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

ISSUED BY

**THE GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES
(AUTHORIZING BODY)**

ISSUED TO

**MUSKEGON COVENANT ACADEMY
(A PUBLIC SCHOOL ACADEMY)**

**CONFIRMING THE STATUS OF
MUSKEGON COVENANT ACADEMY**

AS A

PUBLIC SCHOOL ACADEMY

**DATED:
JULY 1, 2024**

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Contract to Charter a Public School Academy

Pursuant to Part 6a of the Revised School Code (“Code”), being Sections 380.501 to 380.507 of the Michigan Compiled Laws, the Grand Valley State University Board of Trustees (“University Board”) issues a contract to Muskegon Covenant Academy (the “Academy”), to be effective July 1, 2024, confirming the Academy’s status as a public school academy in this State. The Parties agree that the issuance of this Contract is subject to the following Terms and Conditions:

ARTICLE I

DEFINITIONS

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

- a) **Academy** means the Michigan non-profit corporation authorized by this Contract.
- b) **Academy Board** means the Board of Directors of the Academy authorized by this Contract. **Academy Board member** or **Academy Director** means an individual who is a member of the Academy Board, whether in the past, present or future.
- c) **Applicable Law** means all state and federal law applicable to public school academies- including all rules, regulations, and orders promulgated thereunder.
- d) **Applicant** means the person or entity that submitted the public school academy application to the University for the establishment of the Academy.
- e) **Application** means the public school academy application and supporting documentation submitted to the University for the establishment of the Academy.
- f) **Authorization Resolution** means the resolution adopted by the Grand Valley State University Board of Trustees approving the issuance of a Contract.
- g) **Charter School** means public school academy.
- h) **Code** means the Revised School Code, Act No. 451 of the Public Acts of 1976, as amended, being Sections 380.1 to 380.1853 of the Michigan Compiled Laws.
- i) **Community District** means a community school district created under part 5B of the Code, MCL 380.381 et seq.

- j) **Conservator** means an individual appointed by the University President in accordance with Section 10.9 of these Terms and Conditions.
- k) **Contract** means, in addition to the definitions set forth in the Code, the Terms and Conditions and the Schedules.
- l) **Educational Service Provider or “ESP”** means an educational management organization as defined under section 503c of the Code, MCL 380.503c, that has entered into a contract or agreement with the Academy Board for operation or management of the Academy, which contract has been submitted to the University Charter Schools Office Director for review as provided in Section 11.15 and has not been disapproved by the University Charter Schools Office Director, and is consistent with the Charter Schools Office Educational Service Provider Policies, as they may be amended from time to time, and Applicable Law.
- m) **Educational Service Provider Policies or ESP Policies** means those policies adopted by the Charter Schools Office Director that apply to a Management Agreement. The Charter Schools Office Director may, at any time and at his or her sole discretion, amend the ESP Policies. Upon amendment, changes to the ESP Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.
- n) **Fund Balance Deficit** means the Academy has more liabilities than assets at the end of any given school fiscal year, and includes any fiscal year where the Academy would have had a budget deficit but for a financial borrowing from, or monetary contribution by an Educational Service Provider or other person or entity to the Academy. If the Academy receives a gift or grant of money or financial support from an Educational Service Provider or other person or entity that does not require repayment by the Academy, and is not conditioned upon the actions or inactions of the Academy Board, then such gift or grant shall not constitute a financial borrowing or contribution for purposes of determining a Fund Balance Deficit.
- o) **Management Agreement or ESP Agreement** means an agreement as defined under section 503c of the Code, MCL 380.503c that has been entered into between an ESP and the Academy Board for operation and/or management of the Academy, which has been submitted to the University Charter Schools Office Director for review as provided in Section 11.15 and has not been disapproved by the University Charter Schools Office Director, and is consistent with the CSO Educational Service Provider Policies as they may be amended from time to time, and Applicable Law.

- p) **Master Calendar of Reporting Requirements (MCRR)** means the compliance certification duties required of the Academy by the University Board. The University Charter Schools Office may amend the MCRR each fiscal year or at other times as deemed appropriate by the University President. These changes shall be automatically incorporated into the Contract and shall be exempt from the Contract amendment procedures under Article IX of these Terms and Conditions.
- q) **Method of Selection Resolution** means the resolution adopted by the University Board providing for the method of selection, length of term, number of members, qualification of Board Academy members and other pertinent provisions relating to the Academy Board.
- r) **Resolution** means any resolution adopted by the Grand Valley State University Board of Trustees.
- s) **Schedules** mean the schedules incorporated into and part of the Terms and Conditions.
- t) **State Board** means the State Board of Education, established pursuant to Article 8, Section 3 of the 1963 Michigan Constitution and MCL 388.1001 et seq.
- u) **State School Reform/Redesign Office** means the office created within the Michigan Department of Technology Management and Budget by Executive Reorganization Order 2015-02, codified at MCL 18.554, and transferred from the Michigan Department of Technology Management and Budget to the Michigan Department of Education by Executive Reorganization Order 2017-05 and codified at MCL 388.1282.
- v) **Superintendent** means the Michigan Superintendent of Public Instruction.
- w) **Terms and Conditions** means this document entitled Terms and Conditions of Contract issued by the Grand Valley State University Board of Trustees.
- x) **University** means Grand Valley State University established pursuant to Article VIII, Sections 4 and 6 of the 1963 Michigan Constitution and MCL 390.841 *et seq.*
- y) **University Board** means the Grand Valley State University Board of Trustees.
- z) **University Charter Schools Hearing Panel or Hearing Panel** means such person(s) as designated by the University President.
- aa) **University Charter Schools Office or CSO** means the office the University Board, by issuance of this Contract, hereby designates as the point of contact

for public school academy applicants and public school academies authorized by the University Board. The University Charter Schools Office is also responsible for managing, implementing, and overseeing the University Board's responsibilities with respect to the Contract.

bb) **University Charter Schools Office Director** or **CSO Director** means the person designated by the University President to administer the operations of the University Charter Schools Office.

cc) **University President** means the President of Grand Valley State University or his or her designee.

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

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

Section 1.4. Schedules. All Schedules to this Contract are part of this Contract.

Section 1.5. Statutory Definitions. Statutory terms defined in the Code shall have the same meaning in this Contract.

Section 1.6. Application. The Application submitted to the University Board for the establishment of the Academy is incorporated into, and made part of, this Contract. In the event that there is an inconsistency or dispute between materials in the Application and the Contract, the language or provisions in the Contract shall control.

Section 1.7. Conflicting Contract Provisions. In the event that there is a conflict between the language contained in the provisions of this Contract, the Contract shall be interpreted as follows: (i) the Method of Selection Resolution shall control over any other conflicting language in the Contract; (ii) the Authorizing Resolution shall control over any other conflicting language in the Contract with the exception of language in the Method of Selection Resolution; (iii) the Terms and Conditions shall control over any other conflicting language in the Contract with the exception of language in the Method of Selection Resolution and the Authorizing Resolution; and (iv) the Articles of Incorporation shall control over any other conflicting language in the Contract with the exception of language in the Method of Selection Resolution, Authorizing Resolution and these Terms and Conditions.

ARTICLE II

ROLE OF GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES AS AUTHORIZING BODY

Section 2.1. Independent Status of the University. The University Board is an authorizing body as defined by the Code. In approving this Contract, the University voluntarily exercises additional powers given to the University under the Code. Nothing in this Contract shall be deemed to be any waiver of the University's powers or independent status and the Academy shall not be deemed to be part of the University Board. The University Board has provided the Department the accreditation notice required under Section 502.

Section 2.2. Independent Status of the Academy. The Academy is a body corporate and governmental entity authorized by the Code. The Academy is organized and shall operate as a public school academy and a nonprofit corporation. The Academy is not a division or part of the University. The relationship between the Academy and the University Board is based solely on the applicable provisions of the Code and the terms of this Contract or other agreements between the University Board and the Academy, if applicable.

Section 2.3. University Board Resolutions. For purposes of this Contract, the University Board has adopted the following resolutions:

- a) Method of Selection Resolution. The University Board has adopted the Method of Selection Resolution, which is incorporated into this Contract as part of Schedule 1. At anytime and at its sole discretion, the University Board may amend the Method of Selection Resolution. Upon University Board approval, changes to the Method of Selection Resolution shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of the Terms and Conditions.
- b) Authorizing Resolutions. The University Board has adopted the Authorizing Resolution, which is incorporated into this Contract as part of Schedule 1.

Section 2.4. 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. The Academy shall perform the compliance certification duties required by the University Board as outlined in the Contract incorporated into this Contract as Schedule 5. Additionally, the Academy shall be responsible for the following:

- a) In the event that the University President determines that the Academy's educational outcomes should be reviewed to help determine if the Academy is meeting the educational goals set forth in the Schedules, the University President, at his or her discretion, may require an objective evaluation of student performances by an educational consultant, acceptable to both the Academy and the University

President. The Academy shall pay for the expense of the evaluation. In addition, at any time, the University President may require an evaluation of student performance to be selected by and at the expense of the University. The Academy shall cooperate with the evaluation, including any student testing required.

- b) Within ten (10) days of receipt, the Academy shall notify the University Charter Schools Office of correspondence received from the Department of Education or State Board of Education that requires a written or formal response.
- c) Within ten (10) days of receipt, the Academy shall report to the University Charter Schools Office and the University Counsel Office any litigation or formal proceedings alleging violation of Applicable Law or contractual agreement against the Academy, its officers, employees, agents, and/or contractors.
- d) The Academy shall permit review of the Academy's records and inspection of its premises at any time by representatives of the University. Normally, such inspections shall occur during the Academy's hours of operation and after advance notice to the Academy.
- e) The Academy shall provide the Charter Schools Office with copies of reports and assessments concerning the educational outcomes achieved by pupils attending the Academy and shall provide necessary approvals for the Charter Schools Office to access electronic information received or stored by the State of Michigan including, but not limited to, the Department of Education or other agency authorized by the State to collect school data.
- f) The Academy shall submit audited financial statements, including auditor's management letters and any exceptions noted by the auditors, to the University Charter Schools Office. The financial statements and auditor's management letters shall be submitted to the University Charter Schools Office within ninety (90) days after the end of the Academy's fiscal year.
- g) The Academy shall provide the University Charter Schools Office with a copy of the approved annual budget for the upcoming fiscal year of the Academy no later than July 1st. The Academy Board is responsible for establishing, approving and amending the annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421 *et seq.*, and for providing all amendments and revisions to the University Charter Schools Office following Academy Board approval.
- h) The Academy shall provide to the University Charter Schools Office minutes of all Academy Board meetings no later than fourteen (14) days after such meeting.

Section 2.5. University Board Administrative Fee. During the term of this Contract, the Academy shall pay the University Board an administrative fee of 3% of the state school aid

payments received by the Academy. For purposes of this Contract, state school aid payments received by the Academy in July and August in any given year shall be deemed to have been received by the Academy during the Contract term. This fee shall be retained by the University Board from each state school aid payment received by the University Board for forwarding to the Academy. This fee shall compensate the University Board for issuing the Contract and overseeing the Academy's compliance with the Contract and all Applicable Law. This fee may also be used to fund college readiness work and scholarships for academies that are in compliance with this Contract.

Section 2.6. University Board as Fiscal Agent for the Academy. The University Board is the fiscal agent for the Academy. The University Board shall, within three (3) business days, forward to the Academy all state school aid funds or other public or private funds received by the University Board for the benefit of the Academy. The University Board shall retain any amount owed to the University Board by the Academy pursuant to this Contract. For purposes of this section, the responsibilities of the University Board, the State of Michigan, and the Academy are set forth in the Fiscal Agent Agreement incorporated herein as Schedule 4.

Section 2.7. Authorization of Employment. The Academy may employ or contract with personnel. If the Academy contracts for personnel with an Educational Service Provider, the Academy shall submit a draft of the proposed agreement to the University Charter Schools Office for review. The University Charter Schools Office may disapprove the proposed agreement if it contains provisions in violation of this Contract or Applicable Law. No ESP agreement shall be effective unless and until the agreement complies with Section 11.16 of these Terms and Conditions. With respect to Academy employees, the Academy shall have the power and responsibility to (i) select and engage employees; (ii) pay their wages; (iii) dismiss employees; and (iv) control the employees' conduct, including the method by which the employee carries out his or her work. An employee hired by the Academy shall be an employee of the Academy for all purposes and not an employee of the University for any purpose. The Academy Board shall prohibit any individual from being employed by the Academy, an ESP, or an employee leasing company involved in the operation of the Academy, in more than one (1) full-time position and simultaneously being compensated at a full-time rate for each of these positions. The Academy shall be responsible for carrying worker's compensation insurance and unemployment insurance for its employees.

Section 2.8. Financial Obligations of the Academy are Separate from the State of Michigan, University Board and the University. Any contract, mortgage, loan or other instrument of indebtedness entered into by the Academy and a third party shall not in any way constitute an obligation, either general, special, or moral, of the State of Michigan, the University Board, or the University. Neither the full faith and credit nor the taxing power of the State of Michigan or any agency of the State, nor the full faith and credit of the University Board or the University shall ever be assigned or pledged for the payment of any Academy contract, agreement, note, mortgage, loan or other instrument of indebtedness.

Section 2.9. Academy Has No Power to Obligate or Bind State of Michigan, University Board or the University. The Academy has no authority whatsoever to enter into any contract or

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

Section 2.10. Authorizing Body Contract Authorization Process. Pursuant to the Code, the University Board is not required to issue a contract to the Academy. This Contract is for a fixed term and will terminate at that end of the Contract term set forth in Section 12.14 without any further action of either the Academy or the University Board. Prior to the end of the Contract term, the University Board shall provide a description of the process and standards by which the Academy may be considered for the issuance of a new contract. The timeline for consideration of whether to issue a new contract to the Academy shall be solely determined by the University Board. The standards for issuance of a new contract shall include increases in academic achievement for all groups of pupils as measured by assessments and other objective criteria established by the University Board as the most important factor of whether to issue or not issue a new contract. The University Board, at its sole discretion, may change its process and standards for issuance of a contract at any time, and any such changes shall take effect automatically without the need for any amendment to this Contract. Consistent with the Code, the University Board may elect, at its sole discretion, not to consider the issuance of a contract, consider reauthorization of the Academy and elect not to issue a contract, or consider reauthorization of the Academy and issue a contract for a fixed term.

Section 2.11. University Board Approval of Condemnation. In the event that the Academy desires to acquire property pursuant to the Uniform Condemnation Procedures Act or other applicable statutes, it shall obtain express written permission for such acquisition from the University Board. The Academy shall submit a written request to the Charter Schools Office Director describing the proposed acquisition and the purpose for which the Academy desires to acquire the property. The Charter Schools Office Director will generate a recommendation for consideration by the University Board with regard to the proposed acquisition. The request and the Charter Schools Office Director's recommendation will be submitted by the Charter Schools Office Director for the University Board's consideration in accordance with the University Board's generally applicable timelines and policies for the agendas of regularly-scheduled University Board committee meetings and formal sessions of the University Board. No acquisition may be made until the approval of the University Board is obtained by resolution adopted at a formal session of the University Board.

Section 2.12. Charter Schools Office Director Review of Certain Financing Transactions. If the Academy proposes to (i) finance the acquisition, by lease, purchase, or other means, of facilities or equipment, or renovation of facilities, in excess of \$150,000, pursuant to arrangements calling for payments over a period greater than one (1) year, and which include a pledge, assignment or direction to one or more third parties of a portion of the funds to be received by the Academy from the State of Michigan pursuant to the State School Aid Act of 1979, as amended, being MCL 388.1601 et seq., or (ii) direct that a portion of its State School Aid Payments be

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

ARTICLE III

REQUIREMENT THAT ACADEMY ACT SOLELY AS GOVERNMENTAL AGENCY OR ENTITY AND POLITICAL SUBDIVISION

Section 3.1. Governmental Agency or Entity and Political Subdivision. The Academy shall act exclusively as a governmental agency or entity and political subdivision.

Section 3.2. Other Permitted Activities. Nothing in this Contract shall prohibit the Academy from engaging in other lawful activities that are not in derogation of the Academy's status as a public school or that would not jeopardize the eligibility of the Academy for state school aid funds. Subject to Section 2.7 and Section 6.15 of the Terms and Conditions, 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.

Section 3.3. Academy Board Members Serve in their Individual Capacity. All Directors of the Academy Board shall serve in their individual capacity, and not as a representative or designee of any other person or entity. A person who does not serve in their individual capacity, or who serves as a representative or designee of another person or entity, shall be deemed ineligible

to continue to serve as a Director of the Academy Board. A Director who violates this Section shall be removed from office, in accordance with the removal provisions found in the Resolution or Schedule 2: Bylaws. As set forth in the Resolution, a Director serves at the pleasure of the University Board, and may be removed with or without cause by the University Board at any time.

ARTICLE IV

PURPOSE

Section 4.1. Academy's Purpose. The Academy Board shall identify the purpose or mission of the Academy. Any subsequent changes to the Academy's purpose or mission shall be carried out by amendment in accordance with Article IX of these Terms and Conditions. The Academy's stated purpose or mission shall be set forth in the Schedules.

ARTICLE V

CORPORATE STRUCTURE OF THE ACADEMY

Section 5.1. Nonprofit Corporation. The Academy shall be organized and operated as a public school academy corporation organized under the Michigan Nonprofit Corporation Act, as amended, Act No. 162 of the Public Acts of 1982, being Sections 450.2101 to 450.3192 of the Michigan Compiled Laws. Notwithstanding any provision of the Michigan Nonprofit Corporation Act, as amended, the Academy shall not take any action inconsistent with the provisions of Part 6A of the Code or other Applicable Law.

Section 5.2. Articles of Incorporation. Unless amended pursuant to Section 9.3 of Article IX herein, the Articles of Incorporation of the Academy, as set forth in Schedule 2, shall be the Articles of Incorporation of the Academy. The Academy Board represents to the University Board that Schedule 2 includes all amendments to the Academy's Articles of Incorporation as of the date set forth above.

Section 5.3. Bylaws. Unless amended pursuant to Section 9.4 of Article IX herein, the Bylaws of the Academy, as set forth in Schedule 3, shall be the Bylaws of the Academy. The Academy Board represents to the University Board that Schedule 3 includes all amendments to the Academy's Bylaws as of the date set forth above.

Section 5.4. Quorum. Notwithstanding any document in the Contract that is inconsistent with this Section, including the Academy's Articles of Incorporation and Bylaws, a quorum of the Academy Board that is necessary to transact business and to take action shall be a majority of the Academy Board members as set by the Authorizing Resolution.

ARTICLE VI

OPERATING REQUIREMENTS

Section 6.1. Governance Structure. The Academy shall be organized and administered under the direction of the Academy Board and pursuant to the governance structure as set forth in its Bylaws. The Academy's Board of Directors shall meet at least six times per fiscal year, unless another schedule is mutually agreed upon by the University President or Designee and the Academy.

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 the University. The University shall not be required to receive any contributions or donations for the benefit of the Academy. If the University receives 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 and programs identified and contained in the Schedules. The educational goals shall include demonstrated improved pupil academic achievement for all groups of pupils. Such goals and programs may be amended pursuant to Section 9.2 of Article IX of the Terms and Conditions. Upon request, the Academy shall provide the University Charter Schools Office with a written report, along with supporting data, assessing the Academy's progress toward achieving its goal(s).

Section 6.4. Curriculum. The Academy shall have flexibility in developing, realigning, and implementing the curriculum identified in the Schedules. Any changes to the curricula shall be administered pursuant to Section 9.2 of Article IX of the Terms and Conditions, and such proposed curricula shall be designed to achieve the Academy's overall educational goals and State's educational assessment objectives.

Section 6.5. Methods of Accountability and Pupil Assessment. In addition to those set forth in this Section 6.5, the Academy shall evaluate its pupils' work based on the assessment strategies identified in the Schedules. The Academy shall also assess pupil performance using all applicable testing that the Code or the Contract requires. The Academy shall provide the University Charter Schools Office with copies of reports, assessments, and test results concerning the following:

- a) educational outcomes achieved by pupils attending the Academy and other reports reasonably requested by the University Charter Schools Office;
- b) an assessment of the Academy's student performance at the end of each academic school year or at such other times as the University Board may reasonably request;

- c) an annual education report in accordance with the Code;
- d) an annually administered nationally recognized norm-referenced achievement test for the Academy's grade configuration or a program of testing approved by the University Charter Schools Office Director; and
- e) all tests required under Applicable Law.

The University Board may use such reports, assessments and test results in making its decision to suspend, terminate, or not issue a new contract at the end of the Contract, or revoke the Contract.

Section 6.6. Staff Responsibilities. Subject to Section 2.7 Article II of the Terms and Conditions, the University Board authorizes the Academy to employ or contract with an Educational Service Provider. A copy of the ESP agreement shall be included in the Schedules.

Section 6.7. Admission Policy. The Academy shall comply with all application, enrollment, and admissions policies and criteria required by Applicable Law. A copy of the Academy's admission policies and criteria are set forth in the Schedules. With respect to the Academy's pupil admissions process, the Academy shall provide any documentation or information requested by the University Charter Schools Office that demonstrates the following:

- a) the Academy has made a reasonable effort to advertise its enrollment efforts to all pupils; and
- b) the Academy's open enrollment period was for a duration of at least 2 weeks and permitted the enrollment of pupils by parents at times in the evening and on weekends.

Section 6.8. 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 Applicable Law. The Academy agrees to make available to the CSO Office a copy of the School Calendar/School Day Schedule for each academic school year no later than July 1st. A copy of the School Calendar/School Day Schedule shall be automatically incorporated into the Schedules, without the need for an amendment under Article IX of the Terms and Conditions.

Section 6.9. Age/Grade Range of Pupils Enrolled. The Academy is authorized to operate Ninth through Twelfth (9-12) grade(s). The Academy may add additional grades and vocational programs in the future, pursuant to Section 9.2 of Article IX of the Terms and Conditions.

Section 6.10. Annual Financial Audit. The Academy shall conduct an annual financial audit prepared and reviewed by an independent certified public accountant in accordance with generally accepted governmental auditing principles. The Academy shall submit the annual

financial statement audit and auditor's management letter to the Charter Schools Office in accordance with the MCRR. The Academy Board shall provide to the Charter Schools Office a copy of any responses to the auditor's management letter in accordance with the MCRR.

Section 6.11. Address and Description of Proposed Site(s); Process for Expanding Academy's Site Operations. The proposed address and physical plant description of the Academy's proposed site or sites is set forth in Schedule 7-8. Following Academy Board and University Board approval, proposed changes to the address and description of any site or sites shall be incorporated into this Contract by amendment. With the approval of the University Board, the Academy Board may operate the same configuration of age or grade levels at more than one (1) site if each configuration of age or grade levels and each site identified in Schedule 7-8 are under the direction and control of the Academy Board.

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

By formal resolution, the Academy Board may request the authority to operate the same configuration of age or grade levels at more than one site. The Academy Board shall submit to the University Charter Schools Office an application for site expansion, in a form or manner determined by the University Charter Schools Office. The application for site expansion shall include all information requested by the University Charter Schools Office, including detailed information about the site, revised budget, renovation and site improvement costs, the Academy's proposed operations at the site, and the information provided in Contract Schedules 7-8. Upon receipt of a complete application for site expansion, the University Charter Schools Office shall review the application for site expansion and make a recommendation to the University Board on whether the Academy's request for site expansion should be approved. A positive recommendation by the University Charter Schools Office of the application for site expansion shall include a determination by the Charter Schools Office that the Academy is operating in compliance with the Contract and is making measurable progress toward meeting the Academy's educational goals. The University Board may consider the Academy Board's site expansion request following submission by the University Charter Schools Office of a positive recommendation.

If the University Board approves the Academy Board's site expansion request, the Contract shall be amended in accordance with Article IX of these Terms and Conditions. The University Board reserves the right to modify, reject, or approve any application for site expansion in its sole and absolute discretion.

