/DD/YYYY)

*Summer days will automatically fill with x based on first/last day entered, but can be overwritten*

### INSTRUCTIONS:

<p><b>Calendar:</b>                  Type next to the calendar date with the following letter codes:                  X = no instruction                  H = half day                  O = partial day                  PD = professional development day                  IP = instruction + professional development                  E = Emergency 15</p>	<p><b>Enter monthly data in boxes as follows:</b>                  Blue box = enter the year the school year begins. This will auto-adjust the calendars to the current school year.                  Rose boxes contain formulas and will automatically compute.                  Peach boxes = enter the total professional development hours including PD and IP days.                  NOTE: convert minutes into decimal hours by dividing by 60 or refer to Conversion Table sheet.                  Green boxes = calculated annual PD days/hours up to max allowed.                  If PD Days or PD Hours box turns red, you entered more than the max PD days or use fewer than 5 hours of for a full PD day.</p>
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July 2025							Days
M	T	W	Th	F	Full		
	1 x	2 x	3 x	4 x	1/2	0	
7 x	8 x	9 x	10 x	11 x	Partial	0	
14 x	15 x	16 x	17 x	18 x	PD	0	
21 x	22 x	23 x	24 x	25 x	IP	0	
28 x	29 x	30 x	31 x				
Comments:						Total	0

Type of Day	Length of Day		# of Days	Hrs	Mins	Total Hours
	Hours/Day	Minutes/Day				
Full	6	30	0	0	0	0.00
Half Day	3	45	0	0	0	0.00
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>July Total</b>			0	<b>Instructional Hrs</b>		0.00
				<b>PD Days</b>		0.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	0	<b>PD Hrs</b>	0.00

August 2025							Days
M	T	W	Th	F	Full		
				1 x	1/2	0	
4 x	5 x	6 x	7 x	8 x	Partial	0	
11 x	12 x	13 x	14 x	15 x	PD	2	
18 x	19 x	20 PD	21 x	22 x	IP	0	
25 x	26 x	27 PD	28 x	29 x			
Comments:						Total	2

Type of Day	Length of Day		# of Days	Hrs	Mins	Total Hours
	Hours/Day	Minutes/Day				
Full	6	30	0	0	0	0.00
Half Day	3	45	0	0	0	0.00
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>August Total</b>			0	<b>Instructional Hrs</b>		0.00
				<b>PD Days</b>		10.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	2	<b>PD Hrs</b>	10.00

September 2025							Days
M	T	W	Th	F	Full		
1 x	2 H	3	4	5	1/2	1	
8	9	10	11	12	Partial	0	
15	16	17	18	19	PD	0	
22	23	24	25	26	IP	0	
29	30						
Comments:						Total	21

Type of Day	Length of Day		# of Days	Hrs	Mins	Total Hours
	Hours/Day	Minutes/Day				
Full	6	30	20	130	0	130.00
Half Day	3	45	1	3	45	3.75
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>September Total</b>			21	<b>Instructional Hrs</b>		133.75
				<b>PD Days</b>		0.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	2	<b>PD Hrs</b>	10.00

October 2025							Days
M	T	W	Th	F	Full		
		1	2	3	1/2	2	
6	7	8	9	10	Partial	0	
13 x	14 x	15	16	17	PD	0	
20	21	22 H	23 H	24	IP	0	
27	28	29	30	31			
Comments:						Total	21

Type of Day	Length of Day		# of Days	Hrs	Mins	Total Hours
	Hours/Day	Minutes/Day				
Full	6	30	19	123	30	123.50
Half Day	3	45	2	7	30	7.50
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>October Total</b>			21	<b>Instructional Hrs</b>		131.00
				<b>PD Days</b>		0.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	2	<b>PD Hrs</b>	10.00

November 2025						Days
M	T	W	Th	F	Full	
						16
3	PD	4	5	6	7	1/2
10	11	12	13	14	Partial	0
17	18	19	20	21	PD	1
24	25	26	27	28	IP	0
Comments:						Total
						17

Length of Day						
Type of Day	Hours/Day	Minutes/Day	# of Days	Hrs	Mins	Total Hours
Full	6	30	16	104	0	104.00
Half Day	3	45	0	0	0	0.00
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>November Total</b>			16	<b>Instructional Hrs</b>		104.00
			<b>PD Days</b>	<b>PD Hours</b>		5.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	<b>PD Hrs</b>		15.00