Section 6.12. Accounting Standards. The Academy shall at all times comply with generally accepted public sector accounting principles, and accounting system requirements that comply with Applicable Law.

Section 6.13. Placement of University Student Interns. The Academy may be a placement site for University students who are in education or other pre-professionals in training to serve in

public schools. Such placement shall be without charge to the University and subject to other terms and conditions as the Academy and the University agree.

Section 6.14. Disqualified Organizational or Contractual Affiliations. The Academy shall comply with all state and federal law applicable to public schools concerning church-state issues. To the extent disqualified under the state or federal constitutions, the Academy shall not be organized by a church or other religious organization and shall not have any organizational or contractual affiliation with or constitute a church or other religious organization. Nothing in this Section shall be deemed to diminish or enlarge the civil and political rights, privileges and capacities of any person on account of his or her religious belief.

Section 6.15 Matriculation Agreements. Before the Academy Board approves a matriculation agreement with another public school, the Academy shall provide a draft and final copy of the agreement to the University Charter Schools Office for review and retention.

Section 6.16. Posting of Accreditation Status. The Academy shall post notice to the Academy's homepage of its website disclosing the accreditation status of each school in accordance with section 1280e of the Code, MCL 380.1280e.

Section 6.17. New Public School Academies Located within the Boundaries of a Community District. If the Academy is a new public school academy and either of the circumstances listed below in (a) or (b) apply to the Academy's proposed site(s), the Academy represents to the University Board, intending that the University Board rely on such representation as a precondition to issuing this Contract, that the Academy has a substantially different governance, leadership, and curriculum than the public school previously operating at that site(s):

- a) The Academy's proposed site is the same location as a public school that (i) is currently on the list under Section 1280c(1), MCL 380.1280c(1) or Section 1280g(3), MCL 380.1280g(3), as applicable; or (ii) has been on the list under Section 1280c(1), MCL 380.1280c(1) or Section 1280g(3), MCL 380.1280g(3), as applicable, during the immediately preceding 3 school years.
- b) The Academy's proposed site is the same location of another public school academy, urban high school academy, school of excellence or strict discipline academy whose contract was revoked or terminated by an authorizing body under the applicable part of section of the Code.

Section 6.18. Collective Bargaining Agreements. Collective bargaining agreements, if any, with employees of the Academy shall be the responsibility of the Academy.

ARTICLE VII

TUITION PROHIBITED

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

ARTICLE VIII

COMPLIANCE WITH PART 6A OF THE CODE AND OTHER LAWS

Section 8.1. Compliance with Part 6a of the Code. The Academy shall comply with Part 6a of the Code.

Section 8.2. 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 8.3. Open Meetings Act. Pursuant to Section 503(6)(a) of the Code, the Academy Board shall conduct all of its meetings in accordance with the Michigan Open Meetings Act, Act No. 267 of the Public Acts of 1976, as amended, being Sections 15.261 to 15.275 of the Michigan Compiled Laws.

Section 8.4. Freedom of Information Act. Pursuant to Section 503(6)(b) of the Code, 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, as amended, being Sections 15.231 to 15.246 of the Michigan Compiled Laws. The Academy Board shall designate a freedom of information coordinator to assure compliance with FOIA and other applicable law providing for public disclosure or for protection of privacy.

Section 8.5. Public Employees Relation Act. Pursuant to Section 503(6)(c) of the Code, the Academy shall comply with Act No. 336 of the Public Acts of 1947, being Sections 423.201 to 423.217 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 8.6. Uniform Budgeting and Accounting Act. The Academy shall comply with the Uniform Budgeting and Accounting Act, Act No. 2 of the Public Acts of 1968, being MCL 141.421 to 141.440a.

Section 8.7. Revised Municipal Finance Act of 2001. With respect to the Academy's borrowing money and issuance of bonds, the Academy shall comply with section 1351a of the Code and Part VI of the Revised Municipal Finance Act of 2001, Act No. 34 of the Public Acts of 2001, being MCL 141.2601 to 141.2613 of the Michigan Compiled Laws, except that the borrowing of money and issuance of bonds by the Academy is not subject to section 1351a(4) or section 1351(2) to (4) of the Code. Bonds issued by the Academy are subject to the revised municipal finance act, 2001 PA 34, MCL 141.2101 to 141.2821.

Section 8.8. Non-discrimination. The Academy shall be separately responsible for compliance with applicable laws pertaining to equal opportunity and anti-discrimination laws such as the Elliott-Larsen Civil Rights Act, Act No. 453 of the Public Acts of 1976, as amended, being MCL 37.2101 to 37.2804, the Michigan Handicappers' Civil Rights Act, Act No. 22 of the Public Acts of 1976, as amended, being MCL 37.1101 to 37.1607, and Subtitle A of Title II of the Americans with Disabilities Act of 1990, Public Law 101-336, 42 USC & 12101 *et seq.* or any successor law.

Section 8.9. Other State Laws. The Academy shall comply with other state laws which are applicable to public school academies. Nothing in this Contract shall be deemed to apply any other state law to the Academy.

Section 8.10. Federal Laws. The Academy shall comply with federal laws which are applicable to public school academies. Nothing in this Contract shall be deemed to apply any other federal law to the Academy.

ARTICLE IX

AMENDMENT

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

Section 9.2. Process for Amending the Contract. Either party may propose changes in this Contract or may propose a meeting to discuss potential revision of this Contract. Except as provided in Sections 2.3, 5.2 and 6.11, the University Board delegates to its University President the review and approval of changes or amendments to this Contract. The Academy Board may delegate the same authority to the Academy Board President. The Contract shall be amended upon agreement and approval of the respective authorized designees.

Section 9.3. Process for Amending Academy Articles of Incorporation. The Academy Board, or any authorized designee of the Academy Board, may propose changes to the Academy's Articles of Incorporation. The Academy shall be authorized to make such changes to its Articles

upon approval by the University President or Designee after review and recommendation by the University's Legal Counsel. Upon University approval, the Academy Board's authorized designee is authorized to file the amendment to the Academy's Articles of Incorporation with the appropriate state agency. Upon receipt of the filed amendment, the Academy shall forward the filed amendment to the University Charter Schools Office. The filed amendment shall be automatically incorporated into Schedule 2 of this Contract upon receipt of the amendment by the University Charter Schools Office. If the University identifies a provision in the Articles of Incorporation that violates or conflicts with this Contract, due to a change in law or other reason, after approval has been given, it shall notify the Academy Board in writing and the Academy Board shall amend the Articles of Incorporation to make them consistent with the Contract. If the change is requested by the University, the University shall reimburse the Academy for the filing fees payable to the Michigan Department of Licensing and Regulatory Affairs, Corporate Division.

Section 9.4. Process for Amending Academy Bylaws. The Academy Board shall submit proposed Bylaw changes to the Charter Schools Office, for review and comment, at least thirty (30) days prior to Academy Board adoption. The Academy's Bylaws, and any subsequent or proposed changes to the Academy's Bylaws, shall not violate or conflict with the Contract. If at any time the University identifies a provision in the Academy Board's Bylaws that violates or conflicts with Applicable Law or this Contract, the Academy Board's Bylaws shall be automatically void and the Academy Board shall amend the identified provision to be consistent with Applicable Law and the Contract. The amendment shall be automatically incorporated into Schedule 3 of the Contract upon receipt by the University Charter Schools Office of a duly authorized Academy Board Bylaw change made in accordance with this Section 9.4.

Section 9.5. Final Approval of Amendments. Amendments to this Contract take effect only after they have been approved by the Academy Board and by the University Board or the Charter Schools Office Director. If the proposed amendment conflicts with any of the University Board's general policies on public school academies, the proposed amendment shall take effect only after approval by the Academy and the University Board.

Section 9.6. Change in Existing Law. If, after the effective date of this Contract, there is a change in Applicable Law, which alters or amends the responsibilities and obligations of either the Academy or the University Board, this Contract shall be altered or amended to reflect the change in existing laws as of the effective date of such change. To the extent possible, the responsibilities and obligations of the Academy and the University Board shall conform to and be carried out in accordance with the change in Applicable Law.

Section 9.7. Emergency Action on Behalf of University Board. Notwithstanding any other provision of this Contract to the contrary, the contents of this Section shall govern in the event of an emergency situation that arises between meetings of the University Board. An emergency situation shall be deemed to occur if the University President, in his or her sole discretion, determines that the facts and circumstances warrant that emergency action take place before the next meeting of the University Board. Upon the determination that an emergency situation exists, the University President may temporarily take action on behalf of the University

Board with regard to the Academy or the Contract, so long as such action is in the best interest of the University Board and the University President consults with the University Board Chairperson prior to taking the intended actions. When acting during an emergency situation, the University President shall have the authority to act on behalf of the University Board, and such emergency action shall only be effective in the interim before the earlier of (a) rejection of the emergency action by the Chairperson of the University Board; or (b) the next meeting of the University Board. The University President shall immediately report such action to the University Board Chairperson for confirmation at the next meeting so that the emergency action continues or, upon confirmation by the University Board, becomes permanent.

ARTICLE X

TERMINATION, SUSPENSION AND REVOCATION

Section 10.1. Grounds and Procedures for Academy Termination of Contract. At anytime and for any reason, the Academy Board may terminate this Contract. The Academy Board shall notify the CSO Director in writing of the request for the termination of the Contract not less than six (6) calendar months in advance of the effective date of termination. The University Board, in its sole discretion, may waive the six (6) month requirement. A copy of the Academy Board's resolution approving the Contract termination, including a summary of the reasons for terminating the Contract, shall be included with the written termination request.

Section 10.2. Termination by University Board. The University Board, in its sole discretion, reserves the right to terminate this Contract (i) before the end of the Contract Term for any reason or for no reason provided that such termination shall not take place less than six (6) calendar months from the date of the University Board's resolution approving such termination; or (ii) if there is a change in Applicable Law that the University Board, in its sole discretion, determines impairs its rights and obligations under the Contract or requires the University Board to make changes in the Contract that are not in the best interest of the University Board or the University, then such termination shall take effect at the end of the current Academy fiscal year. Following University Board approval, the Charter Schools Office shall provide notice of the termination to the Academy. If during the period between the University Board's action to terminate and the effective date of termination, the Academy has violated the Contract or Applicable Law, the University Board may elect to initiate suspension or revocation of the Contract sooner as set forth in this Article X. If this Contract is terminated pursuant to this Section 10.2, the revocation procedures in Section 10.6 shall not apply.

Section 10.3. Contract Suspension. The University Board's process for suspending the Contract is as follows:

- a) University President Action. If the University President determines, in his or her sole discretion, that conditions or circumstances exist that the Academy Board (i) has placed the health or safety of the staff and/or students at risk; (ii) is not properly exercising its

fiduciary obligations to protect and preserve the Academy's public funds and property; (iii) has lost its right to occupancy of the physical facilities described in Section 6.11, and cannot find another suitable physical facility for the Academy prior to the expiration or termination of its right to occupy its existing physical facilities; (iv) has failed to secure or has lost the necessary fire, health, and safety approvals as required by Schedule 6; or (v) has willfully or intentionally violated this Contract or Applicable Law, the University President may immediately suspend the Contract. If the conditions or circumstances involve an alleged violation of Sections 10.5(e) or (f), the University President is authorized to suspend the Contract immediately pending completion of the procedures set forth in Section 10.6. Unless otherwise specified in the suspension notice, the Academy shall cease operations on the date on which the suspension notice is issued. A copy of the suspension notice, setting forth the grounds for suspension, shall be sent to the Academy Board and to the Hearing Panel if applicable. If this subsection is implemented, the notice and hearing procedures set forth in Section 10.6 shall be expedited as much as possible.

- b) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a decision by the University President to suspend the Contract may be retained by the University Board for the Academy until the Contract is reinstated, or shall be returned to the Michigan Department of Treasury.
- c) Immediate Revocation Proceeding. If the Academy Board, after receiving a Suspension Notice from the University President continues to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may immediately convene a Revocation Hearing in accordance with the procedures set forth in Section 10.6(e) of the Terms and Conditions. The Hearing Panel has the authority to accelerate the time line for revoking the Contract, provided that notice of the revocation hearing shall be provided to the University Charter Schools Office and the Academy Board at least five (5) days before the hearing. If the Hearing Panel determines that the Academy Board has continued to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may recommend revocation of the Contract. The University Board shall proceed to consider the Hearing Panel's recommendation in accordance with Section 10.6(f) through (i).

Section 10.4 Statutory Grounds for Revocation. In addition to the grounds for an automatic revocation of the Contract as set forth in Section 10.7, this Contract may also be revoked by the University Board upon a determination by the University Board, pursuant to the procedures set forth in Section 10.6, that one or more of the following has occurred:

- a) Failure of the Academy to demonstrate improved pupil academic achievement for all groups of pupils or meet the educational goals set forth in this Contract;
- b) Failure of the Academy to comply with all Applicable Law;

- c) Failure of the Academy to meet generally accepted public sector accounting principles and demonstrate sound fiscal stewardship; or
- d) The existence of one or more other grounds for revocation as specified in this Contract.

Section 10.5. Other Grounds for University Board Revocation. In addition to the statutory grounds for revocation set forth in Section 10.4 and the grounds for an automatic revocation of the Contract set forth in Section 10.7, the University Board may revoke this Contract, pursuant to the procedures set forth in Section 10.6, upon a determination that one or more of the following has occurred:

- a) The Academy is insolvent, has been adjudged bankrupt, or has operated for one or more school fiscal year(s) with a Fund Balance Deficit;
- b) The Academy has insufficient enrollment to successfully operate the Academy, or the Academy has lost more than twenty-five percent (25%) of its student enrollment from the previous school year;
- c) The Academy defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract;
- d) The Academy files amendments to its Articles of Incorporation with the Michigan Department of Licensing and Regulatory Affairs, Corporate Division, without first obtaining University President or Designee approval;
- e) The University Board discovers grossly negligent, fraudulent or criminal conduct by the Applicant, the Academy's directors, officers, employees or agents in relation to their performance under this Contract;
- f) The Applicant, the Academy's directors, officers or employees have provided false or misleading information or documentation to the University Board in connection with the University Board's approval of the Application, the issuance of this Contract, or the Academy's reporting requirements under this Contract or Applicable Law;
- g) The Academy violates the site restrictions set forth in the Contract or the Academy operates at a site or sites without the prior written authorization of the University Board;
or
- h) The University Board, its trustees, officers, employees, agents or representatives are not included as third party beneficiaries under any educational management agreement entered into by the Academy for purposes of indemnifying such parties in accordance with Section 11.16 of the Terms and Conditions.

Section 10.6. University Board Procedures for Revoking Contract. Except for the automatic revocation process set forth in Section 10.7 or the termination of Contract by the University Board in Section 10.2, the University Board's process for revoking the Contract is as follows:

- a) Notice of Intent to Revoke. The CSO Director, upon reasonable belief that such grounds for revocation of the Contract exist, shall notify the Academy Board of such grounds by issuing the Academy Board a Notice of Intent to Revoke for non-compliance with the Contract or Applicable Law. The Notice of Intent to Revoke shall be in writing and shall set forth in sufficient detail the alleged grounds for revocation.
- b) Academy Board's Response. Within thirty (30) days of receipt of the Notice of Intent to Revoke, the Academy Board shall respond in writing to the alleged grounds for revocation. The Academy Board's response shall be addressed to the CSO Director, and shall either admit or deny the allegations of non-compliance. If the Academy's response includes admissions of non-compliance with the Contract or Applicable Law, the Academy Board's response must also contain a description of the Academy Board's plan and time line for correcting the non-compliance with the Contract or Applicable Law. If the Academy's response includes a denial of non-compliance with the Contract or Applicable Law, the Academy's response shall include sufficient documentation or other evidence to support a denial of non-compliance with the Contract or Applicable Law. A response not in compliance with this section shall be deemed to be non-responsive. As part of its response, the Academy Board may request that a meeting be scheduled with the CSO Director prior to a review of the Academy Board's response.
- c) Plan of Correction. Within fifteen (15) days of receipt of the Academy Board's response or after a meeting with Academy Board representatives, whichever is sooner, the CSO Director shall review the Academy Board's response and determine whether a reasonable plan for correcting the deficiencies can be formulated. If the CSO Director determines that a reasonable plan for correcting the deficiencies set forth in the Notice of Intent to Revoke can be formulated, the CSO Director shall develop a plan for correcting the non-compliance ("Plan of Correction"). In developing a Plan of Correction, the CSO Director is permitted to adopt, modify or reject some or all of the Academy Board's response for correcting the deficiencies outlined in the Notice of Intent to Revoke. The Notice of Intent to Revoke shall be withdrawn if the CSO Director determines any of the following: (i) the Academy Board's denial of non-compliance is persuasive; (ii) the non-compliance set forth in the Notice of Intent to Revoke has been corrected by the Academy Board; or (iii) the Academy Board has successfully completed the Plan of Correction. In the event the Notice of Intent to Revoke is withdrawn, the CSO Director shall notify the Academy Board, in writing, of such withdrawal.
- d) Plan of Correction May Include Conditions to Satisfy University Board's Contract Reconstitution Authority. As part of the Plan of Correction, the CSO Director may

reconstitute the Academy in an effort to improve student educational performance and to avoid interruption of the educational process. Reconstitution may include, but is not limited to, one of the following actions: (i) removal of 1 or more members of the Academy Board members; (ii) termination of at-will board appointments of 1 or more Academy Board members; (iii) withdrawing approval of a contract under Section 506 of the Code; (iv) the appointment of a new Academy Board of directors or a Conservator to take over operations of the Academy.; or (v) closure of an Academy site(s).

Reconstitution of the Academy does not prohibit the Department from issuing an order under section 507 of the Code, MCL 380.507, directing the automatic closure of the Academy's site(s).

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

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

- f) Hearing before University Charter Schools Hearing Panel. Within thirty (30) days of the date of a Request for Revocation Hearing, the Hearing Panel shall convene a revocation hearing. The Hearing Panel shall provide a copy of the Notice of Hearing to the University Charter Schools Office and the Academy Board at least ten (10) days before the hearing. The purpose of the Hearing Panel is to gather facts surrounding the

CSO Director's request for Contract revocation, and to make a recommendation to the University Board on whether the Contract should be revoked. The revocation hearing shall be held at a location, date and time as determined by the CSO Director. The hearing shall be transcribed by a court reporter and the cost of the court reporter shall be divided equally between the University and the Academy. The CSO Director or his or her designee, and the Academy Board or its designee, shall each have equal time to make their presentation to the Hearing Panel. Although each party is permitted to submit affidavits and exhibits in support of their positions, the Hearing Panel will not hear testimony from any witnesses for either side. The Hearing Panel, may, however, question the CSO Director and one or more members of the Academy Board. Within thirty (30) days of the Revocation Hearing, the Hearing Panel shall make a recommendation to the University Board concerning the revocation of the Contract. In its discretion, the Hearing Panel may extend any time deadline set forth in this subsection. A copy of the Hearing Panel's recommendation shall be provided to the University Charter Schools Office and the Academy Board at the same time that the recommendation is sent to the University Board.

- g) University Board Decision. If the Hearing Panel's recommendation is submitted to the University Board at least fourteen (14) days before the University Board's next regular meeting, the University Board shall consider the Hearing Panel's recommendation at its next regular meeting and vote on whether to revoke the Contract. The University Board reserves the right to modify, reject or approve all or any part of the Hearing Panel's recommendation. The University Board shall have available copies of the Hearing Panel's recommendation and the transcript of the hearing. The University Board may waive the fourteen (14) day submission requirement or hold a special board meeting to consider the Hearing Panel's recommendation. A copy of the University Board's decision shall be provided to the University Charter Schools Office, the Academy Board and the Department.
- h) Effective Date of Revocation. If the University Board votes to revoke the Contract, the revocation shall be effective on the date of the University Board's act of revocation, or at a later date as determined by the University Board.
- i) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the University Board to revoke the Contract, may be held by the University Board and returned to the Michigan Department of Treasury.
- j) Disposition of District Code Number. Notwithstanding any other provision of the Contract, after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the University Board to revoke the Contract, the district code number shall remain under the direction and control of the State Board of Education and/or its designated representative.

Section 10.7. Automatic Amendment of Contract; Automatic Termination of Contract if All Academy Sites Closed; Economic Hardship Termination. Except as otherwise noted in this Section, if 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 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 University Charter Schools Office Director shall forward a copy of the notice to the Academy Board and request a meeting with Academy Board representatives to discuss the Academy’s plans and procedures for the elimination of certain age or grade levels at the identified site or sites, or if all of the Academy’s existing sites are included in the 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 Revocation 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 CSO the proposed Contract amendments incorporating 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 CSO 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 CSO Director may recommend to the University Board that the Contract be terminated at the end of the current school year (hereinafter “Economic Hardship Termination”). If the University Board approves the Economic Hardship Termination recommendation, then this Contract shall terminate at the end of the current school year without any further action of the parties.

The University Board’s revocation procedures set forth in Section 10.6 do not apply to an automatic termination initiated by the State’s Automatic Closure Notice or an Economic Hardship Termination under this Section 10.7.

Section 10.8. Venue; Jurisdiction. The parties agree that all actions or proceedings arising in connection with this Contract will be tried and litigated only in the Circuit Court of Ottawa County, Michigan, the Michigan Court of Claims or the Federal District Court for the Western District of Michigan. The parties hereby irrevocably accept for themselves and in respect

of their property, generally and unconditionally, the jurisdiction of such courts. The parties irrevocably consent to the service of process out of any such courts in any such action or proceedings by the mailing of copies thereof by registered or certified mail, postage prepaid, to each such party, at its address set forth for notices in this Contract, such service to become effective ten (10) days after such mailing. The parties irrevocably waive any right they may have to assert the doctrine of forum non conveniens or to object to venue to the extent any proceedings is brought in accordance with this Section 10.8. This Section 10.8 shall not in any way be interpreted as an exception to the Academy's covenant not to sue contained in Section 11.8 of these Terms and Conditions.

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

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

ARTICLE XI

PROVISIONS RELATING TO PUBLIC SCHOOL ACADEMIES

Section 11.1. Grand 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 University faculty as classroom teachers in any grade.

Section 11.2. The Academy Faculty Appointment to Grand 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 University faculty.

Section 11.3. 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 11.4. Insurance. The Academy shall secure and maintain in its own name as the "First Named Insured" at all times the following insurance coverage:

- a) Property insurance covering all of the Academy's Real and Personal property, whether owned or leased;
- b) Commercial General Liability with a minimum of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate (Occurrence Form). Coverage must include Sexual Abuse and Molestation and Corporal Punishment coverage. Policies may be written on either an occurrence or claims made basis. If the coverage is claims made, the retroactive date must be the same or before the date of the original contract, and in the event that the Academy goes out of business, the Academy must purchase the longest-available tail coverage;
- c) Auto Liability (Owned and Non-Owned) with a minimum of one million dollars (\$1,000,000) Combined Single Limit covering Hired and Non-Owned Autos, as well as Owned Autos if applicable;
- d) Workers' Compensation or Worker' Compensation without employees (this is considered minimum premium, "if any" insurance) (statutory limits) and Employers' Liability insurance with a minimum limit of one million dollars (\$1,000,000) for each coverage part;
- e) Errors & Omissions insurance including Directors & Officers and School Leaders Errors & Omissions Liability insurance with a minimum of one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) aggregate (Claims Made or Occurrence Form);

- f) Crime including employee dishonesty and third party coverage insuring cash, securities, and property, with a minimum of five hundred thousand dollars (\$500,000); and
- g) Employment Practices Liability insurance with a minimum of one million dollars (\$1,000,000) per claim/aggregate (Claims Made or Occurrence Form).
- h) Umbrella with a minimum \$4,000,000 limit each occurrence and aggregate. Alternatively, an Umbrella policy with an unlimited aggregate is acceptable at a \$2,000,000 per occurrence limit.

The insurance must be obtained from a licensed mutual, stock, or other responsible company licensed to do business in the State of Michigan. The insurance carrier(s) must have an AM Best rating of "A" or better. The Academy may join with other public school academies to obtain insurance if the Academy finds that such an association provides economic advantages to the Academy, provided that each Academy maintains its identity as First Named Insured with its own limits, i.e. no sharing of limits.

The Academy shall list the University Board and the University on the insurance policies coverage listed in (b), (c), (e), (g), and (h) above, as Additional Insured on a primary and noncontributory basis. The Academy shall have a provision included in all policies requiring notice to the University, at least thirty (30) days in advance, upon termination or non-renewal of the policy or of changes in insurance carrier or policy limit changes. In addition, the Academy shall provide the University with copies of all insurance certificates and endorsements required by this Contract. Upon request, and within 10 days of the request, the Academy shall also provide to the University Charter Schools Office an entire copy of the insurance policies. Failure of the University to request or collect the policies does not affect the obligations of the Academy under the terms of this contract. The Academy may expend funds for payment of the cost of participation in an accident or medical insurance program to insure protection for pupils while attending school or participating in a school program or activity. Other insurance policies and higher minimum may be required depending upon academic offerings and program requirements.

The Academy understands that the University's insurance carrier periodically reviews the types and amounts of insurance coverage that the Academy must secure in order for the University to maintain insurance coverage for authorization and oversight of the Academy. In the event that the University's insurance carrier requests additional changes in coverage identified in this Section 11.4, the Academy agrees to comply with any additional changes in the types and amounts of coverage requested by the University's insurance carrier within thirty (30) days after notice of the insurance coverage change.

Section 11.5. The Academy Budget; Transmittal of Budgetary Assumptions; Budget Deficit; Enhanced Deficit Elimination Plan. The Academy agrees to comply with all of the following:

- a) The Academy Board is responsible for establishing, approving, and amending an annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421 et seq.
- b) Within ten (10) days after adoption by the Academy Board (but not later than July 1st) each year, the Academy Board shall submit to the Charter Schools Office a copy of its annual budget for the upcoming fiscal year. The budget must detail budgeted expenditures at the object level as described in the Michigan Department of Education's Michigan School Accounting Manual. In addition, the Academy Board is responsible for approving all revisions and amendments to the annual budget. Within 10 days after Academy Board approval, revisions or amendments to the Academy's budget shall be submitted to the Charter Schools Office.
- c) Unless exempted from transmitting under section 1219 of the Code, MCL 380.1219, the Academy, on or before July 7th of each school fiscal year, shall transmit to the Center for Educational Performance and Information ("CEPI") the budgetary assumptions used when adopting its annual budget pursuant to the Uniform Budgeting and Accounting Act, MCL 141.421 et seq.
- d) The Academy shall not adopt or operate under a deficit budget, or incur an operating deficit in a fund during any fiscal year. At any time during the term of this Contract, the Academy shall not have an existing deficit fund balance, incur a deficit fund balance, or adopt a current year budget that projects a deficit fund balance. If the Academy has an existing deficit fund balance, incurs a deficit fund balance in the most recently completed school fiscal year, or adopts a current year budget that projects a deficit fund balance, all of the following apply:
 - (i) The Academy shall notify the Superintendent and the State Treasurer immediately upon the occurrence of the circumstance, and provide a copy of the notice to the Charter Schools Office.
 - (ii) Within 30 days after making notification under subdivision (d)(i), the Academy shall submit to the Superintendent in the form and manner prescribed by the Department an amended budget for the current school fiscal year and a deficit elimination plan approved by the Academy Board, with a copy to the State Treasurer. The Academy shall transmit a copy of the amended budget and the deficit elimination plan to the Charter Schools Office.
 - (iii) After the Superintendent approves the Academy's deficit elimination plan, the Academy shall post the deficit elimination plan on the Academy's website.

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

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

Section 11.6. Transportation. The Academy Board may enter into contract 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. In the event that the Academy Board contracts for transportation services, the Academy Board shall ensure that the company providing the transportation services is properly licensed in accordance with Applicable Law, and that the company conducts criminal background and history checks on its drivers and other personnel who have direct contact with pupils in accordance with the Code.

Section 11.7. Extracurricular Activities and Interscholastic Sports. The Academy is authorized to join any organization, association, or league, which has as its objective the promotion and regulation of sport and athletic, oratorical, musical, dramatic, creative arts, or other contests by or between pupils.

Section 11.8. Legal Liabilities and Covenants Not to Sue. The Academy and Academy Board members acknowledge and agree that they have 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 and Academy Board members hereby agrees and covenants not to sue the University Board, the University or any of its trustees, officers, employees, agents or representatives for any matters that arise under this Contract or otherwise. The University does not assume any obligation with respect to any Academy Director, employee, agent, parent, guardian, or independent contractor of the Academy, and no such person shall have the right or standing to bring suit against the University Board, the University or any of its Trustees, employees, agents, or independent contractors as a result of the issuing, termination or revocation of this Contract.

Section 11.9. Lease or Deed for Proposed Single Site(s). The Academy shall provide to the designee of the University Board copies of its lease or deed for the premises in which the Academy shall operate. A copy of the Academy's lease or deed and site information shall be incorporated into the Schedules.

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

Section 11.10. Occupancy and Safety Certificates. The Academy Board shall: (i) ensure that all physical facilities comply with all fire, health and safety standards applicable to schools; and (ii) possess the necessary occupancy and safety certificates. The Academy Board shall not conduct classes at any site until the Academy has complied with this Section 11.10. Copies of these certificates shall be incorporated into the Schedules.

Section 11.11. Criminal Background and History Checks; Disclosure of Unprofessional Conduct. The Academy shall comply with the Code concerning criminal background and criminal history checks for its teachers, school administrator(s), and for any other position requiring State Board approval. In addition, the Academy shall comply with the Code concerning the disclosure of unprofessional conduct by persons applying for Academy employment. This Section 11.11 shall apply to such persons irrespective of whether they are employed by the Academy or employed by an educational service provider contracting with the Academy.

Section 11.12. Special Education. Pursuant to Section 1701a of the Code, the Academy shall comply with Article III, Part 29 of the Code, MCL 380.1701 et seq., concerning the provision of special education programs and services at the Academy. Upon receipt, the Academy shall notify the Charter Schools Office of any due process or state complaint filed against the Academy.

Section 11.13. Deposit of Public Funds by the Academy. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of all public or private funds received by the Academy. Such deposit shall be made within three (3) business days after receipt of the funds by the Academy.

Section 11.14. Nonessential Elective Courses. If the Academy Board elects to provide nonessential elective courses to part-time pupils at a nonpublic school building, the Academy shall comply with Section 1766b of the State School Aid Act of 1979, as amended, MCL 388.1766b. Prior to providing instruction, the Academy Board shall ensure that the Academy

has sufficient documentation to qualify for part-time pupil funding under the State School Aid Act. The provision of nonessential elective courses by the Academy shall be incorporated into this Contract as an amendment pursuant to Article IX of these Terms and Conditions.

Section 11.15. Educational Service Provider Agreements. The Academy may enter into an ESP Agreement with an ESP to contract out its administrative and/or educational functions and personnel. For the purposes of this Contract, an employee leasing agreement shall be considered an ESP Agreement, and an employee leasing company shall be considered an ESP. The Academy board must retain independent legal counsel to review and advise on the negotiation of the ESP agreement. Legal counsel for the Academy shall not represent the ESP or an ESP owner, director, officer, or employee. The ESP agreement must be an arms-length, negotiated agreement between an informed Academy Board and the ESP.

Prior to entering any ESP Agreement with an ESP, the Academy shall submit a copy of the final draft ESP Agreement to the University Charter Schools Office in a form or manner consistent with the ESP policies of the University Charter Schools Office, which are incorporated into and be deemed part of this Contract. The Charter Schools Office may, from time to time during the term of this Contract, amend the ESP policies and the amended policies shall automatically apply to the Academy without any amendment under Article IX of this Contract. The University Charter Schools Office may disapprove the proposed ESP Agreement submitted by the Academy if the ESP Agreement is contrary to this Contract or Applicable Law. Any subsequent amendment to an ESP Agreement shall be submitted for review by the University Charter Schools Office in the same form and manner as a new ESP Agreement.

Section 11.16. Required Provisions for Educational Service Provider Agreements. Any ESP agreement entered into by the Academy must contain the following provisions:

“Indemnification of Grand Valley State University. The parties acknowledge and agree that the Grand Valley State University Board of Trustees, Grand 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 Grand Valley State University Board of Trustees, Grand 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 Grand Valley State University, which arise out of or are in any manner connected with Grand Valley State University Board’s approval of the 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 Grand Valley State University and its Board of Trustees members, officers, employees, agents or representatives upon information supplied by the Academy or the ESP, or which arise out of the failure of the Academy to perform its obligations under the Contract issued to the Academy by Grand Valley State University Board of Trustees. The parties expressly acknowledge and agree that Grand 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.”

“Revocation or Termination of Contract. If the Academy’s Contract issued by the Grand Valley State University Board of Trustees is suspended, revoked, or terminated, or a new charter contract is not issued to the Academy after expiration of the Contract, this Agreement shall automatically be suspended or terminate on the same date as the Academy’s Contract is suspended, revoked, or termination without further action of the parties.”

“Compliance with Academy’s Contract. The ESP 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 Grand Valley State University Board of Trustees. The provisions of the Academy’s Contract shall supersede any competing or conflicting provisions contained in this Agreement.”

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

“Compliance with Section 503c. On an annual basis, the ESP agrees to provide the Academy Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL 388.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Academy Board shall make the information available on the Academy’s website home page, in a form and manner prescribed by the Michigan Department of Education. The defined terms in section 503c of the Code, MCL 380.503c, shall have the same meaning in this Agreement.”

“Compliance with Section 11.23 of Contract Terms and Conditions. The ESP shall make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 6 of the Contract, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under Section 11.23(a) of the Contract Terms and Conditions.”

Section 11.17. Additional Required Provisions for Educational Service Provider Agreements. ESP agreements must include provisions that define the following, according to the standards set forth in Contract Schedule 6:

1. Roles and responsibilities of the parties
2. Services and resources provided by the ESP

3. Fee or expense payment structure
4. Financial control, oversight, and disclosure
5. Renewal and termination of the agreement

Section 11.18. Incompatible Public Offices and Conflicts of Interest Statutes. The Academy shall comply with the Incompatible Public Offices statute, Act No. 566 of the Public Acts of 1978, being MCL 15.181 to 15.185 of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities statute, Act No. 317 of the Public Acts of 1968, being MCL 15.321 to 15.330 of the Michigan Compiled Laws. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest. Notwithstanding any other provision of this Contract, the following shall be deemed a prohibited conflict of interest for purposes of this Contract:

(a) An individual simultaneously serving as an Academy Board member and an owner, officer, director, employee or consultant of an educational service provider or an employee leasing company that has an ESP agreement with the Academy;

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

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

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

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

Section 11.19. Certain Familial Relationships Prohibited. The Academy Board shall prohibit specifically identified family relationships pursuant to applicable law and the Terms and Conditions of this contract. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited familial relationships for the purposes of this Contract:

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

- (i) Is employed by the Academy;
- (ii) Works at or is assigned to the Academy
- (iii) Has an ownership, officer, policy making, managerial, administrative, non-clerical or other significant role with the Academy's ESP or employee leasing company.

Section 11.20. Academy Board Legal Counsel. If the Academy Board obtains Legal Counsel, Legal Counsel must be independent of and not representing the ESP, or ESP owner, director, officer, or employee.

Section 11.21. Dual Employment Positions Prohibited. Any person working at the Academy is prohibited by law from being employed at the Academy in more than one full-time position and simultaneously being compensated for each position.

Section 11.22. Oath of Public Office. Academy Board members are public officials. Before entering upon the duties of a public school board member, each Academy Board member shall take, sign, and file the constitutional oath of office with the Charter Schools Office.

Section 11.23. Information Available to the Public and University.

(a) Information to be provided by the Academy. In accordance with Applicable Law, the Academy shall make information concerning its operation and management, including without limitation information in Schedule 6, available to the public and University in the same manner and to the same extent as is required for public schools and school districts.

(b) Information to be provided by Educational Service Providers. The agreement between the Academy and the ESP shall contain a provision requiring the ESP to make information concerning the operation and management of the Academy, including the information in Schedule 6, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under subparagraph (a).

Section 11.24. Administrator and Teacher Evaluation Systems. The Academy Board shall adopt and implement for all individuals employed by or contracted for the Academy as teachers or school administrators a rigorous, transparent, and fair performance evaluation system that complies with Applicable Law. If the Academy enters into an agreement with an Educational Service Provider, the Academy Board shall ensure that the Educational Service Provider complies with this section.

Section 11.25. University Board Invitation to Apply to Convert Academy to School of Excellence. If the University Board is interested in accepting applications to issue contracts to charter Schools of Excellence under Part 6e of the Code, MCL 380.551 et seq. ("Part 6e"), and the University Board determines that the Academy meets the University Board's and the Code's eligibility criteria for applying to convert the Academy to a School of Excellence, then the University Board may invite the Academy to submit an application to apply for a contract to convert the Academy to a School of Excellence. In accordance with the Code, the University Board shall establish its own competitive application process and provide the necessary forms and procedures to eligible public school academies.

Section 11.26. Student Privacy. In order to protect the privacy of students enrolled at the Academy, the Academy board, subject to Section 11.29, shall not:

- a) Sell or otherwise provide to a for-profit business entity any personally identifiable information that is part of a pupil's education records. This does not prohibit the Academy Board from:
 - i. for students enrolled in the Academy, providing such information to an educational management organization that has a contract with the Academy and whose contract has not been disapproved by the University;
 - ii. providing the information to a person or entity as necessary for standardized testing that measures a student's academic progress and achievement; or
 - iii. providing the information as necessary to a person that is providing educational support services to the student under a contract with either the Academy or an educational management organization that has a contract with the Academy and whose contract has not been disapproved by the University.
- b) The terms "education records" and "personally identifiable information" shall have the same meaning as defined in 34 CFR 99.3.

Section 11.27. Disclosure of Information to Parents and Legal Guardians, Subject to Section 11.29.

- a) Within thirty (30) days after receiving a written request from a student's parent or legal guardian, the Academy shall disclose without charge to the student's parent or legal guardian any personally identifiable information concerning the student that is collected or created by the Academy as part of the student's education records.
- b) Except as otherwise provided in this subsection (b) and within thirty (30) days after receiving a written request from a student's parent or legal guardian, the Academy shall disclose to a student's parent or legal guardian without charge any personally identifiable information provided to any person, agency, or organization. The Academy's disclosure shall include the specific information that was disclosed, the name and contact information of each person, agency, or organization to which the information has been disclosed; and the legitimate reason that the person, agency, or organization had in obtaining the information. The parental disclosure requirement does not apply to information that is provided:
 - i. to the Department or CEPI;
 - ii. to the student's parent or legal guardian;
 - iii. by the Academy to the University or to the educational management organization that has an educational service provider agreement that has not been disapproved by the University;

- iv. by the Academy to the Academy's intermediate school district or another intermediate school district providing services to the Academy or the Academy's students pursuant to a written agreement;
 - v. to the Academy by the Academy's intermediate school district or another intermediate school district providing services to pupils enrolled in the Academy pursuant to a written agreement;
 - vi. to the Academy by the University;
 - vii. to a person, agency, or organization with written consent from the student's, parent or legal guardian, or from the student if the student is at least 18 years of age;
 - viii. to a person, agency, or organization seeking or receiving records in accordance with an order, subpoena, or ex parte order issued by a court of competent jurisdiction;
 - ix. as necessary for standardized testing that measures a student's academic progress and achievement; or
 - x. in the absence of, or in compliance with, a properly executed opt-out form, as adopted by the Academy in compliance with section 1136(6) of the Code, pertaining to uses for which the Academy commonly would disclose a pupil's "directory information."
- c) If the Academy considers it necessary to make redacted copies of all or part of a student's education records in order to protect personally identifiable information of another student, the Academy shall not charge the parent or legal guardian for the cost of those redacted copies.
- d) The terms "education records," "personally identifiable information," and "directory information" shall have the same meaning as defined in MCL 380.1136(8)(g) and 34 CFR 99.3.

Section 11.28. List of Uses for Student Directory Information; Opt-Out Form; Notice to Student's Parent or Legal Guardian.

- a) Subject to Section 11.29, the Academy shall do all of the following:
- i. Develop a list of uses (the "Uses") for which the Academy commonly would disclose a student's directory information.
 - ii. Develop an opt-out form that lists all of the Uses and allows a student's parent or guardian to elect not to have the student's directory information disclosed for 1 or more of the Uses.
 - iii. Present the opt-out form to each student's parent or guardian within the first thirty (30) days of the school year and at other times upon request.
 - iv. If an opt-out form is signed and submitted to the Academy by a student's parent or guardian, then the Academy shall not include the student's

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

- b) The terms “directory information” shall have the same meaning as defined in 34 CFR 99.3.

Section 11.29. Confidential Address Restrictions.

- a) The Academy shall not disclose the confidential address of a student if the student or the student’s parent or legal guardian has obtained a participation card issued by the department of the attorney general under the address confidentiality program act and the parent or legal guardian provides notice of the issuance of the participation card in a form and manner prescribed by the Michigan Department of Education.
- b) The term “confidential address” shall have the same meaning as defined in MCL 380.1136.

Section 11.30. 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 11.31. Statewide Safety Information Policy. The Academy shall adopt and adhere to the statewide school safety information policy required under Section 1308 of the Code, MCL 380.1308. The statewide school safety information policy may also address Academy procedures for reporting incidents involving possession of a dangerous weapon as required under Section 1313 of the Code, MCL 380.1313.

Section 11.32. Criminal Incident Reporting Obligation. Within twenty-four (24) hours after an incident occurs, the Academy shall provide a report to the Michigan State Police, in a form and manner prescribed by State Police, after either of the following: (i) an incident involving a crime that must be reported under Section 1310a(2) of the Code, MCL 380.1310a(2); or (ii) an incident, if known to the Academy, involving the attempted commission of a crime that must be reported under Section 1310a(2) of the Code, MCL 380.1310a(2). Failure to comply may result in the Academy being ineligible to receive any school safety grants from the Michigan State Police for the fiscal year in which the noncompliance is discovered by State Police.

Section 11.33. Academy Emergency Operations Plan.

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

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

Section 11.34. School Safety Liaison. The Academy Board shall designate a liaison to work with the School Safety Commission created under Section 5 of the Comprehensive School Safety Plan Act created under Public Act 548 of 2018, MCL 28.805 and the Office of School Safety created under MCL 28.681. The Liaison shall be an individual employed or assigned to regularly and continuously work under contract in the school operated by the Academy. The Liaison shall work with the School Safety Commission and the Office of School Safety to identify mode practices for determining school safety measures.

Section 11.35. New Building Construction or Renovations. The Academy shall not commence construction on a new school building or the major renovation of an existing school building unless the Academy consults on the plans of the construction or major renovation regarding school safety issues with the law enforcement agency that is or will be the first responder for that school building. School building includes either a building intended to be used to provide pupil instruction or a recreational or athletic structure or field used by pupils.

Section 11.36. Annual Expulsion Report and Website Report on Criminal Incidents. On an annual basis, the Academy Board shall do the following:

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

(ii) post on its website, in a form and manner prescribed by the Superintendent, a report on the incidents of crime occurring at schools operated by the Academy. Each school building shall collect and keep current on a weekly basis the information required for the website report, and must provide that information, within seven (7) days upon request; and

(iii) make a copy of the report on the incidents of crime, disaggregated by school building, available to the parent or legal guardian of each pupil enrolled in the Academy.

Section 11.37. K to 3 Reading. If the Academy offers Kindergarten through Third grade, the Academy shall comply with Section 1280f of the Code, MCL 380.1280f. The Academy shall ensure that all required actions, notices, and filings required under Section 1280f, MCL 380.1280f, are timely completed.

ARTICLE XII

GENERAL TERMS

Section 12.1. Notices. Any and all notices permitted or required to be given hereunder shall be deemed duly given; (i) upon actual delivery, if delivery by hand; or (ii) 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 Grand Valley State University Board of Trustees:

Charter Schools Office Director
Grand Valley State University
201 Front Avenue SW, Suite 310
Grand Rapids, Michigan 49504

If to Academy: Muskegon Covenant Academy
Attn: Board President
125 Catherine Ave
Muskegon, MI 49442

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

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

Section 12.4. Entire Contract. 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 12.5. Assignment. This Contract is not assignable by either party.

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

implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach or default.

Section 12.7. Indemnification. As a condition to receiving a grant of authority from the University Board to operate a public school pursuant to the terms and conditions of this Contract, the Academy agrees to indemnify and hold the University Board, the University and its Board of Trustees members, officers, employees, agents or representatives harmless from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss 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 Board's receipt, consideration or approval of the Application, the University Board's approval of the Method of Selection Resolution or the Authorizing Resolution, legal challenges to the validity of Part 6a of the Code or actions taken by the University Board as an authorizing body under Part 6a of the Code, the University Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance of the University Board, the University and its Board of Trustees members, officers, employees, agents or representatives upon information supplied by the Academy, or which arise out of the failure of the Academy to perform its obligations under this Contract. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of Section 7 of the Governmental Liability for Negligence Act, being Act No. 170, Public Acts of Michigan, 1964.

Section 12.8. Construction. This Contract shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Contract.

Section 12.9. Force Majeure. If any circumstances occur which are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 12.10. No Third Party Rights. This Contract is made for the sole benefit of the Academy and the University Board and no other person or entity, including without limitation, the ESP. Except as otherwise provided, nothing in this Contract shall create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 12.11. Non-agency. It is understood that the Academy is not the agent of the University.

Section 12.12. Governing Law. This Contract shall be governed and controlled by the laws of the State of Michigan as to interpretation, enforcement, validity, construction, and effect, and in all other respects.

Section 12.13. Counterparts. This Contract may be executed in any number of counterparts. Each counterpart so executed shall be deemed an original, but all such counterparts shall together constitute one and the same instrument.

Section 12.14. Term of Contract. This Contract shall commence on July 1, 2024, and shall remain in full force and effect for three (3) years until June 30, 2027, unless sooner revoked or terminated according to the terms hereof.

Section 12.15. Survival of Provisions. The terms, provisions, and representations contained in Section 11.4, Section 11.8, Section 12.7, and Section 12.10, and any other provision of this Contract that by their sense and context are intended to survive termination of this Contract shall survive.

Section 12.16. Termination of Responsibilities. Upon termination or revocation of this Contract, the University Board and its designees shall have no further obligations or responsibilities under this Contract to the Academy or any other person or persons in connection with this Contract.


Section 12.17. Disposition of Academy Assets Upon Termination or Revocation of Contract. Following termination or revocation of the Contract, the Academy shall follow the applicable wind-up and dissolution provisions set forth in the Academy's articles of incorporation, Part 6A of the Code, and Applicable Law.

Section 12.18. University Board or CSO General Policies on Public School Academies Shall Apply. Notwithstanding any provision of this Contract to the contrary, and with the exception of existing University Board or CSO policies regarding public school academies which shall apply immediately, University Board or CSO general policies clarifying procedure and requirements applicable to public school academies under this Contract, as from time to time adopted or amended, will automatically apply to the Academy, provided they are not inconsistent with provisions of this Contract. Before issuing general policies under this Section, the University Board or the CSO shall provide a draft of the proposed policies to the Academy Board. The Academy Board shall have at least thirty (30) days to provide comment to the CSO on the proposed policies before such policies shall become effective.

[INTENTIONALLY LEFT BLANK]

As the designated representative of the Grand Valley State University Board of Trustees, I hereby issue this Contract to the Academy on the date set forth above.