December 2025						Days
M	T	W	Th	F	Full	
						14
1	2	3	4	5	1/2	1
8	9	10	11	12	Partial	0
15	16	17	18	19	PD	0
22	23	24	25	26	IP	0
29	30	31				
Comments:						Total
						15

Length of Day						
Type of Day	Hours/Day	Minutes/Day	# of Days	Hrs	Mins	Total Hours
Full	6	30	14	91	0	91.00
Half Day	3	45	1	3	45	3.75
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>December Total</b>			15	<b>Instructional Hrs</b>		94.75
			<b>PD Days</b>	<b>PD Hours</b>		0.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	<b>PD Hrs</b>		15.00

January 2026						Days
M	T	W	Th	F	Full	
						19
			1	2	1/2	0
5	6	7	8	9	Partial	0
12	13	14	15	16	PD	0
19	20	21	22	23	IP	0
26	27	28	29	30		
Comments:						Total
						19

Length of Day						
Type of Day	Hours/Day	Minutes/Day	# of Days	Hrs	Mins	Total Hours
Full	6	30	19	123	30	123.50
Half Day	3	45	0	0	0	0.00
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>January Total</b>			19	<b>Instructional Hrs</b>		123.50
			<b>PD Days</b>	<b>PD Hours</b>		0.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	<b>PD Hrs</b>		15.00

February 2026						Days
M	T	W	Th	F	Full	
						17
2	3	4	H	5	6	1/2
9	10	11	12	13	Partial	0
16	17	18	19	20	PD	0
23	24	25	26	27	IP	0
Comments:						Total
						18

Length of Day						
Type of Day	Hours/Day	Minutes/Day	# of Days	Hrs	Mins	Total Hours
Full	6	30	17	110	30	110.50
Half Day	3	45	1	3	45	3.75
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>February Total</b>			18	<b>Instructional Hrs</b>		114.25
			<b>PD Days</b>	<b>PD Hours</b>		0.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	<b>PD Hrs</b>		15.00

March 2026						Days
M	T	W	Th	F	Full	
						19
2	3	4	5	6	1/2	1
9	10	11	12	13	Partial	0
16	17	18	H	19	20	PD
23	24	25	26	27	IP	0
30	31					
Comments:						Total
						20

Length of Day						
Type of Day	Hours/Day	Minutes/Day	# of Days	Hrs	Mins	Total Hours
Full	6	30	19	123	30	123.50
Half Day	3	45	1	3	45	3.75
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>March Total</b>			20	<b>Instructional Hrs</b>		127.25
			<b>PD Days</b>	<b>PD Hours</b>		0.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	<b>PD Hrs</b>		15.00

April 2026						Days
M	T	W	Th	F	Full	
						17
		1	2	3	1/2	2
6	7	8	9	10	Partial	0
13	14	15	H	16	17	PD
20	21	22	23	24	IP	0
27	28	29	30			
Comments:						Total
						19

Length of Day						
Type of Day	Hours/Day	Minutes/Day	# of Days	Hrs	Mins	Total Hours
Full	6	30	17	110	30	110.50
Half Day	3	45	2	7	30	7.50
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>April Total</b>			19	<b>Instructional Hrs</b>		118.00
			<b>PD Days</b>	<b>PD Hours</b>		0.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	<b>PD Hrs</b>		15.00

May 2026						Days
M	T	W	Th	F	Full	
				1	1/2	1
4	5	6 H	7	8	Partial	0
11	12	13	14	15	PD	0
18	19	20	21	22	IP	0
25 x	26	27	28	29		
Comments:						Total 20

Type of Day	Length of Day		# of Days	Hrs	Mins	Total Hours
	Hours/Day	Minutes/Day				
Full	6	30	19	123	30	123.50
Half Day	3	45	1	3	45	3.75
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>May Total</b>			20	Instructional Hrs		127.25
			0	PD Days		0.00
PD Year to Date Total:			PD Days	3	PD Hrs	15.00

June 2026						Days
M	T	W	Th	F	Full	
1	2	3	4	5	1/2	1
8	9	10 H	11 PD	12 x	Partial	0
15 x	16 x	17 x	18 x	19 x	PD	1
22 x	23 x	24 x	25 x	26 x	IP	0
29 x	30 x					
Comments:						Total 9