GRAND VALLEY STATE UNIVERSITY
BOARD OF TRUSTEES

By: 
University President or his/her designee

As the authorized representative of the Academy, I hereby certify that the Academy is able to comply with the Contract and all Applicable Law, and that the Academy, through its governing board, has approved and agreed to comply with and be bound by the terms and conditions of this Contract.

MUSKEGON COVENANT ACADEMY

By: 
Academy Board President

SCHEDULE 1

**METHOD OF SELECTION RESOLUTION
AUTHORIZING RESOLUTION**



CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF
GRAND VALLEY STATE UNIVERSITY ON FEBRUARY 23, 2024:

Reauthorization of 6a Charter Contract – Muskegon Covenant Academy
(formerly Covenant House Academy Muskegon), Muskegon (3 years)


WHEREAS, the Board of Trustees of Grand Valley State University, at its meeting on April 30, 2014, initially authorized the issuance of a contract to charter Muskegon Covenant Academy (formerly Covenant House Academy Muskegon) (the “Academy”), and authorized the reissuance of a contract to charter the Academy at its meetings on April 30, 2021; and

WHEREAS, the University’s Charter Schools Office has completed its evaluation and assessment of the operation and performance of the Academy; and

WHEREAS, the University President’s designee has recommended the reissuance of a contract to charter as a public school academy to the Academy for a three (3) year term beginning July 1, 2024, and ending June 30, 2027;

NOW, THEREFORE, BE IT RESOLVED, that the University Board of Trustees approves and reauthorizes the execution of a contract to charter a public school academy to the Academy and authorizes the University President or designee to execute the contract to charter a public school academy and related documents to the Academy for a three (3) year term, provided that, before the execution of the contract, the University President or designee affirms that all terms of the contract have been agreed upon and the Academy is able to comply with all terms and conditions of the contract and applicable law. This resolution shall be incorporated in and made part of the contract as Schedule 1.

IN WITNESS WHEREOF, I have hereunto signed my name as Secretary and have caused the seal of said body corporate to be hereto affixed this 1st day of March 2024.



Stacie R. Behler, Vice President and Chief Public
Affairs and Communications Officer
Secretary, Board of Trustees
Grand Valley State University



CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF
GRAND VALLEY STATE UNIVERSITY ON APRIL 30, 2021:

Reauthorization of 6a Charter Contract – Muskegon Covenant Academy
(formerly Covenant House Academy Muskegon), Muskegon (3 years)

WHEREAS, the Board of Trustees of Grand Valley State University, at its meeting on April 30, 2014, initially authorized the issuance of a contract to charter Muskegon Covenant Academy (formerly Covenant House Academy Muskegon), (the “Academy”); and

WHEREAS, the University’s Charter Schools Office has completed its evaluation and assessment of the operation and performance of the Academy; and

WHEREAS, the University President’s designee has recommended the reissuance of a contract to charter as a public school academy to the Academy for a three (3) year term beginning July 1, 2021, and ending June 30, 2024;

NOW, THEREFORE, BE IT RESOLVED, that the University Board of Trustees approves and reauthorizes the execution of a contract to charter a public school academy to the Academy and authorizes the University President or designee to execute the contract to charter a public school academy and related documents to the Academy for a three (3) year term, provided that, before the execution of the contract, the University President or designee affirms that all terms of the contract have been agreed upon and the Academy is able to comply with all terms and conditions of the contract and applicable law. This resolution shall be incorporated in and made part of the contract as Schedule 1.

IN WITNESS WHEREOF, I have hereunto signed my name as Secretary and have caused the seal of said body corporate to be hereto affixed this 6th day of May 2021.

Matthew E. McLogan, Secretary
Board of Trustees
Grand Valley State University



CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF
GRAND VALLEY STATE UNIVERSITY ON APRIL 26, 2019:

Method of Selection and Appointment of Academy Board Members:

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

- b. Subsequent Academy Board Member Nominations and Appointments: Except as provided in paragraph (2) below, the Academy Board may nominate individuals for subsequent Academy Board of Director positions. As part of the appointment process, the Academy Board may submit to the Director: (i) the name of the nominee; (ii) the board member candidate application materials identified in paragraph (a) above; and (iii) a copy of the Academy Board nominating resolution. The Director may or may not recommend the proposed nominee submitted by the Academy Board. If the Director does not recommend a nominee submitted by the Academy Board, the Director shall select a nominee and forward that recommendation to the Board of Trustees for appointment. The Board of Trustees shall have the sole and exclusive right to appoint members to the Academy Board.

- c. Exigent Appointments: When the Director determines an “exigent condition” exists which requires him/her to make an appointment to a public school academy’s board of directors, the Director, with University President approval, may immediately appoint a person to serve as a public school academy board member for the time specified, but not longer than the next meeting held by the Board of Trustees when a regular appointment may be made by the Board of Trustees. The Director shall make the appointment in writing and notify the public school academy’s board of directors of the appointment. Exigent conditions include, but are not limited to when an Academy Board seat is vacant, when a Academy Board cannot reach a quorum, when the Board of Trustees determines that an Academy Board member’s service is no longer required, when an Academy Board member is removed, when an Academy Board fails to fill a vacancy, or other reasons which would prohibit the Academy Board from taking action without such an appointment.
3. Qualifications of Academy Board Members: To be qualified to serve on the Academy Board, a person shall: (a) be a citizen of the United States; (b) reside in the State of Michigan; (c) submit all materials requested by the GVSU Charter Schools Office including, but not limited to, a GVSU Academy Board Member Questionnaire and a release for criminal history background check; (d) not be an employee of the Academy; (e) not be a director, officer, or employee of a company or other entity that contracts with the Academy; and (f) not be an employee or representative of GVSU or be a member of the Board of Trustees.
4. Oath /Acceptance of Office / Voting Rights: Following appointment by the Board of Trustees, Academy Board Appointees may begin their legal duties, including the right to vote, after they have signed an Acceptance of Public Office form and taken the Oath or Affirmation of Public Office administered by a member of the Academy Board, other public official or notary public.
5. Length of Term; Removal: An appointed Academy Board member is an “at will” board member who shall serve at the pleasure of the Board of Trustees for a term of office not to exceed three (3) years. Regardless of the length of term, terms shall end on June 30 of the final year of service, unless shorter due to other provisions of this resolution. A person appointed to serve as an Academy Board member may be reappointed to serve additional terms. When an Academy Board member is appointed to complete the term of service of another Academy Board member, their service ends at the end of the previous Academy Board member’s term.

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

6. Resignations: A member of the Academy Board may resign from office by submitting a written resignation or by notifying the Director. The resignation is effective upon receipt by the Director, unless a later date is specified in the resignation. A written notice of resignation is not required. If no such written notification is provided, then the Director shall confirm a resignation in writing. The resignation shall be effective upon the date the Director sends confirmation to the resigning Academy Board member.
7. Vacancy: An Academy Board position shall be considered vacant when an Academy Board member:
 - a. Resigns
 - b. Dies
 - c. Is removed from Office
 - d. Is convicted of a felony
 - e. Ceases to be qualified
 - f. Is incapacitated
8. Filling a Vacancy: The Academy Board may nominate and the Director shall recommend or temporarily appoint persons to fill a vacancy as outlined in the "Subsequent Appointments" and "Exigent Appointments" procedures in this resolution.
9. Number of Academy Board Member Positions: The number of member positions of the Academy Board of Directors shall be five (5), seven (7) or nine (9), as determined from time to time by the Academy Board.
10. Quorum: In order to legally transact business, the Academy Board shall have a quorum physically present at a duly called meeting of the Academy Board. A "quorum" shall be defined as follows:

# of Academy Board positions	# required for Quorum
Five (5)	Three (3)
Seven (7)	Four (4)
Nine (9)	Five (5)

A board member who is absent from a meeting of the board due to military duty may participate in the meeting virtually, and that member's virtual presence will count towards quorum and allow the absent member to participate in and vote on business before the board.

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

# of Academy Board positions	# for Quorum	# required to act
Five (5)	Three (3)	Three (3)
Seven (7)	Four (4)	Four (4)
Nine (9)	Five (5)	Five (5)

12. Initial Members of the Board of Directors: The Grand Valley State University Board of Trustees appoints the following persons to serve as the initial members of the Academy’s Board of Directors for the designated term of office set forth below:

Name	Term
Name	Term
Name	Term
Name	Term
Name	Term

* See attached page for board member names and terms

13. Conservator; Appointment by University President: Notwithstanding any other provision of the Contract, in the event that the health, safety, and welfare of the Academy students, property, or funds are at risk, the University President, after consulting with the University Board Chairperson, may appoint a person to serve as the Conservator of the Academy. Upon appointment, the Conservator shall have all powers of a Board of Directors of a Public School Academy and act in the place and stead of the Academy Board. The University President shall appoint the conservator for a definite term, which may be extended in writing. During the appointment, the Academy Board members are suspended and all powers of the Academy Board are suspended. All appointments made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. During their appointment, the Conservator shall have the following powers: a) take into his or her possession all Academy property and records, including financial, board, employment, and student records; b) institute and defend board actions by or on behalf of the Academy; c) continue the business of the Academy including entering into contracts, borrowing money, and pledging, mortgaging, or otherwise encumbering the property of the Academy as security for the repayment of the loans, however, the power shall be subject to any provisions and restrictions in any existing credit documents; d) hire, fire, and discipline employees of the Academy; e) settle or compromise with any debtor or creditor of the Academy, including any taxing authority; f) review all outstanding agreements to which the Academy is a party and to take those actions which the Academy Board may have exercised to pay, extend, rescind, renegotiate, or settle such agreements as needed;

and g) perform all acts necessary and appropriate to fulfill the Academy's purposes as set forth under the Code or this Contract.

14. The Board of Trustees approves and authorizes the execution of a contract to charter a public school academy to the Academy and authorizes the University President or designee to issue a contract to charter a public school academy and related documents ("Contract") to the Academy, provided that, before execution of the Contract, the University President or designee affirms that all terms of the contract have been agreed upon and the Academy is able to comply with all terms and conditions of the Contract and Applicable Law. This resolution shall be incorporated in and made part of the Contract.
15. Within ten days after the Board of Trustees issues the Contract, the Director will submit the Contract to the Michigan Department of Education. Pursuant to the State School Aid Act of 1979, the Michigan Department of Education shall, within thirty days after the Contract is submitted to the Michigan Department of Education, issue a district code number to each public school academy that is authorized under the Revised School Code and is eligible to receive funding under the State School Aid Act. By approving and issuing the Contract, the Board of Trustees is not responsible for the Michigan Department of Education's issuance or non-issuance of a district code number. As a condition precedent to the Board of Trustees' issuance of the Contract, the Applicant, the Academy and the Academy's Board of Directors shall acknowledge and agree that the Board of Trustees, Grand Valley State University, its officers, employees and agents are not responsible for any action taken by the Academy in reliance upon the Michigan Department of Education's issuance of a district code number to the Academy, or for any Michigan Department of Education's decision resulting in the non-issuance of a district code number to the Academy.

IN WITNESS WHEREOF, I have hereunto signed my name as Secretary and have caused the seal of said body corporate to be hereto affixed this 30th day of April 2019.



Teri L. Losey, Secretary
Board of Trustees
Grand Valley State University

Muskegon Covenant Academy

Current Board Members:

- Asaline Scott. Term Expires June 30, 2021
- James Fisher. Term Expires June 30, 2019
- Donna Pennington. Term Expires June 30, 2019
- Goeff Hansen. Term Expires June 30, 2020
- David Sipka. Term Expires June 30, 2020

Founding Board Members:

- Joe Crawford, Term expiring June 30, 2015
- Jim Fisher, Term expiring June 30, 2016
- Chris McGuigan, Term expiring June 30, 2017



CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF
GRAND VALLEY STATE UNIVERSITY ON NOVEMBER 7, 2014:

Authorization of Name Change for Covenant House Academy Muskegon

The following resolution is proposed:

WHEREAS, the Board of Trustees, at its meeting on April 30, 2014, approved the issuance of a charter contract to Covenant House Academy Muskegon; and

WHEREAS, Covenant House Academy Muskegon requests a name change to Muskegon Covenant Academy;

NOW, THEREFORE, BE IT RESOLVED, that in accordance with Article IX of the Terms and Conditions of the Academy's Contract, the Board of Trustees approves the Academy's name change to Muskegon Covenant Academy.

IN WITNESS WHEREOF, I have hereunto signed my name as Secretary and have caused the seal of said body corporate to be hereto affixed this 12th day of November, 2014.

Teri L. Losey, Secretary
Board of Trustees
Grand Valley State University



CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF
GRAND VALLEY STATE UNIVERSITY ON APRIL 30, 2014:

Authorization of Covenant House Academy Muskegon 6a Contract

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

WHEREAS, according to this legislation, the Grand Valley State University Board of Trustees (the "Board of Trustees"), as the governing body of a state public university, is an authorizing body empowered to issue contracts to organize and operate public school academies; and

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

WHEREAS, the Grand Valley State University Board of Trustees, having requested applications for organizing public school academies and having reviewed the applications according to the provisions set forth by the Michigan Legislature;

NOW, THEREFORE, BE IT RESOLVED:

1. That the application for Covenant House Academy Muskegon ("Academy"), located at 125 Catherine Avenue, Muskegon, MI 49442, submitted under Section 502 of the Revised School Code, meets the Board of Trustees' requirements and the requirements of applicable law, is therefore approved;
2. That the Board of Trustees establishes the method of selection, length of term and number of members of the Academy's Board of Directors as follows:

Method of Selection and Appointment of Academy Board Members:

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

- b. Subsequent Academy Board Member Nominations and Appointments: Except as provided in paragraph (2) below, the Academy Board may nominate individuals for subsequent Academy Board of Director positions. As part of the appointment process, the Academy Board may submit to the Director: (i) the name of the nominee; (ii) the board member candidate application materials identified in paragraph (a) above; and (iii) a copy of the Academy Board nominating resolution. The Director may or may not recommend the proposed nominee submitted by the Academy Board. If the Director does not recommend a nominee submitted by the Academy Board, the Director shall select a nominee and forward that recommendation to the Board of Trustees for appointment. The Board of Trustees shall have the sole and exclusive right to appoint members to the Academy Board.

- c. Exigent Appointments: When the Director determines an “exigent condition” exists which requires him/her to make an appointment to a public school academy’s board of directors, the Director, with University President approval, may immediately appoint a person to serve as a public school academy board member for the time specified, but not longer than the next meeting held by the Board of Trustees when a regular appointment may be made by the Board of Trustees. The Director shall make the appointment in writing and notify the public school academy’s board of directors of the appointment. Exigent conditions include, but are not limited to when an Academy Board seat is vacant, when a Academy

Board cannot reach a quorum, when the Board of Trustees determines that an Academy Board member's service is no longer required, when an Academy Board member is removed, when an Academy Board fails to fill a vacancy, or other reasons which would prohibit the Academy Board from taking action without such an appointment.

3. Qualifications of Academy Board Members: To be qualified to serve on the Academy Board, a person shall: (a) be a citizen of the United States; (b) reside in the State of Michigan; (c) submit all materials requested by the GVSU Charter Schools Office including, but not limited to, a GVSU Academy Board Member Questionnaire and a release for criminal history background check; (d) not be an employee of the Academy; (e) not be a director, officer, or employee of a company or other entity that contracts with the Academy; and (f) not be an employee or representative of GVSU or be a member of the Board of Trustees.
4. Oath /Acceptance of Office / Voting Rights: Following appointment by the Board of Trustees, Academy Board Appointees may begin their legal duties, including the right to vote, after they have signed an Acceptance of Public Office form and taken the Oath or Affirmation of Public Office administered by a member of the Academy Board, other public official or notary public.
5. Length of Term; Removal: An appointed Academy Board member is an "at will" board member who shall serve at the pleasure of the Board of Trustees for a term of office not to exceed three (3) years. Regardless of the length of term, terms shall end on June 30 of the final year of service, unless shorter due to other provisions of this resolution. A person appointed to serve as an Academy Board member may be reappointed to serve additional terms. When an Academy Board member is appointed to complete the term of service of another Academy Board member, their service ends at the end of the previous Academy Board member's term.

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

6. Resignations: A member of the Academy Board may resign from office by submitting a written resignation or by notifying the Director. The resignation is effective upon receipt by the Director, unless a later date is specified in the resignation. A written notice of resignation is not required. If no such written notification is provided, then the

Director shall confirm a resignation in writing. The resignation shall be effective upon the date the Director sends confirmation to the resigning Academy Board member.

7. Vacancy: An Academy Board position shall be considered vacant when an Academy Board member:

- a. Resigns
- b. Dies
- c. Is removed from Office
- d. Is convicted of a felony
- e. Ceases to be qualified
- f. Is incapacitated

8. Filling a Vacancy: The Academy Board may nominate and the Director shall recommend or temporarily appoint persons to fill a vacancy as outlined in the “Subsequent Appointments” and “Exigent Appointments” procedures in this resolution.

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

10. Quorum: In order to legally transact business the Academy Board shall have a quorum physically present at a duly called meeting of the Academy Board. A “quorum” shall be defined as follows:

# of Academy Board positions	# required for Quorum
Five (5)	Three (3)
Seven (7)	Four (4)
Nine (9)	Five (5)

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

# of Academy Board positions	# for Quorum	# required to act
Five (5)	Three (3)	Three (3)
Seven (7)	Four (4)	Four (4)
Nine (9)	Five (5)	Five (5)

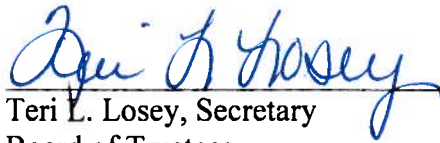
12. Initial Members of the Board of Directors: The Grand Valley State University Board of Trustees appoints the following persons to serve as the initial members of the Academy’s Board of Directors for the designated term of office set forth below:

Joe Crawford	1 year term expiring June 30, 2015
Jim Fisher	2 year term expiring June 30, 2016
Chris McGuigan	3 year term expiring June 30, 2017

13. The Board of Trustees approves and authorizes the execution of a contract to charter a public school academy to the Academy and authorizes the University President or designee to issue a contract to charter a public school academy and related documents ("Contract") to the Academy, provided that, before execution of the Contract, the University President or designee affirms that all terms of the contract have been agreed upon and the Academy is able to comply with all terms and conditions of the Contract and Applicable Law. This resolution shall be incorporated in and made part of the Contract.

14. Within ten days after the Board of Trustees issues the Contract, the Director will submit the Contract to the Michigan Department of Education. Pursuant to the State School Aid Act of 1979, the Michigan Department of Education shall, within thirty days after the Contract is submitted to the Michigan Department of Education, issue a district code number to each public school academy that is authorized under the Revised School Code and is eligible to receive funding under the State School Aid Act. By approving and issuing the Contract, the Board of Trustees is not responsible for the Michigan Department of Education's issuance or non-issuance of a district code number. As a condition precedent to the Board of Trustees' issuance of the Contract, the Applicant, the Academy and the Academy's Board of Directors shall acknowledge and agree that the Board of Trustees, Grand Valley State University, its officers, employees and agents are not responsible for any action taken by the Academy in reliance upon the Michigan Department of Education's issuance of a district code number to the Academy, or for any Michigan Department of Education's decision resulting in the non-issuance of a district code number to the Academy.

IN WITNESS WHEREOF, I have hereunto signed my name as Secretary and have caused the seal of said body corporate to be hereto affixed this 1st day of May 2014.


Teri L. Losey, Secretary
Board of Trustees
Grand Valley State University

SCHEDULE 2

ARTICLES OF INCORPORATION

MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS CORPORATIONS, SECURITIES & COMMERCIAL LICENSING BUREAU	
Date Received	AC1 TranInfo:1 23922280-1 12/04/19 Chk#: 8074 Amt: \$20.00 ID: 800943644
3:00 DEC 05 2019	This document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document. FILED DEC 05 2019
Name Douglas J. McNeil	ADMINISTRATOR CORPORATIONS DIVISION TranInfo:43 23922280-2 12/04/19 Chk#: 8074 Amt: \$100.00 ID: 800943644
Address 250 Washington Avenue	
City Grand Haven State Michigan Zip Code 49417	EFFECTIVE DATE:

Document will be returned to the name and address you enter above.
If left blank, document will be mailed to the registered office.

**RESTATED ARTICLES OF INCORPORATION
For use by Domestic Nonprofit Corporations**

Pursuant to the provisions of the Michigan Nonprofit Corporation Act 162, Public Acts of 1982, as amended (the "Act"), being MCL 450.2101 et seq. and Part 6A of the Revised School Code (the "Code"), as amended, being Sections 380.501 to 380.507 of the Michigan Compiled Laws, the undersigned corporation executes the following Restated Articles:

1. The present name of the corporation is: Muskegon Covenant Academy
2. The identification number assigned by the Bureau is: 800943644
3. All former names of the corporation are: Not Applicable
4. The date of the filing of the original Articles of Incorporation was: 06/19/2014

The following Restated Articles of Incorporation supersede the Articles of Incorporation as amended and shall be the Articles of Incorporation for the corporation:

ARTICLE I

The name of the corporation is: Muskegon Covenant Academy

The authorizing body for the corporation is: Grand Valley State University ("GVSU") Board of Trustees, ("Board of Trustees"), 1 Campus Drive, Allendale, Michigan 49401.

NC

ARTICLE II

The purposes for which the corporation is organized are:

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

ARTICLE III

1. The corporation is organized upon a Nonstock basis.
2. a. If organized on a nonstock basis, the description and value of its real property assets are: (if none, insert "none")

Real Property: none

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

Personal Property: none

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

ARTICLE IV

1. The name of the resident agent at the registered office:

Douglas J. McNeil

2. The address of the registered office is:

250 Washington Avenue Grand Haven , Michigan 49417
(Street Address) (City) (ZIP Code)

3. The mailing address of the registered office, if different than above:

_____, Michigan _____
(Street Address) (City) (ZIP Code)

ARTICLE V

The name and address of the incorporator is as follows:

Name	Residence or Business Address
<u>Douglas J. McNeil</u>	<u>250 Washington Avenue, Grand Haven, MI 49417</u>

ARTICLE VI

The corporation is a governmental entity.

ARTICLE VII

Before execution of a contract to charter a public school academy between the Academy Board and the Board of Trustees, the method of selection, length of term, and the number of members of the Academy Board shall be approved by a resolution of the Board of Trustees as required by the Code.

The members of the Academy Board shall be selected by the following method:

1. Method of Selection and Appointment of Academy Board Members:

- a. Initial Academy Board Member Nominations and Appointments: As part of the public school academy application, the public school academy applicant shall propose to the Director of the University Charter Schools Office ("Director"), the names of proposed individuals to serve on the initial board of directors of the

proposed public school academy. When the Director recommends an initial contract for approval to the Board of Trustees, he/she shall include recommendations for initial Academy Board members. These recommendations may, but are not required to, include individuals proposed by the public school academy applicant. To be considered for appointment, the nominees must have completed the required board member candidate application materials, including at least (i) the Academy Board Member Questionnaire prescribed by the University Charter Schools Office; and (ii) the Criminal Background Check Report prescribed by the University Charter Schools Office.

- b. Subsequent Academy Board Member Nominations and Appointments: Except as provided in paragraph (2) below, the Academy Board may nominate individuals for subsequent Academy Board of Director positions. As part of the appointment process, the Academy Board may submit to the Director: (i) the name of the nominee; (ii) the board member candidate application materials identified in paragraph (a) above; and (iii) a copy of the Academy Board nominating resolution. The Director may or may not recommend the proposed nominee submitted by the Academy Board. If the Director does not recommend a nominee submitted by the Academy Board, the Director shall select a nominee and forward that recommendation to the Board of Trustees for appointment. The Board of Trustees shall have the sole and exclusive right to appoint members to the Academy Board.
 - c. Exigent Appointments: When the Director determines an "exigent condition" exists which requires him/her to make an appointment to a public school academy's board of directors, the Director, with University President approval, may immediately appoint a person to serve as a public school academy board member for the time specified, but not longer than the next meeting held by the Board of Trustees when a regular appointment may be made by the Board of Trustees. The Director shall make the appointment in writing and notify the public school academy's board of directors of the appointment. Exigent conditions include, but are not limited to when an Academy Board seat is vacant, when a Academy Board cannot reach a quorum, when the Board of Trustees determines that an Academy Board member's service is no longer required, when an Academy Board member is removed, when an Academy Board fails to fill a vacancy, or other reasons which would prohibit the Academy Board from taking action without such an appointment.
2. Qualifications of Academy Board Members: To be qualified to serve on the Academy Board, a person shall: (a) be a citizen of the United States; (b) reside in the State of Michigan; (c) submit all materials requested by the GVSU Charter Schools Office including, but not limited to, a GVSU Academy Board Member Questionnaire and a release for criminal history background check; (d) not be an employee of the Academy; (e) not be a director, officer, or employee of a company or other entity that contracts with the Academy; and (f) not be an employee or representative of GVSU or be a member of the Board of Trustees.

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

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

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

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

6. Vacancy: An Academy Board position shall be considered vacant when an Academy Board member:

- a. Resigns
- b. Dies
- c. Is removed from Office
- d. Is convicted of a felony
- e. Ceases to be qualified
- f. Is incapacitated

7. Filling a Vacancy: The Academy Board may nominate and the Director shall recommend or temporarily appoint persons to fill a vacancy as outlined in the “Subsequent Appointments” and “Exigent Appointments” procedures in this resolution.

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

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

# of Academy Board positions	# required for Quorum
Five (5)	Three (3)
Seven (7)	Four (4)
Nine (9)	Five (5)

A board member who is absent from a meeting of the board due to military duty may participate in the meeting virtually, and that member’s virtual presence will count towards quorum and allow the absent member to participate in and vote on business before the board.

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

# of Academy Board positions	# required for Quorum	# required to act
Five (5)	Three (3)	Three (3)
Seven (7)	Four (4)	Four (4)
Nine (9)	Five (5)	Five (5)

11. Conservator; Appointment by University President: Notwithstanding any other provision of the Contract, in the event that the health, safety, and welfare of the Academy students, property, or funds are at risk, the University President, after consulting with the University Board Chairperson, may appoint a person to serve as the Conservator of the Academy. Upon appointment, the Conservator shall have all powers of a Board of Directors of a Public School Academy and act in the place and stead of the Academy Board. The University President shall appoint the conservator for a definite term, which may be extended in writing. During the appointment, the Academy Board members are suspended, and all powers of the Academy Board are suspended. All appointments made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. During their appointment, the Conservator shall have the following powers: a) take into his or her possession all Academy property and records, including financial, board, employment, and student records; b) institute and defend board actions by or on behalf of the Academy; c) continue the business of the Academy including entering into contracts, borrowing money, and pledging, mortgaging, or otherwise encumbering the property of the Academy as security for the repayment of the loans, however, the power shall be subject to any provisions and restrictions in any existing credit documents; d) hire, fire, and discipline employees of the Academy; e) settle or compromise with any debtor or creditor of the Academy, including any taxing authority; f) review all outstanding agreements to which the Academy is a party and to take those actions which the Academy Board may have exercised to pay, extend, rescind, renegotiate, or settle such agreements as needed; and g) perform all acts necessary and appropriate to fulfill the Academy’s purposes as set forth under the Code or this Contract.

ARTICLE VIII

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

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

ARTICLE IX

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

ARTICLE X

These Articles of Incorporation shall not be amended except by the process provided in the contract executed by the Academy Board and the Board of Trustees.

ARTICLE XI

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

ARTICLE XII

A volunteer director is not personally liable to the corporation or its members for money damages for any action taken or any failure to take any action as a volunteer officer, except liability for any of the following:

- (i) The amount of a financial benefit received by a director or volunteer officer to which he or she is not entitled.
- (ii) Intentional infliction of harm on the corporation, its shareholders, or members.
- (iii) A violation of Section 551 of the Michigan Nonprofit Corporation Act;

- (iv) An intentional criminal act.
- (v) A liability imposed under section 497(a).

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

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

ARTICLE XIII

The corporation assumes the liability for all acts or omissions of a volunteer director, volunteer officer, or other volunteer if all of the following are met:

- (i) The volunteer was acting or reasonably believed he or she was acting within the scope of his or her authority;
- (ii) The volunteer was acting in good faith;
- (iii) The volunteer's conduct did not amount to gross negligence or willful and wanton misconduct;
- (iv) The volunteer's conduct was not an intentional tort; and
- (v) The volunteer's conduct was not a tort arising out of the ownership, maintenance or use of a motor vehicle for which tort liability may be imposed under section 3135 of the insurance code of 1956, 1956 PA 218, MCL 500.3135.

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

ARTICLE XIV

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

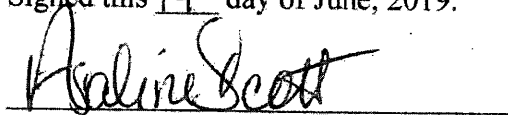
ARTICLE XV

The Articles of Incorporation shall become effective upon filing. However, the

corporation shall not carry out the purposes set forth in Article II unless/or until the Board of Trustees issues to the Academy Board a contract to operate as a public school academy, and the contract is executed by both the Academy Board and the Board of Trustees.

The undersigned hereby certifies that these Restated Articles of Incorporation were adopted by the unanimous consent of all the Directors of the Academy Board, at a properly noticed public meeting at which a quorum of the Directors was present on the 19th day of June, 2019.

Signed this 19th day of June, 2019.

A handwritten signature in cursive script that reads "Asaline Scott". The signature is written in black ink and is positioned above a horizontal line.

Asaline Scott

Academy Board President

SCHEDULE 3

BYLAWS

**RESTATED BYLAWS
OF
MUSKEGON COVENANT ACADEMY**

**ARTICLE I
NAME**

This organization shall be called Muskegon Covenant Academy (The “Academy” or the “corporation”).

**ARTICLE II
FORM OF ACADEMY**

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

**ARTICLE III
OFFICES**

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

Section 2. Registered Office. The registered office of the Academy shall be 250 Washington Avenue, Grand Haven, Michigan 49417. The registered agent is Douglas J. McNeil. It 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.

**ARTICLE IV
BOARD OF DIRECTORS**

Section 1. General Powers. The business, property and affairs of the Academy shall be managed by the Academy Board of Directors (“Academy Board”). The Academy Board may exercise any and all of the powers granted to it under the Michigan Nonprofit Corporation Act or pursuant to Part 6A of the Revised School code (“Code”). The Academy Board may delegate said powers to the officers and committees of the Academy Board as it deems appropriate or necessary, as long as such delegation is consistent with the Articles, these Restated Bylaws, the Contract and Applicable Law.

Section 2. Method of Selection and Appointment. Nomination and appointment to the Academy Board shall be handled in the following manner:

1. Method of Selection and Appointment of Academy Board Members:
 - a. Initial Academy Board Member Nominations and Appointments: As part of the public school academy application, the public school academy applicant shall propose to the Director of the University Charter Schools Office (“Director”), the names of proposed

individuals to serve on the initial board of directors of the proposed public school academy. When the Director recommends an initial contract for approval to the Grand Valley State University Board of Trustees (“Board of Trustees”), he/she shall include recommendations for initial Academy Board members. These recommendations may, but are not required to, include individuals proposed by the public school academy applicant. To be considered for the appointment, the nominees must have completed the required board member Questionnaire prescribed by the University Charter Schools office; and (ii) the criminal Background Check Report prescribed by the University Charter Schools Office.

- b. Subsequent Academy Board Member Nominations and Appointments: Except as provided in paragraph (2) below, the Academy Board may nominate individuals for subsequent Academy Board of Director positions. As part of the appointment process, the Academy Board may submit to the Director: (i) the name of the nominee; (ii) the board member candidate application materials identified in paragraph (a) above; and (iii) a copy of the Academy Board nominating resolution. The Director may or may not recommend a nominee submitted by the Academy Board. If the Director does not recommend a nominee submitted by the Academy Board, the Director shall select a nominee and forward that recommendation to the Board of Trustees for appointment. The board of Trustees shall have the sole and exclusive right to appoint members to the Academy Board.
 - c. Exigent Appointments: When the Director determines an “exigent condition” exists which requires him/her to make an appointment to a public school academy’s board of director, the Director, with University President approval, may immediately appoint a person to serve as a public school academy board member for the time specified, but not longer than the next meeting made by the Board of Trustees. The Director shall make the appointment in writing and notify the public school academy’s board of directors of the appointment. Exigent conditions include, but are not limited to when an Academy Board seat is vacant, determines that an Academy Board member’s service is no longer required, when an Academy Board member is removed, when an Academy Board fails to fill a vacancy, or other reasons which would prohibit the Academy Board from taking action without such an appointment.
2. Qualifications of Academy Board Members: To be qualified to serve of the Academy Board, a person shall: (a) be a citizen of the United States; (b) reside in the State of Michigan; (c) submit all materials requested by the GVSU Charter Schools Office including, but not limited to, a GVSU Academy Board Member Questionnaire and a release for criminal history background check; (d) not be an employee of the Academy; (e) not be a director, officer, or employee of a company or other entity that contracts with the Academy; and (f) not be an employee or representative of GVSU or be a member of the Board of Trustees.
 3. Oath / Acceptance of Office/Voting Rights: Following appointment by the Board of Trustees, Academy Board Appointees may begin their legal duties, including the right to

vote, after they have signed an Acceptance of Public Office form and taken the Oath or Affirmation of Public Office administered by a member of the Academy Board, other public official or notary public.

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

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

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

6. Vacancy: An Academy Board position shall be considered vacant when an Academy Board member:

- a. Resigns
- b. Dies
- c. Is removed from Office
- d. Is convicted of a felony
- e. Ceases to be qualified
- f. Is incapacitated

7. Filling a Vacancy: The Academy Board may nominate, and the Director shall recommend or temporarily appoint persons to fill a vacancy as outlined in the “Subsequent Appointments” and “Exigent Appointments” procedures in this resolution.

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

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

# of Academy Board positions	# required for Quorum
Five (5)	Three (3)
Seven (7)	Four (4)
Nine (9)	Five (5)

A board member who is absent from a meeting of the board due to military duty may participate in the meeting virtually, and that member’s virtual presence will count towards quorum and allow the absent member to participate in and vote on business before the board.

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

# of Academy Board positions	# required for Quorum	# required
Five (5)	Three (3)	Three (3)
Seven (7)	Four (4)	Four (4)
Nine (9)	Five (5)	Five (5)

Section 3. Conservator; Appointment by University President. Notwithstanding any other provision of the Contract, in the event that the health, safety, and welfare of the Academy students, property, or funds are at risk, the University President, after consulting with the University Board Chairperson, may appoint a person to serve as the Conservator of the Academy. Upon appointment, the Conservator shall have all powers of a Board of Directors of a Public School Academy and act in the place and stead of the Academy Board. The University President shall appoint the conservator for a definite term, which may be extended in writing. During the appointment, the Academy Board members are suspended and all powers of the Academy Board are suspended. All appointments made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. During their appointment, the Conservator shall have the following powers: a) take into his or her possession all Academy property and records, including financial, board, employment, and student records; b) institute and defend board actions by or on behalf of the Academy; c) continue the business of the Academy including entering into contracts, borrowing money, and pledging, mortgaging, or otherwise encumbering the property of the Academy as security for the repayment of the loans, however, the power shall be subject to any provisions and restrictions in any existing credit documents; d) hire, fire, and discipline employees of the Academy; e) settle or compromise with any debtor or creditor of the Academy, including any taxing authority; f) review all outstanding agreements to which the Academy is a party and to take those actions which the Academy Board may have exercised to pay, extend, rescind, renegotiate, or settle such agreements as needed; and g) perform all acts necessary and appropriate to fulfill the Academy’s purposes as set forth under the Code or this Contract.

Section 4. Compensation. By resolution of the Academy Board, Directors may be paid their expenses, if any, of attendance at each meeting of the Academy Board, subject to the statutes

regarding Contracts of Public Servants with Public Entities, Act No. 317 of the Public Acts of 1968, being Sections 15.321 to 15.330 of the Michigan Compiled Laws and the Standards of Conduct for Public Officers and Employees, Act No. 196 of the Public Acts of 1973, being Sections 15.341 to 15.348 of the Michigan Compiled Laws, and the statute concerning Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being Sections 15.181 to 15.185 of the Michigan Compiled Laws.

ARTICLE V MEETINGS

Section 1. Annual and Regular Meetings. The Academy Board shall hold an annual meeting each year. The meeting shall be held at such time and place as the Academy Board of Directors shall from time to time determine. The Academy Board may also provide, by resolution, the time and place, within the state of Michigan, for the holding of additional regular meetings. The Academy shall provide notice of all regular meetings as required by the Open Meetings Act.

Section 2. Special Meetings. Special meetings of the Academy Board may be called by or at the request of the President or any Academy Board Director. The person or persons authorized to call special meetings of the Academy Board may fix the place within the state of Michigan for holding any special meeting of the Academy Board 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 3. Notice; Waiver. The Academy Board must comply with the notice provisions of the Open Meetings Act. In addition, notice of any meeting shall be given to each Director stating the time and place of the meeting, delivered personally or mailed or sent by facsimile to each Director at the Director's business address. Any Director may waive notice of any meeting by written statement, or telecopy sent by the Director, signed before or after the holding of the meeting. The attendance of a Director at a meeting constitutes a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 4. Open Meetings Act. All meetings of the Academy Board, shall at all times be in compliance with the Open Meetings Act.

Section 5. Presumption of Assent. A director of the Academy Board who is present at a meeting of the Academy Board at which action on any corporate matters is taken shall be presumed to have assented to the action taken unless that Director's dissent shall be entered in the minutes of the meeting or unless that Director shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the corporation immediately after the adjournment of the meeting. This right to dissent shall not apply to a Director who voted in favor of such action.

ARTICLE VI COMMITTEES

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

ARTICLE VII OFFICERS OF THE BOARD

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

Section 2. Election and Term of Office. The Academy Board shall elect the initial officers at its first duly noticed meeting. Thereafter, the Academy Board shall elect the officers annually as terms expire at the annual meeting of the Academy Board. 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 officers resigns or is removed in the manner provided in Article IV, Section 2.

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

Section 4. Vacancies. A vacancy in any office shall be filled in accordance with Article IV, Section 2.

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

Section 6. Vice-President. The Vice-President of the Academy shall be a member of the Academy Board. In the absence of the President or in the event of the President's death, inability or

refusal to act, the Vice-President shall perform the duties of President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall perform such other duties as from time to time may be assigned to the Vice-President by the President or the Academy Board.

Section 7. Secretary. The Secretary of the Academy shall be a member of the Academy Board. The Secretary shall perform, or cause to be performed, the following duties: (a) keep the minutes of the Academy Board meetings in one or more books provided 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 Restated 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 by the Academy Board.

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

Section 9. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Academy Board, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the Secretary or Treasurer or by the Academy Board. The Academy 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 restrictions upon the officer to whose office the acting officer is so appointed except as the Academy Board may by resolution otherwise determine.

Section 10. Salaries. Officers shall not receive a salary unless the salary has been specifically approved by the Academy Board, subject to the statute concerning Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being sections 15.181 to 15.185 of the Michigan Compiled Laws. Officers of the corporation who are Directors of the corporation may not be compensated for their services. They may, however, receive traveling and other expenses.

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

**ARTICLE VIII
CONTRACTS, LOANS, CHECKS AND DEPOSITS;
SPECIAL CORPORATE ACTS**

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

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

Section 3. Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the 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 Academy Board.

Section 4. Deposits. All funds of the corporation not otherwise employed shall be deposited within three (3) business days after the receipt of the funds by the corporation in such banks, trust companies or other depositories as the Academy Board may select, provided that such financial institution is eligible to be a depository of surplus funds under section 1221 of the Revised School Code, being Section 380.1221 of the Michigan Compiled Laws.

Section 5. Voting of Securities Owned by this Corporation. Subject always to the specific directions of the Academy Board, any shares or other securities issued by another 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 Treasurer of this corporation or by proxy appointed by the Secretary or Treasurer. Such proxy or consent in respect to any shares or other securities issued by any other corporation and owned by this corporation shall be executed in the name of this corporation by the President, the Secretary or the Treasurer of this corporation without necessity of any authorization by the Academy Board, affixation of corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of

this corporation shall have full right, power, and authority to vote the shares or other securities issued by such other corporation and owned by this corporation the same as such shares or other securities might be voted by this corporation.

Section 6. Contracts Between Corporation and Related Persons. As required by Applicable Law, 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 sections 15.321 to 15.330 of the Michigan Compiled Laws, shall comply with the public disclosure requirement set forth in Section 3 of the statute.

ARTICLE IX INDEMNIFICATION

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

ARTICLE X FISCAL YEAR, BUDGET AND UNIFORM BUDGETING AND ACCOUNTING

Section 1. Fiscal Year, Budget and Uniform Budgeting 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 shall prepare and publish an annual budget in accordance with the Uniform Budgeting and Accounting Act, being Act 2 of the public laws of Michigan of 1968, as amended.

ARTICLE XI SEAL

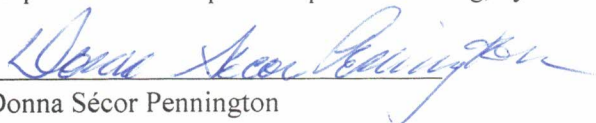
The Academy Board may provide a corporate seal, which shall be circular in form and shall have inscribed thereon the name of the corporation, the State of Michigan and the words "Corporate Seal" and "Public School Academy."

**ARTICLE XII
AMENDMENTS**

These Restated Bylaws may be altered, amended or repealed and new Bylaws may be adopted by obtaining 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 the special meetings. Upon arrival, the Academy Board shall forward the amendment to the University Charter Schools Office. The amendment shall be automatically incorporated into Schedule 3 of the Contract upon receipt of the amendment by the University Charter Schools Office. The Academy Board is encouraged to submit proposed Bylaw changes to the Charter Schools Office, for review and comment, prior to adoption. If at any time the University identifies a provision in the Academy Board's Bylaws that violates or conflicts with applicable law or the Contract, it shall notify the Academy Board in writing and the Academy Board shall remedy the identified provision to be in concert with applicable law and the Contract.

CERTIFICATION

The Board certifies that these Restated Bylaws were adopted as and for the Bylaws of a Michigan corporation in an open and public meeting, by the Academy Board on the 19th day of June 2019.



Donna Sécor Pennington
Board Secretary

SCHEDULE 4

FISCAL AGENT AGREEMENT

SCHEDULE 4

FISCAL AGENT AGREEMENT

This Agreement is part of the Contract issued by the Grand Valley State University Board of Trustees ("University Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to Muskegon Covenant Academy ("Academy"), a public school academy.

Preliminary Recitals

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 of Michigan ("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 has not been deemed ineligible to be a depository of surplus funds under Section 6 of Act No. 105 of the Public Acts of 1855, being Section 21.146 of the Michigan Compiled Laws.

"Agreement" means this Fiscal Agent Agreement.

"Fiscal Agent" means the University Board or an officer or employee of Grand 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 voluntarily agrees to receive and transfer to the Academy.

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

"State" means the State of Michigan.

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

Section 1.02. Fiscal Agent Agreement Incorporated into Contract; Use of Contract Definitions. This Fiscal Agent Agreement shall be incorporated into and is part of the Contract issued by the University Board to the Academy. Terms defined in the Contract shall have the same meaning in this Agreement.

ARTICLE II

FISCAL AGENT DUTIES

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

Section 2.02. Transfer to Academy. Except as provided in the Contract, the Fiscal Agent shall transfer all State School Aid Payments and all Other Funds received on behalf of the Academy to the Academy within three (3) business days of receipt or as otherwise required by the provisions of the State School Aid Act of 1979 or applicable State Board rules. The State School Aid Payments and all Other Funds shall be transferred into the Account designated by a resolution of the Board of Directors of the Academy and by a method of transfer acceptable to the Fiscal Agent.

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

Section 2.04. Academy Board Requests for Direct Intercept of State School Aid Payments. If the Academy Board directs that a portion of its State School Aid Payments be forwarded by the Fiscal Agent to a third party account for the payment of Academy debts and liabilities, the Academy shall submit to the University Charter Schools Office: (i) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; and (ii) a copy of a State School Aid Payment Agreement and Direction document that is in a form and manner acceptable to the Fiscal Agent. No State Aid Payment Agreement and Direction document shall be effective until it is acknowledged by the University President.

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 by electronic funds transfer into an account specified by the Fiscal Agent, or by such other means deemed acceptable to 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. The Academy may expend funds that it receives 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 or applicable State Board rules.

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

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

ARTICLE V

RECORDS AND REPORTS

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

Section 5.02. Reports. The Fiscal Agent shall prepare and send to the Academy within thirty (30) days of September 1, and annually thereafter, a written report dated as of August 31 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 which the University Board receives 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 of Liability. The liability of the Fiscal Agent to transfer funds to the Academy shall be limited to the amount of State School Aid Payments as are from time to time delivered by the State and the amount of Other Funds as delivered by the source of those funds.

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

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

Acknowledgment of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the University Board to the Academy.

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

Date: February 14, 2024

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SCHEDULE 5

MASTER CALENDAR OF REPORTING REQUIREMENTS



**Public School Academy / School of Excellence
Master Calendar of Reporting Requirements
July 1, 2024 – June 30, 2025**

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
July 1	Board Adopted 2024-2025 School Calendar/School Day Schedule.	CSO
July 1	Board adopted Annual Calendar of Regularly Scheduled Meetings for 2024-2025.	CSO
July 1	Board Adopted Annual Operating Budget for the General Fund and School Service Fund for 2024-2025.	CSO
July 1	Budgeted Enrollment Number for 2024-2025.	CSO
August 1	Board Resolution appointing Chief Administrative Officer for 2024-2025. Must be a board member.	CSO
August 1	Board Resolution appointing Freedom of Information Act Coordinator for 2024-2025.	CSO
August 1	Board Designated Legal Counsel for 2024-2025.	CSO
August 1	School Safety Liaison for 2024-2025.	CSO
August 30	4 th Quarter Financial Statements – quarter ending 06/30.	CSO
August 30	Hylant Insurance Policy Submission.	CSO
September 6	GVSU Check Directions (Where do we send checks for the 24-25 FY?)	CSO
September 6	Board approved Student Handbook 2024-2025.	CSO
September 6	Board adopted Employee Handbook 2024-2025.	CSO
September 6	Copy of School Improvement Plan covering 2024-2025 academic year.	CSO
September 6	School Contacts Update Certification.	CSO
September 13	Updated Waitlist Number for 2024-2025.	CSO
September 16	School Logo	CSO
October 3	Staff Roster (GVSU Format).	CSO
October 3	Annual Nonprofit Corporation Information Update for 2024.	CSO
October 3	Unofficial Count Day Submission.	CSO
October 10	Criminal History Record Registration- New Schools. (CHRISS)	CSO
October 10	National Student Clearinghouse information-high schools only (see Epicenter task).	CSO
November 1	Audited Financial Statements for fiscal year ending June 30, 2024. (See MDE Website, https://www.michigan.gov/mde , for MDE due date.	CSO

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
November 1	Management Letter (comments and recommendations from independent financial auditor) for fiscal year ending June 30, 2024, if issued. If a management letter is not issued, a letter from the Academy stating a management letter was not issued is required to be submitted.	CSO
November 1	Annual A-133 Single Audit for year ending June 30, 2024, is required if over \$750K in federal funds have been expended. If a single audit is not necessary, a letter from the Academy stating as such is required to be submitted.	CSO
November 1	1 st Quarter Financial Statements – quarter ending 09/30.	CSO
November 15	Alternative Education Data Collection, if applicable.	CSO
December 2	Transparency Page Update Certification.	CSO
December 13	MDE Benchmark Assessment Grant Verification.	CSO
January 10	Staff Roster (GVSU Format).	CSO
January 10	School Contacts Update Certification.	CSO
January 10	Emergency Operations Plan.	CSO
January 30	2 nd Quarter Financial Statements – quarter ending 12/31.	CSO
January 30	Board Member Annual Conflict of Interest.	CSO
January 30	Schedule 6 Certification. See task for more detail.	CSO
February 14	Annual Education Report. The deadline changes for this each year. Please be sure to check mischooldata.org for the updated templates or find them in the Epicenter Task.	CSO
April 14	Ensuring Access to Federal Funds-Significant Expansion Notice	CSO
April 30	3 rd Quarter Financial Statements – quarter ending 03/31.	CSO
May 15	Notice of Open Enrollment & Lottery Process or Open Enrollment & Lottery Process Board Policy for 2025-2026.	CSO
May 15	Offered Seat Schedule per Grade.	CSO
May 15	Waitlist for 2025-2026.	CSO
June 2	Certificate of Boiler Inspection covering 2024-2025.	CSO
June 2	NWEA Counts for next academic year.	CSO
June 13	Copy of Notice of Public Hearing for Annual Operating Budget for 2025-2026.	CSO
June 26	2024-2025 Log of emergency drills, including date, time, and results. See Epicenter Task for template.	CSO
June 26	Board adopted Letter of Engagement for year ending June 30, 2025, for an independent financial audit.	CSO
June 26	Food service license expiring in 2025.	CSO
June 26	Points of Pride for Annual Report.	CSO
June 26	School Description for Annual Report.	CSO
June 26	Scholarship Dollars awarded to graduating seniors (High Schools Only).	CSO

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
June 26	Alternative Education Data Collection, if applicable.	CSO
June 26	Total number of graduates (High Schools Only).	CSO

Ongoing Reporting Requirements
July 1, 2024 – June 30, 2025

The following documents do not have a set calendar date; however, they require submission within a certain number of days from board action or other occurrence.