Type of Day	Length of Day		# of Days	Hrs	Mins	Total Hours
	Hours/Day	Minutes/Day				
Full	6	30	7	45	30	45.50
Half Day	3	45	1	3	45	3.75
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>June Total</b>			8	Instructional Hrs		49.25
			1	PD Days		5.00
PD Year to Date Total:			PD Days	4	PD Hrs	20.00

<b>Total Full Days YTD</b>	167	1085.50
<b>Half Days</b>	10	37.50
<b>Partial Days</b>	0	0.00
<b>IP Days</b>	0	0.00
<b>Total Countable PD Days</b>	4	Countable PD Hrs 20.00
<b>Total Days</b>	181	Total Hrs 1143.00

I verify the information provided is accurate to the best of my knowledge. I certify that the district acknowledges that its hours of professional development are "qualifying professional development" hours as required under SAA Section 101(10).

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## SECONDARY CALENDAR

District:	Kingsbury Country Day School 63934
Building/Program:	Kingsbury Country Day School 02065: Grades 7-8

School Year Begins

2025

Full day of instruction:	6	Hours	30	Minutes
Half day of instruction:	3	Hours	45	Minutes
Partial day of instruction:	0	Hours	0	Minutes
IP day instructional time:	0	Hours	0	Minutes

9/2/2025

First day of instruction for pupils (MM/DD/YYYY)

6/10/2026

Last day of instruction for pupils (MM/DD/YYYY)

Summer days will automatically fill with x based on first/last day entered, but can be overwritten

### INSTRUCTIONS:

<p><b>Calendar:</b> Type next to the calendar date with the following letter codes: X = no instruction H = half day O = partial day PD = professional development day IP = instruction + professional development E = Emergency 15</p>	<p><b>Enter monthly data in boxes as follows:</b> Blue box = enter the year the school year begins. This will auto-adjust the calendars to the current school year. Rose boxes contain formulas and will automatically compute. Peach boxes = enter the total professional development hours including PD and IP days. <i>NOTE: convert minutes into decimal hours by dividing by 60 or refer to Conversion Table sheet.</i> Green boxes = calculated annual PD days/hours up to max allowed. If PD Days or PD Hours box turns red, you entered more than the max PD days or use fewer than 5 hours of for a full PD day</p>
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July 2025						Days	
M	T	W	Th	F	Full		
	1	2	3	4	1/2	0	
7	8	9	10	11	Partial	0	
14	15	16	17	18	PD	0	
21	22	23	24	25	IP	0	
28	29	30	31				
Comments:						Total	0

Length of Day						
Type of Day	Hours/Day	Minutes/Day	# of Days	Hrs	Mins	Total Hours
Full	6	30	0	0	0	0.00
Half Day	3	45	0	0	0	0.00
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>July Total</b>			0			<b>Instructional Hrs</b>
			0			0.00
						<b>PD Days</b>
			0			<b>PD Hours</b>
						0.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	0	<b>PD Hrs</b>	0.00

August 2025						Days	
M	T	W	Th	F	Full		
				1	1/2	0	
4	5	6	7	8	Partial	0	
11	12	13	14	15	PD	2	
18	19	20	21	22	IP	0	
25	26	27	28	29			
Comments:						Total	2

Length of Day						
Type of Day	Hours/Day	Minutes/Day	# of Days	Hrs	Mins	Total Hours
Full	6	30	0	0	0	0.00
Half Day	3	45	0	0	0	0.00
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>August Total</b>			0			<b>Instructional Hrs</b>
			2			10.00
						<b>PD Days</b>
			2			<b>PD Hours</b>
						10.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	2	<b>PD Hrs</b>	10.00

September 2025						Days	
M	T	W	Th	F	Full		
1	2	3	4	5	1/2	1	
8	9	10	11	12	Partial	0	
15	16	17	18	19	PD	0	
22	23	24	25	26	IP	0	
29	30						
Comments:						Total	21

Length of Day						
Type of Day	Hours/Day	Minutes/Day	# of Days	Hrs	Mins	Total Hours
Full	6	30	20	130	0	130.00
Half Day	3	45	1	3	45	3.75
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>September Total</b>			21			<b>Instructional Hrs</b>
			0			133.75
						<b>PD Days</b>
			0			<b>PD Hours</b>
						0.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	2	<b>PD Hrs</b>	10.00