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
Date notice is posted	Academy Board Meeting Record of Postings – cancellations, changes, special meetings, emergency etc. Must include time and date of actual posting. <i>Meeting schedule should be available on academy website.</i>	CSO
7 days prior to meeting	Board packet- including Agenda and all attachments. <i>Agenda should be available on academy website.</i>	CSO
14 days after Board meeting	Draft Academy Board Meeting Minutes and Resolutions of regular, special & emergency board meetings.	CSO
14 days after Board approval	Approved Academy Board Meeting Minutes and Resolutions of regular, special & emergency board meetings. <i>Minutes should be available on academy website.</i>	CSO
30 business days after board approval	Board Adopted Annual Operating Budget for 2024-2025 including Salary/Compensation Transparency Reporting to be available on school website per the State School Aid Act as amended.	No submission needed.
14 days after Board approval	Oath of Office and written acceptance for each Board Member.	CSO
Prior to approval by GVSU Board of Trustees	Verification of Citizenship and Michigan Residency.	CSO
10 business days after Board approval	Board adopted <i>Amended</i> Budget and General Appropriations Resolution available on school website per the State School Aid Act.	CSO
10 days of receipt	Correspondence received from the Michigan Department /State Board of Education requiring a formal response.	CSO
10 days of receipt	Correspondence received from the Health Department requiring a formal response.	CSO
10 days of receipt	Written notice of litigation or formal proceedings involving the Academy.	CSO
30 days prior to board execution	Board proposed draft Educational Management Company Agreements or Amendments thereto.	CSO
5 business days of receipt	Request and Responses to Freedom of Information Requests.	CSO

Original/Subsequent Board Policy Reporting Requirements

July 1, 2024 – June 30, 2025

The following documents do not have a set calendar date; however, they require an original submission and subsequent submission if Board action is taken making amendments/changes.

REPORT DESCRIPTION	SUBMIT TO:
Articles of Incorporation. Must have GVSU Board approval before modifying.	CSO
Board of Director Bylaws.	CSO
Educational Service Provider Agreements/Amendments.	CSO
Academy’s Educational Goals.	CSO
Office of Fire Safety (OFS-40) – original occupancy permit and permits for renovations/additions, etc.	CSO
Lease, Deed of Premises or Rental Agreement and subsequent amendments (includes modular units).	CSO
Curriculum including any additions/deletions.	CSO
Asbestos Hazardous Emergency Response Act (AHERA) Management Plan. Visit https://www.michigan.gov/asbestos for Michigan’s model management plan. A copy of the “acceptance” letter sent by MIOSHA is also required.	CSO
Communicable Disease Curriculum (including minutes of board approval).	CSO
Job Descriptions for all employee groups.	CSO
REQUIRED BOARD POLICIES <i>(this is not an all-inclusive list; additional policies may be required; requirement can be satisfied by providing a website link to all board approved policies)</i>	SUBMIT TO:
Board adopted Purchasing Policy (date of approval or revision). Reference: MCL 380.1267, MCL 380.1274	CSO
Use of Medications Policy (date of approval or revision). Reference: MCL 380.1178, 380.1178a, 380.1179	CSO
Harassment of Staff or Applicant Policy (date of approval or revision). Harassment of Students Policy (date of approval or revision) Reference: MCL 380.1300a	CSO
Search and Seizure Policy (date of approval or revision). Reference: MCL 380.1306	CSO
Emergency Removal, Suspension and Expulsion of Students Policy (date of approval or revision). Reference: MCL 380.1309; MCL 380.1312(8)&(9); MCL 37.1402	CSO
Parent/Guardian Review of Instructional Materials & Observation of Instructional Activity Policy (date of approval or revision). Reference: MCL 380.1137	CSO
Board Member Reimbursement of Expenses Policy (date of approval or revision). Reference: MCL 380.1254; MCL 388.1764b	CSO
Equal Access for Non-School Sponsored Student Clubs and Activities Policy (date of approval or revision). Reference: MCL 380.1299	CSO
Electronic or Wireless Communication Devices Policy (date of approval or revision).	CSO
Preparedness for Toxic Hazard and Asbestos Hazard Policy (date of approval or revision). Reference: MCL 324.8316, 380.1256	CSO

Nondiscrimination and Access to Equal Educational Opportunity Policy (date of approval or revision). Including, but not limited to, Michigan Constitution, Article I, §26, Elliott-Larsen Civil Rights Act, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Age Discrimination Act of 1975.	CSO
Academy Deposit Policy (date of approval or revision). PA 105 of 1855, being MCL 21.146, Section 11.10 of the Charter Contract	CSO
Parental Involvement Policy (date of approval or revision). Reference: MCL 380.1294	CSO
Wellness Policy (date of approval or revision). Reference: 42 USC §§ 1751, 1758, 1766; 42 USC § 1773	CSO
Corporal Punishment Policy (date of approval or revision). Reference: MCL 380.1312(8)&(9);	CSO
Anti-Bullying Policy (Matt's Safe School Law) (date of approval or revision). Reference: MCL 380.1310b	CSO
Cardiac Emergency Response Plan (date of approval or revision). Reference: MCL 29.19	CSO
Emergency Operations Plan (date of approval or revision). Reference: MCL 380.1308	CSO
Data Breach Response Plan (date of approval or revision). The Academy Board shall design and implement a comprehensive data breach response plan that is made available to Academy personnel and Educational Service Providers.	CSO

Calendar of Additional Reporting Requirements and Critical Dates
July 1, 2024 – June 30, 2025

The following reports Academies must submit to the local ISD, MDE, CEPI and other organizations throughout the year.

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
July	2023-2024 31a Funds Report Due.	NexSys
July/August	Consolidated Applications for Federal Title Funds Due (allocation amounts posted to MDE's website in early May).	NexSys
1 st Wednesday of October	Student Count Day for State Aid FTE (90% of state funding).	No submission required.
September	SE-4094 Special Education Transportation Report from 2023-24 (Contact ISD for due date).	FID
September	SE-4096 Special Ed Actual Cost Report (Contact ISD for due date).	FID
September	*Special Education Findings–Sept. Strand Report for: B-1, B-2, B-9, B-10, and B-13. Data review and complete corrective actions if required.	Catamaran
September	Eye Protection Certificate (#4527 Certification of Eye Protective Devices, if applicable).	NexSys
September	Certification of Constitutionally Protected Prayer.	NexSys
October 1 – October 31 (as scheduled)	Teacher Certification/Criminal Background Check/Unprofessional Conduct. This is an onsite review scheduled and conducted by Quality Performance Resource Group. No submission required.	No submission needed.

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
November 1	Deadline for Immunization Records Report – IP100. (Contact Health Dept. for due date).	Local Health Dept.
November 1	Deadline for electronic submission to the Financial Information Database. State aid will be withheld if the submission is not successful.	FID
November	Deadline for MSDS FTE Count Certification.	CEPI
December 1	Registry of Educational Personnel (REP) Fall Submission.	REP
November/ December	Special Education Count on MI-CIS. Special education data must be current and updated in the Michigan Compliance and Information System (MI-CIS). This information is used to determine funding for next year (Contact local ISD for due date).	ISD
December 30	Municipal Finance Qualifying Statement, if applicable (online submission).	MI Dept. of Treasury
January	*Special Education Findings – January Strand Report for: B-11, B-12. Data review and complete corrective actions if required.	Catamaran
January	Special Education Excess Cost Report (Contact ISD for due date).	Catamaran
February 1	Deadline for Immunization Record Report–IP100 (Contact Health Dept. for due date). A financial penalty of 5% of a school’s state aid allocation can be assessed if the immunization rate is not at 90% or above.	Local Health Dept.
2 nd Wednesday of February	Supplemental Student Count for State Aid FTE (10% of state funding for next fiscal year).	No submission required.
March	FS-4731-C – Count of Membership Pupils eligible for free/reduced breakfast, lunch, or milk (official date TBD).	MDE
March	Deadline for MSDS FTE Count Certification.	ISD, CEPI
March	Special Education: Maintenance of Effort (MOE) Eligibility Test.	Catamaran
March 1 – March 31 (as scheduled)	Teacher Certification/Criminal Background Check/Unprofessional Conduct. This is an onsite review scheduled and conducted by Quality Performance Resource Group. No submission required.	No submission required.
May	*Special Education Findings–May Strand Report for: B-3, B-4, B-5, B-6, and B-13. Data review/completion of corrective actions as required.	Catamaran
June	Final year-end certification due (MSDS).	ISD, CEPI
June	School Infrastructure Database (SID).	CEPI
June	4107 – Bus inventory	CEPI (online)
June 30	Registry of Educational Personnel (REP) Submission.	REP

*Monthly special education compliance updates, all special education complaints, and the annual Maintenance of Effort (MOE) Eligibility Test and corrective measures are communicated and submitted through Catamaran. Regular monthly (or more frequently) review of special education information is recommended to assure compliance with state reporting requirements. Catamaran can be accessed at: <https://training.catamaran.partners/>. Timelines and Due Dates are located on bottom left side of the screen under *Deadlines*. User account and login information is located at: <https://catamaran.partners/Login.aspx?APPTHEME=MICIMS&ReturnURL=/>

*** The CSO may amend this document from time-to-time at its discretion.

SCHEDULE 6

**INFORMATION TO BE PROVIDED BY ACADEMY AND EDUCATIONAL
MANAGEMENT COMPANY**

SCHEDULE 6

INFORMATION TO BE PROVIDED BY ACADEMY AND EDUCATIONAL MANAGEMENT COMPANY

A. The following described categories of information are specifically included within those to be made available to the public and the University Charter Schools Office by the Academy in accordance with Section 11.17(a). Information to be Provided by the Academy, of the Terms and Conditions:

1. Copy of the Contract
2. Copies of the executed Constitutional Oath of public office form for each serving Director
3. List of currently serving Directors with name, address, and term of office
4. Copy of the Academy Board 's meeting calendar
5. Copy of public notice for all Academy Board meetings
6. Copy of Academy Board meeting agendas
7. Copy of Academy Board meeting minutes
8. Copy of Academy Board approved budget and amendments to the budget
9. List of bills paid for amounts of \$10,000.00 or more as submitted to the Academy Board
10. Copy of the quarterly financial reports submitted to the University Charter Schools Office
11. Copy of curriculum and other educational materials given to the University Charter Schools Office
12. Copy of School improvement plan (if required)
13. Copies of facility leases, mortgages, modular leases and/or deeds
14. Copies of equipment leases
15. Proof of ownership for Academy owned vehicles and portable buildings
16. Copy of Academy Board approved management contract with Educational Service Provider
17. Copy of Academy Board approved services contract(s)
18. Office of Fire Safety certificate of occupancy for all Academy facilities
19. MDE letter of continuous use (if required)
20. Local County Health Department food service permit (if required)

21. Asbestos inspection report and asbestos management plan (if required)
22. Boiler inspection certificate and lead based paint survey (if required)
23. Phase 1 environmental report (if required)
24. List of current Academy teachers and school administrators with their individual salaries as submitted to the Registry of Educational Personnel
25. Copies of administrator and teacher certificates or permits for all current administrative and teaching staff
26. Evidence of fingerprinting, criminal back-ground and record checks and unprofessional conduct check required by the Code for all Academy teachers and administrators
27. Academy Board approved policies
28. Copy of the annual financial audit and any management letters issued to the Academy Board as part of the audit
29. Proof of insurance as required by the Contract
30. Any other information specifically required under Public Act 277 of 2011

B. The following information is specifically included within the types of information available to the Academy by the Educational Management Organization (if any) in accordance with Section 11.17(b). Information to be provided by Educational Management Company, of the Terms and Conditions:

1. Any information needed by the Academy in order to comply with its obligations to disclose the information listed under (a) above.

C. In accordance with Section 11.13. Additional Required Provisions for Educational Service Provider Agreements, of the Terms and Conditions, the following categories must be clearly defined within each ESP agreement that the Academy is a party to:

1. Roles and responsibilities of the parties
2. Services and resources provided by the ESP
3. Fee or expense payment structure
4. Financial control, oversight, and disclosure
5. Renewal and termination of the agreement”

MANAGEMENT AGREEMENT

This Management Agreement is made and entered into as effective as of the 1st day of July 2024, by and between the **Covenant Academies Foundation**, a Michigan non-profit corporation (“CAF”), and **Muskegon Covenant Academy**, a body corporate and Michigan public school academy (the “Academy”).

RECITALS

The Academy is a charter school, organized as a public school academy under the revised Michigan School Code (the “Code”). The Academy has been granted a contract (the “Contract”) by the Grand Valley State University (“GVSU”) to organize and operate a public school academy, with GVSU as the authorizing body. The Academy operates under the direction of the Muskegon Covenant Academy (the “Board”).

The management of CAF was instrumental in the creation of the Academy, having incorporated the Academy, recruited its initial Board of Directors (the “Board”), prepared the application with GVSU for the Contract (the “Application”), and prepared the curriculum and related documents submitted with the Application and essential for the operation of the Academy.

The Academy and CAF desire to create an enduring educational partnership, whereby the Academy and CAF will work together to provide a comprehensive educational program for the “at risk” population which will predominantly be attending the Academy. Further, the Academy and CAF desire to work together to facilitate the operations of the Academy efficient use of the Academy’s financial resources.

Therefore, for good and valuable consideration, the receipt of which is hereby acknowledged, it is mutually agreed as follows:

ARTICLE I

CONTRACTING RELATIONSHIP

- A. Authority.** The Academy represents that it is authorized by law to contract with a private entity and for that entity to provide educational management services. The Academy further represents that it has been granted the Contract by GVSU to organize and operate a public school academy. The Academy is therefore authorized by the Code and GVSU to supervise and control such academy, and is invested with all powers necessary or desirable for carrying out the educational program contemplated in this Agreement.
- B. Contract.** The Academy hereby contracts with CAF, to the extent permitted by law, to supervise the provision of all labor, materials, facilities, equipment and supervision necessary for the provision of educational services to students, and the management, operation and maintenance of the Academy in accordance with the educational goals, curriculum, methods of pupil assessment, admission policy and criteria, school calendar

and school day schedule, age and grade range of pupils to be enrolled, educational goals, and method to be used to monitor compliance with performance of targeted educational outcomes, all as adopted by the Board of the Academy and included in the Contract between the Academy and GVSU. It is understood that the scope of services to be provided by CAF in accordance with this Agreement may be provided directly by CAF or indirectly through a subcontractor of CAF.

C. Designation of Agents. The Board designates the management and/or employees of CAF as having a legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. §1232g, the Family Rights and Privacy Act (“FERPA”).

D. Status of the Parties. CAF is a non-profit Michigan corporation, and is not a division of 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 CAF. The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and not employer – employee. Except as expressly provided in this Agreement, no agent or employee of CAF shall be deemed to be the agent or employee of the Academy. CAF shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between CAF and the Academy is based solely on the terms of this Agreement, and the terms of any other written agreements between CAF and the Academy.

ARTICLE II

TERM

A. Term. This Agreement shall be effective as of July 1, 2024, and shall expire on June 30, 2027. This Agreement may be renewed by the mutual consent of the parties if the current Contract between the Academy and GVSU is renewed or extended.

ARTICLE III

FUNCTIONS OF CAF

A. Responsibility. CAF shall be responsible and accountable to the Board for the administration, operation and performance of the Academy in accordance with the Contract. CAF’s responsibility is expressly limited by: (i) the budget CAF and the Academy agree upon pursuant to the terms of this Agreement, and (ii) the availability of state funding to pay for said services. Neither CAF nor the Academy shall be required to expend Academy funds on services in excess of the amount set forth in the Academy budget.

B. Educational Program. CAF agrees to implement the educational goals and programs as incorporated in the Contract (the “Educational Program”). In the event CAF determines that it is necessary to modify the Educational Program, CAF shall inform the Board of the

proposed changes and obtain board approval, and if required under the Contract, approval of GVSU. The parties hereto acknowledge that an essential principle of the Educational Program is its flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency, and that the Academy and CAF are interested in results and not in inflexible prescriptions. At the end of each academic semester, and otherwise as requested, CAF will provide the Board with updated reports on progress towards implementing each of the Academy's educational goals in the Educational Program.

C. Specific Functions. CAF shall be responsible for facilitating the management, operation, administration, accounting and education at the Academy. Such functions may be discharged directly by CAF, indirectly by a subcontractor of CAF, or by the Academy itself, and shall include, but are not limited to:

1. Implementation and administration of the Educational Program, including the selection and acquisition of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs.
2. Management of all personnel functions, including professional development for the School Administrator and all instructional personnel and the personnel functions outlined in Article VI.
3. Operation and the installation of technology integral to the school design.
4. All aspects of the business administration of the Academy.
5. All aspects of the accounting operation, including general ledger management and financial reporting.
6. Food service, if any is provided, for the Academy.
7. Before and after school childcare, if any is provided, for the Academy through the use of CAF's Child Development Centers.
8. Any other function necessary or expedient for the administration of the Academy.

D. Purchases. Purchases made by CAF on behalf of the Academy with Academy monies including, but not limited to, instructional materials, supplies, and equipment will be the property of the Academy.

E. Subcontracts. CAF reserves the right to subcontract all aspects of all services it agrees to provide to the Academy. However, CAF shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted in this Agreement or with approval of the Board.

- F. Place of Performance.** CAF reserves the right to perform functions other than instruction, such as purchasing, professional development, and administrative functions, off-site, unless prohibited by state or local law.
- G. CAF Office Space.** For the term of this Agreement, suitable office space shall be provided at the Academy for CAF personnel and subcontractors. The office space shall be used by CAF for CAF activities related to the Academy. The Academy shall also provide CAF, upon CAF's request, with an additional room to be used for activities related to the Academy. The Academy agrees that CAF may incur, on the Academy's behalf, office and rental expenses associated with off-site central management.
- H. Student Recruitment.** CAF and the Board shall be jointly responsible for the recruitment of students subject to agreement on general recruitment and admission policies. Students shall be selected in accordance with the procedures set forth in the Contract and in compliance with the Code and other applicable law.
- I. Due Process Hearings.** CAF shall provide student due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to records, to an extent consistent with the Academy's own obligations. The Academy shall retain the right to provide due process as required by law.
- J. Legal Requirements.** CAF shall provide educational programs that meet federal, state, and local requirements, and the requirements imposed under the Code and the Contract, unless such requirements are or have been waived, but the Academy shall interpret state and local regulations liberally to give CAF flexibility and freedom to implement its educational and management programs.
- K. Rules & Procedures.** CAF shall recommend reasonable rules, regulations and procedures applicable to the Academy and is authorized and directed to enforce such rules, regulations and procedures adopted by the Academy.
- L. School Year and School Day.** The school year and school day shall be as provided in the Contract submitted to and approved by GVSU. CAF reserves the right to modify the school year/day so long as State mandated days and hours of instruction are met.
- M. Pupil Performance Standards and Evaluation.** CAF shall implement pupil performance evaluations which permit evaluation of the education progress of each Academy student. CAF shall be responsible and accountable to the Board for the performance of students who attend the Academy. CAF will utilize assessment strategies acquired by the terms of the Contract. The Board and CAF will cooperate in good faith, to identify measures of school performance and goals for Academy students including, but not limited to, parent satisfaction.

- N. Services to Disabled Students and Special Education.** CAF shall provide special education services to students who attend the Academy in conformity with the requirements of state and federal law. CAF may subcontract as necessary and appropriate for the provision of services to students whose special needs cannot be met within the Academy's program, subject to approval of the Academy Board. Such services shall be provided in a manner that complies with local, state and federal laws and applicable regulations and policies.
- O. Compliance with Academy's Contract.** CAF 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 the GVSU Board of Trustees. The provisions of the Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement.
- P. Unusual Events.** CAF agrees to timely notify the Board and/or school administrator of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect the Academy in complying with its responsibilities hereunder.
- Q. Student and Financial Records.** All student and financial information related to the Academy shall be available for inspection at the Academy or at CAF's central office upon reasonable request consistent with applicable federal and state laws.
- R. Compliance with Section 503c.** On an annual basis, CAF agrees to provide the Academy Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL 388.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Academy Board shall make the information available on the Academy's website home page, in a form and manner prescribed by the Michigan Department of Education. The defined terms in section 503c of the Code, MCL 380.503c, shall have the same meaning in this Agreement.
- S. Compliance with Section 11.23 of GVSU Contract Terms and Conditions.** CAF shall make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 6 of the Contract, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under Section 11.23(a) of the Contract Terms and Conditions.

ARTICLE IV

OBLIGATIONS OF THE BOARD

- A. Good Faith Obligation.** The Board shall be responsible for its fiscal and academic policies. The Board shall exercise good faith in considering the recommendations of CAF including,

but not limited to, CAF's recommendations concerning policies, rules, regulations and budgets. The Board's failure to adopt CAF's reasonable recommendations with respect to policies, rules and regulations to enable CAF to implement the school design as set forth in the Contract may, at CAF's option, be deemed a material breach of this Agreement by the Academy. The Board shall retain the authority to make reasonable regulations in accordance with applicable law relative to anything necessary for the proper establishment, maintenance, management and operation of the Academy, including, without limitation, regulations relative to the conduct of the pupils while in attendance of the Academy or enroute to and from the Academy.

- B. Assistance to CAF.** The Board shall cooperate with CAF in furnishing all information and submitting all forms and reports required in association with this Agreement, including timely notice of all Board meetings. The Board shall timely furnish CAF all documents and records necessary for CAF to properly perform its responsibilities under this agreement.
- C. Unusual Events.** The Board agrees to timely notify CAF of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect CAF in complying with its responsibilities hereunder.
- D. CAF Office Space.** For the term of this Agreement, suitable office space shall be provided at the Academy for CAF personnel and subcontractors. The office space shall be used by CAF for CAF activities related to the Academy. The Academy shall also provide CAF, upon CAF's request, with an additional room to be used for activities related to the Academy. The Academy agrees that CAF may incur, on the Academy's behalf, office and rental expenses associated with off-site central management.
- E. Retained Authority.** The Board shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Academy, including regulations relative to the conduct of pupils while in attendance at the Academy or en route to and from the Academy. The Board shall further retain the obligation, as provided in section 1274 of the Code, to adopt written policies governing the procurement of supplies, materials and equipment.
- F. Educational Consultant.** The Board may retain at its own expense an educational consultant to review the operations of the Academy and the performance of CAF under this agreement. CAF shall cooperate with such consultant in the performance of his or her responsibilities to the Board. Notwithstanding anything contained elsewhere in this agreement, without Board authorization, CAF shall have no authority to select, evaluate, assign, supervise or control any consultant retained by the Board.