October 2025						Days	
M	T	W	Th	F	Full		
		1	2	3	1/2	2	
6	7	8	9	10	Partial	0	
13	14	15	16	17	PD	0	
20	21	22	23	24	IP	0	
27	28	29	30	31			
Comments:						Total	21

Length of Day						
Type of Day	Hours/Day	Minutes/Day	# of Days	Hrs	Mins	Total Hours
Full	6	30	19	123	30	123.50
Half Day	3	45	2	7	30	7.50
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>October Total</b>			21			<b>Instructional Hrs</b>
			0			131.00
						<b>PD Days</b>
			0			<b>PD Hours</b>
						0.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	2	<b>PD Hrs</b>	10.00

November 2025						Days			
M	T	W	Th	F	Full				
3	PD	4	5	6	7	1/2	0		
10	11	12	13	14	Partial		0		
17	18	19	20	21	PD		1		
24	25	26	x	27	x	28	x	IP	0
Comments:						Total	17		

Type of Day	Length of Day		# of Days	Hrs	Mins	Total Hours
	Hours/Day	Minutes/Day				
Full	6	30	16	104	0	104.00
Half Day	3	45	0	0	0	0.00
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>November Total</b>			16	<b>Instructional Hrs</b>		104.00
			<b>PD Days</b>	<b>PD Hours</b>		5.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	<b>3</b>	<b>PD Hrs</b>	<b>15.00</b>

December 2025						Days					
M	T	W	Th	F	Full						
1	2	3	4	5	1/2	1					
8	9	10	11	12	Partial	0					
15	16	17	18	19	H	PD	0				
22	x	23	x	24	x	25	x	26	x	IP	0
29	x	30	x	31	x						
Comments:						Total	15				

Type of Day	Length of Day		# of Days	Hrs	Mins	Total Hours
	Hours/Day	Minutes/Day				
Full	6	30	14	91	0	91.00
Half Day	3	45	1	3	45	3.75
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>December Total</b>			15	<b>Instructional Hrs</b>		94.75
			<b>PD Days</b>	<b>PD Hours</b>		0.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	<b>3</b>	<b>PD Hrs</b>	<b>15.00</b>

January 2026						Days			
M	T	W	Th	F	Full				
			1	x	2	x	1/2	0	
5	6	7	8	9	Partial	0			
12	13	14	15	16	PD	0			
19	x	20	21	22	23	IP	0		
26	27	28	29	30					
Comments:						Total	19		

Type of Day	Length of Day		# of Days	Hrs	Mins	Total Hours
	Hours/Day	Minutes/Day				
Full	6	30	19	123	30	123.50
Half Day	3	45	0	0	0	0.00
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>January Total</b>			19	<b>Instructional Hrs</b>		123.50
			<b>PD Days</b>	<b>PD Hours</b>		0.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	<b>3</b>	<b>PD Hrs</b>	<b>15.00</b>

February 2026						Days		
M	T	W	Th	F	Full			
2	3	4	H	5	6	1/2	1	
9	10	11	12	13	Partial	0		
16	x	17	x	18	19	20	PD	0
23	24	25	26	27	IP	0		
Comments:						Total	18	

Type of Day	Length of Day		# of Days	Hrs	Mins	Total Hours
	Hours/Day	Minutes/Day				
Full	6	30	17	110	30	110.50
Half Day	3	45	1	3	45	3.75
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>February Total</b>			18	<b>Instructional Hrs</b>		114.25
			<b>PD Days</b>	<b>PD Hours</b>		0.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	<b>3</b>	<b>PD Hrs</b>	<b>15.00</b>

March 2026						Days		
M	T	W	Th	F	Full			
2	3	4	5	6	1/2	1		
9	10	11	12	13	Partial	0		
16	17	18	H	19	20	PD	0	
23	24	25	26	27	IP	0		
30	x	31	x					
Comments:						Total	20	

Type of Day	Length of Day		# of Days	Hrs	Mins	Total Hours
	Hours/Day	Minutes/Day				
Full	6	30	19	123	30	123.50
Half Day	3	45	1	3	45	3.75
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>March Total</b>			20	<b>Instructional Hrs</b>		127.25
			<b>PD Days</b>	<b>PD Hours</b>		0.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	<b>3</b>	<b>PD Hrs</b>	<b>15.00</b>

April 2026						Days			
M	T	W	Th	F	Full				
		1	x	2	x	3	x	1/2	2
6	7	8	9	10	Partial	0			
13	14	15	H	16	H	17	PD	0	
20	21	22	23	24	IP	0			
27	28	29	30						
Comments:						Total	19		

Type of Day	Length of Day		# of Days	Hrs	Mins	Total Hours
	Hours/Day	Minutes/Day				
Full	6	30	17	110	30	110.50
Half Day	3	45	2	7	30	7.50
Partial Day	0	0	0	0	0	0.00
IP Day	0	0	0	0	0	0.00
<b>April Total</b>			19	<b>Instructional Hrs</b>		118.00
			<b>PD Days</b>	<b>PD Hours</b>		0.00
<b>PD Year to Date Total:</b>			<b>PD Days</b>	<b>3</b>	<b>PD Hrs</b>	<b>15.00</b>

May 2026						Days	
M	T	W	Th	F	Full		
				1	1/2	1	
4	5	6	H	7	8	Partial	
11	12	13	14	15	PD	0	
18	19	20	21	22	IP	0	
25	x	26	27	28	29		
Comments:						Total	20

Type of Day	Length of Day		# of Days	Hrs	Mins	Total Hours	
	Hours/Day	Minutes/Day					
Full	6	30	19	123	30	123.50	
Half Day	3	45	1	3	45	3.75	
Partial Day	0	0	0	0	0	0.00	
IP Day	0	0	0	0	0	0.00	
May Total			20				
				Instructional Hrs		127.25	
			PD Days		PD Hours	0.00	
			PD Year to Date Total:	PD Days	3	PD Hrs	15.00

June 2026						Days	
M	T	W	Th	F	Full		
1	2	3	4	5	1/2	1	
8	9	10	H	11	PD	12	
15	x	16	x	17	x	18	
22	x	23	x	24	x	25	
29	x	30	x	x	x	x	
Comments:						Total	9

Type of Day	Length of Day		# of Days	Hrs	Mins	Total Hours	
	Hours/Day	Minutes/Day					
Full	6	30	7	45	30	45.50	
Half Day	3	45	1	3	45	3.75	
Partial Day	0	0	0	0	0	0.00	
IP Day	0	0	0	0	0	0.00	
June Total			8				
				Instructional Hrs		49.25	
			PD Days		PD Hours	5.00	
			PD Year to Date Total:	PD Days	4	PD Hrs	20.00

Total Full Days YTD	167	1085.50
Half Days	10	37.50
Partial Days	0	0.00
IP Days	0	0.00
Total Countable PD Days	4	Countable PD Hrs
Total Days	181	Total Hrs

I verify the information provided is accurate to the best of my knowledge. I certify that the district acknowledges that its hours of professional development are "qualifying professional development" hours as required under SAA Section 101(10).

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**SCHEDULE 11**  
**AGE AND GRADE RANGE OF PUPILS**

- Description of the ages of pupils to be enrolled in the Academy as well as their grade range.
- Census, by grade, of pupils enrolled at the Academy.
- Evidence, from last staffing process, of pupils per teacher in each general education classroom.
- Evidence, from last staffing, of number of special education pupils per instructional staff person.

**SCHEDULE 11  
AGE AND GRADE RANGE OF PUPILS**

**What is the current # of pupils in special education per instructional staff person?**

There are 35 students who qualify for special education services. Our speech pathologist (.25 FTE) supports 18 students. Our occupational therapist (.2 FTE) supports 12 students. Our social worker (1 FTE) supports 8 students. Our special education teacher (full-time) supports 22 students. Our special education teacher (.4 FTE) supports 6 students.

**Describe the age and grade range of pupils enrolled at the Academy.**

Our student population ranges from 3 year old (Preschool) to 15 years old (8th grade).