ARTICLE V

FINANCIAL ARRANGEMENTS

A. Revenues. Except as hereinafter provided, all monies received by the Academy Board shall be deposited within three (3) business days with a financial institution acceptable to the Board and CAF. The Academy and CAF shall be named signatories on the account. CAF, as disbursement agent for the Board, is authorized to disburse funds from the account on behalf of the Academy for the purposes and uses authorized pursuant to the terms of this Agreement. Except as specifically excluded by the terms of this Agreement, the term “Revenues” shall include all funds received by on or behalf of the Academy including, but not limited to;

- 1) State Aid Funds.
- 2) Special Education funding provided by Federal or State Governments to the Academy that is directly allocable to special education students in the Academy.
- 3) Gifted and talented funding provided by Federal and State Governments that is directly allocable to gifted and talented students in the Academy.
- 4) At-Risk funding provided by Federal and State Governments to the Academy that is directly allocable to at-risk students in the Academy.
- 5) Funding provided by Federal and State Governments to the Academy that is directly allocable to students in the Academy with limited English proficiency.
- 6) Federal and State grant sources, including Title 1, which is directly allocable to the Academy.
- 7) Grants and donations received by the Academy (except to the extent CAF is not required or involved in soliciting, administering, or managing such grants and/or donations).
- 8) Fees charged to students for extra services as and to the extent permitted by law.

(All of the above are hereinafter collectively referred to as the “Revenues”).

The Revenues shall be expended by CAF in accordance with the approved Budget and as otherwise authorized by the Board. The expenditure of Revenues received from governmental entities shall be consistent with all applicable regulations and policies, and in the case of private donations, the directives of the donor where applicable.

B. Budget

1. Projected Budget. CAF shall provide the Board with an annual projected Budget (the “Budget”). The budget shall be submitted to the Board prior to June 30th for the following academic year.
2. Budget Detail. The Budget shall contain reasonable detail as requested by the Board. The Budget shall include all projected expenses and costs reasonably associated with operating the Academy and the CAF school program including, but not limited to, the projected cost of all services and education programs provided to the Academy, leasehold and other lease obligations incurred by the Academy, maintenance and repairs to Academy facilities and capital improvements except as otherwise agreed upon, supplies and furnishings necessary to operate the Academy, all taxes of any

kind that are assessed or imposed, insurance premiums, utilities, professional fees, and other costs and expenses connected to operating the Academy.

3. Approval. The Budget shall be prepared by CAF and submitted to the Board for approval. The Budget may be amended from time to time as deemed necessary by CAF and the Board.
4. Expenditures. CAF shall not expend the Revenues in such a way as to deviate materially from the provisions of the Budget without Board approval (except where the deviation is less than the amount budgeted).

C. Fees.

1. Base Fee. In consideration for the services to be provided to the Academy by CAF, the base fee for the fiscal year of the Academy from July 1, 2024, through June 30, 2025, and for each fiscal year thereafter for the duration of the Agreement, the Academy shall pay CAF a base fee equivalent to Fifteen percent (15%) of all revenues, excluding other financing sources, (“Revenues”), received by the Academy and attributable to the fiscal year in question.

The base fee shall be considered compensation for services which are provided exclusively by the management and staff of CAF. These services shall specifically include fiscal guidance and consultation with the Academy board, administrative oversight of the Academy’s operations, including the review and evaluation of other educational services providers of the Academy, and guidance to the staff and administrators of the Academy to help assure that the mission of the Academy of serving the “at risk” student population is being fulfilled.

2. Additional Fees. The fees for services which are provided to the Academy pursuant to this Agreement by subcontractors or other service providers of CAF shall be invoiced to the Academy by CAF on a monthly basis, which fees and charges shall be itemized and passed-through to the Academy without any mark-up or up-charges as more specifically outline in the attached Schedule 1 which is part of this Agreement.

D. Availability of Funds. CAF shall only be required to perform its responsibilities upon this Agreement to the extent that the Academy has received and made available to CAF sufficient Revenues to make payments in accordance with the terms of the Budget.

E. Other Public School Academies. The Academy acknowledges that CAF may enter into similar management agreements with other public school academies. CAF shall maintain separate accounts for expenses incurred by or on behalf of the Academy and other Public School Academies, and shall only charge the Academy for expenses incurred by or on behalf of the Academy. If CAF incurs authorized reimbursable expenses on behalf of the Academy and other public school academies which are incapable of precise allocation, then CAF shall allocate such expenses among all such academies, including the

Academy, on a prorated basis based upon the number of students enrolled at such academies, or upon such other equitable basis as is acceptable to the parties.

F. Financial Reporting. CAF shall provide the Board with:

- 1) The projected annual Budget as required by the terms of this Agreement.
- 2) Detailed statements of all Revenues received, and detailed statements of all direct expenditures for services and or expenses rendered or incurred to or on behalf of the Academy, whether incurred on-site or off-site, upon request.
- 3) Reports on Academy operations, finances, and student performance shall be provided upon request, but not less frequently than four (4) times per year.
- 4) Other information on a periodic basis to enable the Board to monitor CAF's performance and the efficiency of its operation of the Academy, and to reconcile the Fee paid to CAF.

G. Access to Records. CAF shall keep accurate financial records pertaining to its operation of the Academy, together with all Academy financial records prepared by or in possession of CAF and shall retain all of these records for a period of five (5) years from the close of the fiscal year to which such records relate. CAF and the Academy shall maintain the proper confidentiality of personnel, students, and other records as required by law.

H. Review of Operational Budget. The Academy Board shall be responsible for reviewing and approving the annual Budget of the Academy as presented by CAF.

I. Annual Audit. The Academy Board shall select, retain, and pay for an annual audit in accordance with the Academy's authorizing documents and the School Aid Act.

J. Legal Counsel. The Academy board shall select, retain and pay for legal counsel and obtain legal services and consultation as necessary. The Academy's legal counsel shall assist in assuring that the operations of the Academy are compliant with all applicable laws and regulations.

K. Start-up Financing. CAF may provide start-up and organizational funds for the Academy, including funds for professional services, the development of a curriculum, technology systems and school operations plan; recruiting, selecting and pre-service training of staff members; and cleaning, fixing, equipping and rehabilitating the academy building as required by this Agreement. If CAF makes such advances, CAF shall be reimbursed from the Revenues as and when funds are available as determined by the mutual consent of the Academy board and CAF.

L. Other Financing. The Board may apply to CAF for financing from time to time. Any such financing shall be subject to written agreement between the parties as to terms and may cover the cost of funds for the development and on-going operations of any and all aspects of the Academy's program. The Academy shall reimburse CAF for any such financing from state school aid payment and/or other revenue sources.

ARTICLE VI

PERSONNEL & TRAINING

- A. Personnel Responsibility.** CAF, with Board input as offered from time to time, shall select qualified personnel to perform services at the Academy. CAF shall determine if the staff shall be employees of the Academy, of CAF, or a subcontractor or independent contract recommended by CAF, subject to Board approval if necessary from a contractual standpoint. Compensation of all employees will be paid in accordance with the budget referenced in Article V. For purposes of this agreement, compensation shall include salary, bonus (if applicable), fringe benefits, and state and federal tax withholdings. CAF shall have the responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, transfer and terminate personnel consistent with state and federal law.
- B. School Administrator.** The school administrator shall be accountable for the performance of the Academy. CAF shall have the authority, consistent with state law, to select, employ, and supervise the school administrator and hold the school administrator accountable for the success of the Academy. The duties of the school administrator, and the terms of the school administrator's employment contract shall be determined by CAF. CAF shall timely consult with the Board with respect to an actual or anticipated change in the individual CAF employs under this Agreement.
- C. Teachers.** CAF shall determine the number of teachers, and the applicable grade levels and subjects, required for the operation of the Academy. CAF shall provide the Academy with such teachers, qualified in the grade levels and subjects required, as are required by the Academy. The curriculum taught by such teachers shall be the curriculum prescribed by CAF for the Academy. Such teachers may, in the discretion of CAF, 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 managed or operated by CAF. Each teacher assigned or retained by the Academy shall hold a valid Michigan teaching certificate issued by the state board of education under the Code, to the extent required under the Code.
- D. Support Staff.** CAF shall determine the number and functions of support staff required for the operation of the Academy. CAF shall provide the Academy with qualified staff to efficiently operate the Academy's school in accordance with the Contract. The support staff may, in the discretion of CAF, work at the Academy on a full or part time basis. If assigned to the Academy on a part time basis, the support staff may also work at other schools managed or operated by CAF.
- E. Training.** CAF shall provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Non-instructional personnel shall receive such training as CAF determines reasonable and necessary under the circumstances.

F. Evaluation. CAF shall conduct annual staff evaluations that are rigorous, transparent, and fair following both federal and state laws and guidelines.

ARTICLE VII

TERMINATION OF AGREEMENT

A. Termination.

- 1. By CAF.** CAF may terminate this Agreement prior to the end of the term specified in Article II in the event the Board fails to remedy a material breach within 30 days after notice from CAF. A material breach includes, but is not limited to, CAF's failure to receive for any reason compensation or reimbursement as required by the terms of this Agreement, or the Academy's loss or suspension of its Contract.
- 2. By Academy.** The Academy may terminate this Agreement prior to the end of the term specified in Article II in the event that CAF shall fail to remedy a material breach within 30 days after notice from the Board. Material breach includes, but is not limited to: (i) failure to account for its expenditures or to pay Academy operating costs (provided funds are available to do so), (ii) failure to follow policies, procedures, rules, regulations or curriculum duly adopted by the Board which are not in violation of the Contract, this Agreement, or law, or (iii) receipt by the Board of unsatisfactory reports from CAF or from an educational consultant retained by the Board about matters concerning CAF's performance or the performance of the staff which are not adequately corrected or explained.
- 3. Revocation or Termination of Contract.** If the Academy's Contract issued by the GVSU Board of Trustees is revoked or terminated, this Agreement shall automatically terminate on the same date as the Academy's Contract is revoked or terminated without further action of the parties.

B. Renewal/Termination/Expiration

- 1. Removal of personal property.** Upon termination of this Agreement, equipment and other assets acquired with Academy Revenue and owned by the Academy shall remain the exclusive property of the Academy. Equipment leased by the Academy shall remain subject to the interest of the Lessor/Owner.
- 2. Future Advances/Out-of-Pocket Expenses.** Upon termination of this Agreement, for any reason, all future advances or out-of-pocket expenses paid by CAF shall be immediately repaid by the Academy unless otherwise agreed in writing by CAF.

- C. Transition.** In the event of termination of this Agreement for any reason by either party prior to the end of the Agreement's term, CAF shall provide the Academy reasonable assistance for up to 90 days to assist in the transition back to a regular school program.

ARTICLE VIII

INDEMNIFICATION

- A. Indemnification of GVSU.** The parties acknowledge and agree that the GVSU Board of Trustees, GVSU 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 the GVSU Board of Trustees, GVSU 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 GVSU, which arise out of or are in any manner connected with the GVSU Board's approval of the School of Excellence 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 GVSU and its Board of Trustees 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 the GVSU Board of Trustees. The parties expressly acknowledge and agree that GVSU 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.

ARTICLE IX

INSURANCE

- A. Insurance Coverage.** CAF shall obtain, on behalf of the Academy, insurance in the amount required by the Academy's contract with GVSU. The Academy, CAF, and when necessary, GVSU will be named as insured. In addition, the Academy shall maintain an umbrella liability policy of two million dollars (\$2,000,000.00) with CAF listed as an additional insured. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. Each party shall comply with any information or reporting requirements required by other party's insurer(s), to the extent reasonably practicable.

- B. Workers' Compensation Insurance.** Each party shall maintain workers' compensation insurance as required by law, covering their respective employees.

ARTICLE X

WARRANTIES AND REPRESENTATIONS

- A. Academy Warranties and Representations.** The Academy represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. The Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.
- B. CAF Warranties and Representations.** CAF warrants and represents that it is a corporation in good standing and is authorized to conduct business in the State of Michigan. CAF will comply with all registration and licensing requirements relating to conducting business under this Agreement. The Academy agrees to assist CAF in applying for such licenses and permits in obtaining such approvals and consents.
- C. Mutual Warranties.** The Academy and CAF mutually warrant to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XI

MISCELLANEOUS

- A. Sole Agreement.** This Agreement supercedes and replaces any and all prior agreements and understandings between the Academy and CAF.
- B. 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 State School Reform/Redesign Officer 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 of the Contract Terms and Conditions, 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 CAF shall have no recourse against the Academy or the University Board for implementing such site closure or reconstitution.
- C. Force Majeure.** Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other

acts beyond its reasonable control; provided either party may terminate this Agreement under Article VI if sufficient grounds exist as required by said Article VI.

D. Governing Law; Mediation; Arbitration.

1. The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Michigan.
2. CAF and the Academy hereby agree to participate in facilitative mediation to resolve any dispute arising between parties pursuant to this Agreement which cannot otherwise be resolved in the ordinary course of business. The parties agree to utilize the services of a licensed Michigan attorney who is certified by the Better Business Bureau to act as the mediator and to participate in the mediation process in good faith as a condition precedent of initiating arbitration. Unless otherwise agreed by the parties, the mediation will be confidential and the parties and the mediator will not disclose any information regarding the mediation process, contents or settlement terms, or outcome of the proceeding. All costs associated with the mediation procedure shall be borne equally by the Academy and CAF.
3. In the event that any dispute arising under this Agreement cannot be resolved through the facilitative mediation process outlined in the immediately preceding section, the parties shall be entitled to resolve the dispute through binding arbitration, utilizing the processes and procedures as determined by the American Arbitration Association (AAA). Any arbitration procedure shall take place in Muskegon, Michigan, utilizing the services of one arbitrator selected in accordance with the rules of the AAA. The costs associated with such arbitration shall be borne equally by the Academy and CAF. Any decision rendered through the arbitration process shall be considered final and binding upon the parties, may not be appealed, and may be enforced by any court of competent jurisdiction.

D. Agreement in Entirety. This Agreement (including Attachments) constitutes the entire agreement of the parties.

E. Official Notices. All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the facsimile number or address set forth below. Notice may be given by (i) facsimile with written evidence of confirmed receipt by the receiving party of the entire notice, (ii) certified or registered mail, postage prepaid, return receipt requested, or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal or personal delivery if given by facsimile or personal delivery, or upon the date of postmark, if sent by certified or registered mail, or by electronic mail. The address of the parties hereto for the purposes aforesaid shall be:

THE ACADEMY:

Muskegon Covenant Academy
125 Catherine Street
Muskegon, MI 49441

with a copy to:
Chris McGuigan
Muskegon Covenant Academy
School Board President
cmcguigan@cffmc.org

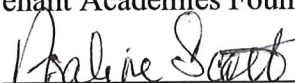
CAF: Covenant Academies Foundation
Attn: Jennifer Carpenter
125 Catherine Street
Muskegon, MI 49441
Telephone: (616) 780-4041
jcarpenter@covenantacademiesfoundation.org

- F. Assignment.** CAF may assign this Agreement with the consent of the Academy Board.
- G. Amendment.** This Agreement shall not be altered, amended, modified or supplemented except by memorandum approved by the Board and signed by both the President of the Academy's School Board and an authorized officer of CAF.
- H. Waiver.** No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.
- I. Cost and Expenses.** If any party commences an action against another party as a result of a breach or alleged breach of this Agreement, the prevailing party shall be entitled to have and recover from the losing party reasonable attorney's fees and costs of suit.
- J. Delegation of Authority.** Nothing in this Agreement shall be construed as delegating to CAF powers or authority of the Board which are not subject to delegation by the Board under Michigan law.
- K. Compliance with Law.** The parties to this Agreement agree to comply with all applicable laws and regulations.

IN WITNESS WHEREOF, the undersigned have executed this Agreement

Date: 4/16/, 2024

Covenant Academies Foundation

By: 
Its President

Muskegon Covenant Academy

Date: 4/19/2024, 2024

By:
Its President

A handwritten signature in cursive script, appearing to read "Edd Lyden". The signature is written in dark ink and is positioned above the typed name "Edd Lyden".

SCHEDULE 7-1

EDUCATIONAL GOALS AND PROGRAMS

SCHEDULE 7

ACADEMY SPECIFIC INFORMATION & EDUCATIONAL PROGRAM

SCHEDULE 7-1

EDUCATIONAL GOALS

Phases. Each student enrolled at the school shall annually be classified by the school based on the phase of learning that the student is in. Phases are defined as follows:

Phase 0	Phase 1	Phase 2
<ul style="list-style-type: none"> • Student has enrolled at the school, but has not little to no live attendance (>20%). • Student has either not engaged or has minimally engaged in the school's online course platform, if any. 	<ul style="list-style-type: none"> • Student sporadically attends the school (20-65%). • External barriers sometimes negatively affect academic success. 	<ul style="list-style-type: none"> • Student regularly attends the school (66% or more). • Student is earning credits at a pace of 4 credits/year or more. • Student regularly engages in and completes coursework through the school's online course platform, if any. • Student exhibits positive behaviors, mindsets that align with academic success regardless of external barriers.

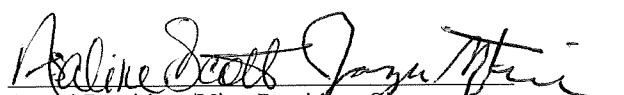
Phase Goals. The following goals are established for each phase of student learning:

Domain	Phase 0 Target	Phase 1 Target	Phase 2 Target
Student Growth	Not factored into goal calculation	65% of students show positive RIT growth in reading and math, as measured by the NWEA MAP Growth	65% of students meet their annual RIT growth target in reading and math, as measured by the NWEA MAP Growth
Student Progress for High School Students	65% of students earn at least 2.0 credits during the academic year	65% of students either earn 3-5.5 credits during the academic year or graduate.	65% of students either earn 6.0 or more credits during the academic year or graduate.
Student Progress for Students in Grades K through 8	Not factored into goal calculation	Not factored into goal calculation	50% of students meet or exceed the proficiency levels in English language arts and math of select peer schools as measured by the M-STEP and PSAT 8/9, as applicable.
Student Engagement	70% of students engage at a rate between 25% and 49%. Engagement may include in-person attendance, participation in the school's online course platform, if any, or otherwise participating in support systems offered by the school.	70% of students engage at a rate between 50% and 79%. Engagement may include in-person attendance, participation in the school's online course platform, if any, or otherwise participating in support systems offered by the school.	70% of students engage at a rate of greater than 80%. Engagement may include in-person attendance, participation in the school's online course platform, if any, or otherwise participating in support systems offered by the school.
Phase Movement	65% of students move up at least one phase during the academic year, maintain Phase 2 status, and/or graduate.		

Evaluation. The rubric that will be used to assess these goals is as follows:

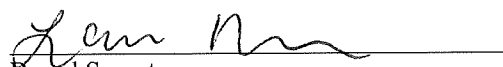
Domain	Meets	Partially Meets	Does Not Meet
Student Growth (NWEA MAP Growth)	School meets growth targets for all phases.	School meets growth targets for the majority of phases.	School does not meet growth targets for the majority of phases.
Student Progress	School meets student progress targets for all phases.	School meets student progress targets for the majority of phases.	School does not meet student progress targets for the majority of phases.
Student Engagement	School meets student engagement targets for all phases.	School meets student engagement targets for the majority of phases	School does not meet student engagement targets for the majority of phases.

Date: 4/16/2024


Board President/Vice President Signature

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the MCA Board of Directors at a properly noticed open meeting held on the 16 day of April, 2024, at which a quorum was present.


Board Secretary

SCHEDULE 7-2

CURRICULUM

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



Muskegon Covenant Academy
125 Catherine Ave
Muskegon, MI 49442

High School Curriculum Guide
2024-2025

Mission Statement

The Muskegon Covenant Academy (MCA) provides dropout youth, ages 16-22 years, hope and the opportunity to earn their high school diploma. MCA believes that all students are valuable members of our community. MCA students will be guided by a caring, compassionate staff that will provide students with an academic foundation guiding them to post-secondary careers, training and college. MCA believes providing this foundation for our youth will prevent youth homelessness and incarceration. This will be done with absolute respect and unconditional love while offering hope and encouragement to all students.

Vision Statement

The Covenant Academies Foundation will fulfill its mission of providing educational opportunities to dropout youth who are at great risk. In the spirit of open enrollment, educational services will be offered to all youth who seek help, with a priority of concern and commitment to those for whom are most at risk and no other service is available. We will make every effort to work with their families when applicable. We will collaborate with kindred community agencies and associations and actively participate in community efforts to improve the life situations of our students. We will advocate with and on behalf of our youth to raise awareness in the community that all children and youth have the right to pertinent education, and to love, respect and genuine concern. Our individual and shared philosophy will permeate all our activities in the pursuit of our mission.

Core Values

1. We believe all students in our community who have disengaged, and left school deserve a chance at growth opportunities that may lead to a high school diploma and a more secure life.
2. We believe our mission is to take in students as they are and through unconditional love and absolute respect help them grow emotionally and academically.
3. We believe retention, academic achievement, and personal growth along with individual and achievable goals will help our students live more productive lives.
4. We believe our staff provide an environment that manifests growth and breaks down barriers in order to prevent homelessness and incarceration.
5. We believe in collaborating and working in partnership with community agencies and associations to improve the quality of life for our students.
6. We believe in providing year-round educational opportunities that build trust, provide hope, and develop a support system for each individual student.

Instructional Delivery Method

Muskegon Covenant Academy serves students 15-22 years of age and offers a high school diploma upon meeting the academy's graduation requirements. Typically, all the students have entered the ninth grade at a previous school or schools and have since dropped out. The profiles of the students entering MCA range from students with 9th grade through 12th grade credits and a variety of ability levels. Students will earn credits toward a high school diploma by meeting the requirements of the Michigan Merit Curriculum (MMC).

MCA uses a blended learning model of instruction to address the individualized learning needs of our students. The flexible school schedule is designed for students to pursue their high school diploma and their need for strong communication and relationship skills necessary for the world of work and a successful life. Our approach to education is twofold. MCA uses the Canvas Platform which is a Learning Management System (LMS) that allows students to work at their own pace and potentially at a time that fits their schedule. The second part of our education model is teaching, learning and engagement through direct instruction, lessons and activities in the classroom. These lessons may be in addition to, or instead of, the lessons in Canvas. All instruction is delivered by certified, content area teachers who individualize and customize instruction according to the needs of the student. At times, this instruction will take place in a face-to-face setting, other times this might be live-streamed and recorded to be available to all students online through a teacher's Google Classroom or Canvas. Research shows that students engage more and learn best through in-person instruction that is designed to meet students' needs, address gaps in learning, is hands-on, and is stimulating. Whenever possible, instruction will also address post-secondary training, including Career/Technical training facilities in the local community. In addition to instruction, all staff members, not just teachers, are trained to support the social, emotional, safety, and well-being of each student. Learning cannot happen if basic needs are not being met.

MCA is committed to offering its students the highest quality education on the most convenient and easy to use platform. Our curriculum is designed by StrongMind to help students gain the knowledge and thinking skills they'll need for life, work, and post-secondary education. To ensure that each student reaches his or her full potential, teachers structure classes so students are being taught the most important concepts while also blending self-paced learning to assist in mastery.