**Provide a census, by grade, of pupils enrolled at the Academy.**

2024-2025:

8th grade- 31 students  
7th grade- 28 students  
6th grade- 37 students  
5th grade- 38 students  
4th grade- 40 students  
3rd grade- 40 students  
2nd grade- 36 students  
1st grade- 40 students  
Kindergarten- 39 students  
Junior Kindergarten- 13 students  
Preschool- 30 students

**What is the current # of pupils per teacher in each general education classroom?**

2024-2025:

8th grade- 31 students (4 general education teachers)  
7th grade- 28 students (4 general education teachers)  
6th grade- 37 students (2 general education teachers)  
5th grade- 38 students (2 general education teachers)  
4th grade- 40 students (2 general education teachers)  
3rd grade- 40 students (2 general education teachers)  
2nd grade- 36 students (2 general education teachers)  
1st grade- 40 students (2 general education teachers)  
Kindergarten- 39 students (2 general education teachers)  
Junior Kindergarten- 13 students (2 general education teachers)  
Preschool- 30 students (1 general education teacher)

**SCHEDULE 12**  
**METHODS OF PUPIL ASSESSMENT**

SCHEDULE 12  
METHODS OF PUPIL ASSESSMENT

Fall Benchmark Assessment for ELA and Math: NWEA  
Extensive Assessment for ELA: Acadience

Winter Benchmark Assessment for ELA and Math: NWEA  
Extensive Assessment for ELA: Acadience

Spring Benchmark Assessment for ELA and Math: NWEA  
Extensive Assessment for ELA: Acadience

Spring State Testing for ELA, Math, Science and Social Studies: M-STEP and PSAT8

**SCHEDULE 13**  
**GOVERNANCE STRUCTURE**

- Board Member List.
- Organizational Chart showing reporting lines and responsibilities of all staff.
- Staffing agreement, if applicable.
- Forms of Contract for all staff providing services at Academy who are directly employed by Board.

**Kingsbury Country Day School**

**Driscoll, Jeffery**  
Director

Start: 7/1/2023  
End: 6/30/2026

4965 Chalet Drive  
Metamora, MI 48455  
Work: (586) 282-4583  
Home: (734) 476-6165  
jdriscoll@kingsburyschool.org

**Higbie, Dora**  
Director

Start: 7/1/2018  
End: 6/30/2027

32336 Beaconsfield  
Beverly Hills, MI 48025  
Cell: (248) 761-6930  
Home: (248) 645-9068  
dhigbie@kingsburyschool.org

**Easlick, Michael**  
Director

Start: 7/1/2023  
End: 6/30/2026

4703 Havens Road  
Dryden, MI 48428  
Work: (248) 348-2102  
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measlick@kingsburyschool.org

**Jackson, Kyle T.**  
Treasurer

Start: 1/19/2022  
End: 6/30/2028

2827 Ashy Hill Court  
Oxford, MI 48371  
Home: (248) 705-9486  
kjackson@kingsburyschool.org

**Stewart, Adam**  
Secretary

Start: 7/1/2018  
End: 6/30/2027

386 Franklin Lake Circle  
Oxford, MI 48371  
Work: (248) 770-7553  
Cell (Preferred): (248) 321-6798  
Home: (248) 628-7667  
astewart@kingsburyschool.org

**Bouckley, Sandra L.**  
Vice President

Start: 1/19/2022  
End: 6/30/2028

1411 Oakridge Road  
Oxford, MI 48371  
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Home: (248) 969-6944  
sbouckley@kingsburyschool.org

**Quisenberry, Jodie L.**  
President

Start: 7/1/2021  
End: 6/30/2027

3848 Casey Road  
Metamora, MI 48455  
Work: (810) 667-0377  
Home: (248) 420-1960  
jquisenberry@kingsburyschool.org

Kingsbury:

Building Leader--Principal

Director of Enrollment and  
Community Relations

Office Manager

Literacy Coach and Instructional  
Coach (if applicable) OR Support  
Services

Enrollment Preschool-8

Pupil Accounting

Teachers-Focus Math/ELA

Community Outreach

Attendance/Tuancy

Instructional Aides

School Tours and Events

Bookkeeping

MTSS-School-Wide Reading

MTSS-PBIS

Intervention Systems

Licensing Director

Special Education Team and  
Services

Maintenance and Custodial Staff

Enrollment: Preschool/JK

Special Ed Teachers

Building Maintenance

Licensing

OT, Speech, Social Work

Building Custodial

Child Care

Athletic Director

Technology Director

Transportation Director

Sports Coaches

Bus Drivers