StrongMind Curriculum

Muskegon Covenant Academy uses the curriculum provided by StrongMind. StrongMind specializes in blended curriculum where students are provided with robust instructional activities informed by research and best practices. StrongMind couples pedagogically sound practices with rigorous content to provide an engaging and meaningful educational experience designed to equip students with the knowledge and skills necessary for them to achieve their full potential as adults. Both the asynchronous and synchronous instruction is designed to promote deeper learning that can be applied across situations to allow students to be successful in education, work, health, and other life contexts. The courses offered by StrongMind include activities, such as project-based learning, that foster the metacognitive and interpersonal competencies students need to become lifelong learners and gain important skills necessary for collaboration and

communication. Universal Design for Learning (UDL) researchers recommend using mastery-oriented feedback to increase engagement and motivation to emphasize effort and practice rather than a fixed notion of performance. As students engage with the online portion of the StrongMind curriculum, they receive immediate and specific feedback as they complete practice and assessment activities. Through the use of targeted, response-contingent feedback, students learn not only if their answer is correct or incorrect, but why. StrongMind courses utilize UDL principles to address variability in learners, reduce barriers, and create a digital learning environment that is usable to as many students as possible. In offering students multiple means of representation, action and expression, and engagement, StrongMind provides a learning approach that offers flexibility in the ways students access learning material, engage with it, and demonstrate what they know. Tools embedded within the courses also allow instructors the flexibility and control they need to provide students with the individualized support they require to ensure success.

Reading and Math Proficiency

Muskegon Covenant Academy recognizes the immense impact reading and math proficiency have on a student's future success. For instance, students who are not proficient in reading by the end of 3rd grade are more likely to experience attendance, behavior, and course completion challenges. These challenges are predictors of grade retention and dropping out in later years. MCA provides both math and reading intervention for students who need additional assistance to improve their basic skills. MCA has a goal that, upon graduation, each student will successfully demonstrate 9th grade reading and 7th grade math proficiency. Reaching this goal will help to ensure students have the necessary skills to transition successfully to post-secondary opportunities. While math and reading intervention are available to all students at school, MCA specifically schedules students for Recovery classes, based on proficiency levels determined through a skills assessment at enrollment, which will provide additional reading and/or math support and intervention.

Graduation from Muskegon Covenant Academy

1. Graduation from Muskegon Covenant Academy implies that students have satisfactorily completed an approved course of study, have met the requirements laid forth via the Michigan Merit Curriculum and have passed any examinations and/or other requirements established by the school district.
2. It is the responsibility of the Director of Academic Progress and School Leader to maintain a record system that will adequately provide the information necessary to assure that the above policy is enforced.
3. Students are grouped into grades 9-12 by the amount of credits they have earned. The movement of students through the curriculum will be based strictly on their individual progress through the earning of credits.
4. The Career Planning and Work Readiness Class is a required class for graduation. Any other similar course that is taken through a community agency in partnership with MCA, must be

successfully completed to fulfill this requirement. Students will be expected to successfully complete the course work as well as the Final Portfolio. If a student has successfully completed a similar course, based on their transcript, they will only be required to complete the Final Portfolio (as determined by school administration).

5. Muskegon Covenant Academy requires 19 credits to graduate. Of those, 18 credits are courses set forth from MDE through completion of the Michigan Merit Curriculum. The remaining 1.0 credit is earned from successful completion of a reading and math proficiency course. *(see below for more information)*

State of Michigan Graduation Requirements

19 Credits are required to earn a Muskegon Covenant Academy Diploma

One credit is the equivalent of two semesters (0.5 credits for each semester)

SUBJECT AREA	DESCRIPTION	PERSONAL CURRICULUM (PC) MODIFICATIONS*
English Language Arts (4 credits)	1 credit in each grade (9 th , 10 th , 11 th , 12 th)	No modification
Mathematics (4 credits)	1 credit in Algebra 1 credit in Geometry 1 credit in Advanced Algebra (Alg.II) 1 credit in a math or math-related course (<i>The below .5 credit in Personal Finance can also be used to fulfill .5 of this 1 credit</i>) .5 credit in Personal Finance (<i>beginning with the 8th grade class starting fall 2023</i>) ❖ A math or math-related course is required in the final year of high school	Complete 3.5 math credits Complete a math or math-related course in final 2 years of HS Modify Advanced Algebra credit if: ❖ Complete just ½ credit of Advanced Algebra ❖ Complete a CTE program with same content as Advance Algebra ❖ Complete ½ credit of statistics, functions and data analysis, or technical math
Science (3 credits)	1 credit in Biology 1 credit in Physics or Chemistry 1 credit in any science, computer science or Career & Technical Program (CTE) (regardless of content)	No modification

Social Studies (3 credits)	1 credit in U.S. History 1 credit in World History .5 credit in Government .5 credit in Economics	No modification until 2 credits of Social Studies completed No modification of Civics Exchange 1 credit of social studies (not Civics) for an additional credit in English, math, science, or world language Exchange 1 credit of social studies (not Civics) for a CTE program
Physical Education and Health (1 credit)	.5 credit in Physical Education .5 credit in Health	Exchange ½ credit of Physical Education for additional credit in English, math, science, or world language Exchange ½ credit of Physical Education for a CTE program No modification of Health
Visual, Performing, Applied Arts (1 credit)	1 credit in Visual, Performing, and Applied Arts (VPA)	Exchange 1 credit of VPA for additional credit in English, math, science or world language Exchange 1 credit of VPA for a CTE program
World Language (2 credits)	2 credits in a World Language ❖ 1 of the 2 credits may be earned through a CTE Program. ❖ 1 of the 2 credits may be earned through an additional VAPA credit.	No modification
Online Learning Experience	One experience or multiple experiences incorporated into one	No modification
Reading Proficiency	.5 credit in reading proficiency	Modifications may apply to transfer students coming in during their 12th grade year or students receiving special education or ELL services.
Math Proficiency	.5 credit in math proficiency course	Modifications may apply to transfer students coming in during their 12th grade year or students receiving special education or ELL services.

*Additional modifications may apply to transfer students who have completed two years of high school.

High School Graduation Requirement for World Language Meeting the Requirement and Verifying Proficiency

Muskegon Covenant Academy uses the following criteria to determine credit toward the world language and proficiency requirement:

Two Credits

Students may earn the two (2) world language credits by successfully:

- Completing two (2) credits in the SAME world language at the high school level (Grades 9-12); or
- Demonstrating learning beyond the K-12 classroom (e.g., formal schooling abroad, study abroad programs, college coursework, home or heritage languages, online courses, or other life experiences). Formal documentation of equivalent proficiency is required. (Novice High-level is equivalent to two (2) credits or two (2) semesters in a foreign school)
- Providing formal documentation of proficiency developed through an alternative route including translated, official school transcript/report card documenting continuous and successful school experiences of at least one (1) academic year in which classes were conducted in the language for which credit is sought.

One Credit

Students may earn the one (1) world language credit by successfully:

- Completing one (1) credit in a world language at the high school level (Grades 9-12); or
- Demonstrating learning beyond the K-12 classroom (e.g., formal schooling abroad, study abroad programs, college coursework, home or heritage languages, online courses, or other life experiences). Formal documentation of equivalent proficiency is required. (Novice Mid-level is equivalent to one (1) credit or one (1) semester in a foreign school)
- Providing formal documentation of proficiency developed through an alternative route including translated, official school transcript/report card documenting continuous and successful school experiences of at least one (1) academic semester in which classes were conducted in the language for which credit is sought.

Language Options

Students may fulfill the world language requirement using any of the following options:

- Languages that are both written and spoken (e.g., Spanish and French)
- Languages that are no longer spoken (Latin)
- Other languages as available (e.g., American Sign Language, Arabic, Japanese, Mandarin)

Testing Out Procedure

In compliance with the Michigan School Code, Muskegon Covenant Academy will allow students to “test out” of a subject area for credit. To test out, a student must exhibit mastery of course content by attaining a grade of 80% or better on a comprehensive final examination. Because some end of the year exams do not serve as comprehensive measures of mastery of skill and/or content, the student may also be required to demonstrate mastery through basic assessments used in the class, which may include, but are not limited to, portfolios, performance, papers, projects, and/or presentations.

The following requirements will apply to the testing out procedure:

1. Credit earned will be based on successful mastery of the required assessment and recorded as “CREDIT” (CR).
2. The grade will not be included in the computation of the grade point average.
3. Credit will be accepted as fulfillment of a requirement in a course sequence.
4. Once credit is granted by “testing out”, a student may not receive credit for a lower course in that course sequence.
5. Credit toward fulfillment of graduation requirements will be granted for successful achievement of 80% or better on the final examination and/or completion of additional assessments mentioned above.

It is the discretion of the school to determine if test out requests are given on specific dates throughout the school year or are completed on an as needed basis. Specific dates for “testing out” will be published in advance. Students may request a course syllabus and course outcomes to prepare for the examination and/or additional assessments.

NCAA eligibility may be affected by choosing the Testing Out option.

Postsecondary (Dual) Enrollment

Effective April 1, 1996, Public Act 160 created the Postsecondary Enrollment Options Act, commonly referred to as dual enrollment. This law directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities, if all the following conditions are met:

1. Students are in grade 9 through 12
2. Students can qualify for dual enrollment by taking one of the following assessments:
3. Students must be enrolled in both Muskegon Covenant Academy and postsecondary institutions during MCA’s regular academic year and must be enrolled in at least one high school class.
4. MCA must not offer the college courses. An exception to this could occur if it is determined that a scheduling conflict exists, which is beyond the student’s control.

5. The college courses cannot be a hobby, craft, or recreation course, or in the subject areas of physical education, theology, divinity, or religious education; must be at least three (3) college credits; and are offered for credit at the college.
6. MCA provided Advanced Placement (AP) classes qualify as post-secondary options available to students and must be completed prior to eligibility for a post-secondary course in that subject matter at a separate post-secondary institution. Situations may exist for school administration to consider exceptions based on post-secondary curriculum goals.
7. Michigan Merit Curriculum content expectations for post-secondary coursework must be determined to meet MMC requirements to be eligible for completion of the MMC graduation requirements. However, students may concurrently be enrolled in like post-secondary subject matter if the student meets all other eligibility for dual enrollment.
8. School districts are required to pay the lesser of:
 - a. the actual charge for tuition, mandatory course fees, material fees and registration fees; or
 - b. that state portion of the students' foundation allowance adjusted to the proportion of the school year they attend the postsecondary institution.

If you have any questions about Dual Enrollment, please contact the Supervisor of Academic Progress. Without approval, the student assumes the financial responsibility for the course(s).

Please refer to the following website for additional information as it relates to Postsecondary Dual Enrollment Options: https://www.michigan.gov/mde/0,4615,7-140-81351_40085---,00.html

NCAA eligibility may be affected by choosing the Dual Enrollment option.

**Dual Enrollment Readiness
Qualifying Assessments and Scores 2022-23**

Assessment	Test Section	Content Area	Minimum Qualifying Score
ACT	Mathematics	Mathematics	22
ACT	Reading	Reading	22
ACT	Science	Science	23
ACT	English	English	18
PSAT 8/9	Critical Reading	Evidence-Based Reading and Writing	460
PSAT 8/9	Mathematics	Mathematics	510
PSAT 10	Critical Reading	Evidence-Based Reading and Writing	460
PSAT 10	Mathematics	Mathematics	510
PSAT/NMSQT 11	Critical Reading	Evidence-Based Reading and Writing	460
PSAT/NMSQT 11	Mathematics	Mathematics	510
SAT	Critical Reading	Evidence-Based Reading and Writing	480
SAT	Mathematics	Mathematics	530
AP**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE
CLEP**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE
IB**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE
ACCUPLACER**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE

Please note: For the 2020-2021 school year student may qualify with a GPA. of 2.5 or higher.

**There are no state approved scores related to these assessments. Subject area and qualifying scores are specific to an Institution of Higher Education (IHE). It is best to contact the IHE to see what scores they accept as a qualifying score for the desired dual enrollment course.

**This is the most recent set of qualifying scores released from MDE*

Class Standing According to Credits Earned in the Core Areas

Class Standing	Grade Level	Credits Earned Range
Freshman	Ninth (9)	0-4.5
Sophomore	Tenth (10)	5.0-9.5
Junior	Eleventh (11)	10-14.5
Senior	Twelfth (12)	15-19

Title 1 Schoolwide Programming

Muskegon Covenant Academy receives supplemental Title I federal funding to support all students struggling academically. Muskegon Covenant Academy recognizes the importance of parental involvement in the educational process. Parents and students are invaluable partners in our mission to prepare students for high school graduation. We encourage all our parents to participate in activities such as our annual Title I Meet Up, Orientation, quarterly conferences (subject to change), and MiCIP. An Annual Title I Parent Meet Up is held in compliance with ESSA laws at a convenient time, allowing parents to learn about the school's program and their rights as partners in their child's learning. Parents will be asked to review requirements and their right to be involved in Title I programs. Parents will be invited to communicate with the Title I Coordinator to provide feedback on specific sections of the Parent Involvement Policy over the course of two weeks following the Annual Parent Meeting. The Title I Coordinator will send a follow up survey after the Annual Title I Parent Meeting. The survey will provide parents an additional space for sharing suggestions in writing.

Special Education

Muskegon Covenant Academy meets the individual needs of students by using specially-designed instruction with a standards-based curriculum. Frequent assessment of student progress is necessary. We deliver special education programming and related services to MCA students with disabilities at no cost to the parent, guardian, or student. Students with disabilities needing special education must receive a free appropriate public education (FAPE). These services conform to the student's Individual Education Program (IEP).

Under the Individuals with Disabilities Act (IDEA), Michigan outlines the legal guidelines for procedures involving programs and services for eligible students from birth to 26 years of age. Child Find is a component of IDEA that requires states to identify, locate, and evaluate all children with disabilities, aged birth to 26, who need early intervention or special education services. In addition, Muskegon Covenant Academy makes the assurance that students with disabilities, as well as their parents/guardians, shall be provided with safeguards as required by law, throughout the identification, evaluation, and placement process and to provide these

students with a free, appropriate, public education.

504 Service Plan

Under Section 504 of the Federal Rehabilitation Act of 1973, and under the Federal Americans with Disabilities Amendment Act, some school-age children with disabilities who do not meet the eligibility criteria for special education may nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Students are entitled to such protections, adaptations, and accommodations if they have a documented mental or physical disability that substantially limits or prohibits participation in, or access to, an aspect of the school program.

If you have questions about your students 504 Plan please contact MCA's School Leader.

English Learners (EL)

Muskegon Covenant Academy will increase English proficiency of English Learners (EL) and meet academic achievement standards for grade promotion by providing high quality language instructional programs that are based on scientifically based research and demonstrate the effectiveness of English proficiency and achievement in the academic content area. In compliance with state and federal law, any student identified as an English Learner will be identified by Muskegon Covenant Academy and will be supported accordingly. If you are an EL student, you are required to take state mandated WIDA testing at a designated testing site. MCA has EL support, students may be required to meet with that support staff weekly.

Online Addendum

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

Assessments

Muskegon Covenant Academy believes that both formative and summative assessments are critical to measure academic growth and development. Results from assessments inform decisions regarding programming, where to focus instruction, and analyze individual student progress. The following assessments are a requirement for all students:

MME: Michigan Merit Exam

- The MME assesses students in grade 11 and eligible students in grade 12 and consists of the SAT plus Writing, the ACT WorkKeys, and the M-STEP.
- Students in grades 9 and 10 will be administered the PSAT 9/10.
- Muskegon Covenant Academy bases the grade level on credits earned.
- The MME is state mandated and required by MDE.

- Students must take all portions as directed by MDE to comply with this requirement.
- All tests within the MME will be administered during the school day, within a testing window of dates designated by MDE.

WIDA: English Proficiency Assessment

- All students grade 9-12, as determined by credit count, in our English Language Learner (EL) program.
- Administered through an online platform, in person, in the early Spring.
- Measures students' English proficiency as well as their comprehension of academic language.
- MDE mandates that all EL students test every year until his/her scores meet the criteria to exit the EL program.

NWEA: Northwest Evaluation Assessment

- All grades 9-12 as determined by credit count.
- Administered a total of 3 times per year – Fall, Winter, and Late Spring.
- Measure's student growth and achievement in the areas of reading and math.
- Data used to prescribe individualized instruction for students.

Muskegon Covenant Academy

COURSE OFFERINGS

StrongMind Curriculum Course Overview

MATH

4.0 credits required

Course Name	Credits	Grade Level	Duration	Meets MMC Reqs	Prerequisite
Algebra 1 <i>(Honors also available)</i>	1.0	9-12	One Year	Algebra 1	None
Geometry <i>(Honors also available)</i>	1.0	9-12	One Year	Geometry	Algebra 1
Algebra 2 <i>(Honors also available)</i>	1.0	9-12	One Year	Algebra 2	Geometry & Algebra 1
Extended Algebra 2	2.0	9-12	Two Years	Algebra 2 & 4th Year Math Requirement	Geometry & Algebra 1
Financial Mathematics	.5	9-12	One Semester	Personal Finance Requirement & .5 credit of 4th Year Math Requirement	Algebra 1
College Preparation Mathematics	1.0	11-12	One Year	4th Year Math	Algebra 1 & 2 and Geometry
Consumer Math	1.0	9-12	One Year	4th year math	Algebra 1
Personal Finance	.5	9-12	One Semester	4th year math	Algebra 1
Applied Mathematics	0.5	9-12	One Semester	4th year math	Algebra 1
Pre-Calculus	1.0	9-12	One Year	4th year math	Algebra 1 & 2 and Geometry
AP Calculus	1.0	11-12	One Year	4th year math	Algebra 1 & 2, Geometry, Pre-Calculus and teachers recommendation

AP Statistics	1.0	11-12	One Year	4th year Math	Algebra 1 & 2, Geometry, and teachers recommendation
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Algebra 1 *(Honors Algebra 1 also available)*

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: Math 8 or equivalent

Course Description

First Semester: This course explores the application of properties to simplify expressions with exponents and radicals; relationships between rational and irrational numbers; solving linear equations and inequalities; applying knowledge of linear equations and inequalities to solve and graph systems of linear equations and inequalities; applying operations on polynomials; factoring quadratic expressions; and solving quadratic equations using different methods.

Second Semester: This course explores the analysis of different types of functions presented as equations, graphs, tables, and verbal descriptions; identifying key features applied to real-world problems; using key features to compare different types of functions; transformations of functions; statistics; interpreting and analyzing data sets; as well as causation and correlation.

Geometry *(Honors Geometry also available)*

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: Algebra 1

Course Description

First Semester: This course explores writing formal proofs and constructing geometric figures. Topics include: transformations to explain the concepts of congruent and similar figures, with a focus on the properties of congruent and similar triangles. Properties are proved with postulates, theorems, and formal proofs, as well as trigonometric ratios and their applications to real-world situations.

Second Semester: The course explores writing formal proofs and constructing geometric figures. Topics include: slopes, midpoints, distance formula with a focus on their applications in coordinate proofs, theorems about circles and concepts related to circles; and two- and three-dimensional figures and probability.

Algebra II *(Honors Algebra II also available)*

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: Geometry & Algebra 1

Course Description

First Semester: This course explores solving quadratic equations with complex solutions and performs operations on polynomials; uses polynomial identities to solve problems; analyzes polynomial functions using different representations; solves polynomial equations graphically; works with rational functions; and performing arithmetic operations on rational functions to graph them.

Second Semester: This course explores radical equations, rewriting expressions involving radicals, and graphing and solving radical equations. Concepts of trigonometry include ratios and using the unit circle

to understand them, graphing sine, cosine, and tangent functions; and exploring key features to prove and apply trigonometric identities.

Extended Algebra 2

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: Geometry & Algebra 1

Course Description

First Semester: (Algebra 2a.1) This course explores solving quadratic equations with complex solutions and performing operations on polynomials, using polynomial identities to solve problems, analyzing polynomial functions using different representations, solving polynomial equations graphically, working with rational functions, and performing arithmetic operations on rational functions to graph them.

Second Semester: (Algebra 2a.2) This course explores radical equations, rewriting expressions involving radicals, and graphing and solving radical equations. Concepts of trigonometry include ratios and using the unit circle to understand them, graphing sine, cosine; tangent functions, and exploring their key features to prove and apply trigonometric identities.

Third Semester: (Algebra 2b.1) This course explores modeling real-life situations with equations and inequalities, solving exponential equations with logarithms, and synthesizing and generalizing a variety of function families.

Fourth Semester: (Algebra 2b.2) This course explores how to make probability decisions, as well as how to use basic statistics and sampling processes to understand data sets and answer questions about samples and populations.

College Mathematics Preparation

Grade level: 11-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: Geometry & Algebra 1 & Algebra 2

Course Description

First Semester: This course explores mathematics in real-life situations, such as investments and interest, calculating loans, and annuities. Topics include: comparing and contrasting solutions; interpreting results of calculations in context to a problem; calculating perimeter, area, surface area, and volume; converting units of measurement between different systems; and solving problems using exponential growth.

Second Semester: This course explores how to make probability decisions, as well as how to use basic statistics and sampling processes to understand data sets and answer questions about samples and populations. Topics include: distinguishing between sets, using Venn diagrams to solve applied problems, probability and permutations, statistics; and calculating and interpreting data.

Financial Mathematics

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: Algebra 1

Course Description

This course investigates how to solve real-life problems, analyze current financial issues of taxes, loans, car leases, mortgages, and insurance. Mathematical processes are used to study patterns and analyze data, algebraic formulas, graphs, and amortization modeling.

Applied Mathematics

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: Algebra 1

Course Description

This course examines how artists, video game developers, and musicians apply mathematical concepts to create; and how biologists use mathematics to measure the distances between cells and gain new insights about the body by applying concepts from geometry, functions, probability, and statistics.

Consumers Math

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: Algebra 1

Course Description

First Semester: This course focuses on the mathematics involved in making wise consumer decisions. Students explore the many ways in which mathematics affects their daily lives. This semester will cover paychecks and wages, taxes, insurance, budgets, bank accounts, credit cards, interest calculations, and comparison shopping.

Second Semester: This course continues topics learned in the first semester and includes vehicle and home purchasing, investing, and business and employee management.

Personal Finance

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: Algebra 1

Course Description

This course is intended to prepare students to be successful financial citizens. They will learn their role and responsibilities as a responsible financial planner and saver as well as learn about the services, functions, and products of the financial industry. In addition, they will make informed buying decisions and understand personal taxation, wills, insurance, and contracts. Finally, they will learn about saving and investing as well as consumer credit and loans.

Pre-Calculus

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: Algebra 1 & 2, Geometry

Course Description

First Semester: In this course, students will understand and apply concepts, graphs, and applications of a variety of families of functions including polynomial, exponential, logarithmic, logistic, and trigonometric. An emphasis will be placed on use of appropriate functions to model real-world situations and solve problems that arise from those situations. A focus is also on graphing functions by hand and understanding and identifying the parts of a graph. A scientific and/or graphics calculator is recommended for work on assignments and on examinations.

Second Semester: This course covers the major units of Introductory Trigonometry and Graphs, Trigonometric Equations and Identities, Analytical Trigonometry, Sequences and Series, Conic Sections, and an Introduction to Calculus. A focus is also on graphing functions by hand and understanding and identifying the parts of a graph

AP Calculus

Grade level: 11-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: Algebra 1 & 2, Geometry, Pre-Calculus

Course Description

First semester: This course is designed with the intent for students to incorporate the concepts of all previous math courses and expand upon these concepts with the implementation of Limits. Emphasis is placed upon the multi-representational Approach to calculus where problems and their solutions are explored and interpreted graphically, numerically, analytically, and verbally. Students will also be required to explain their answers in written form and will be asked to compare their written response to the AP grading rubric and explain why they feel they should receive that grade. Students are required to use graphing calculators with the capabilities ascribed by the College Board: (APcentral.collegeboard.com). These calculators will be used in a variety of ways including multi-representation of equations (graphs and tables) and also for conducting explorations with various functions and how different values change the look of the function.

Second Semester: This course is designed with the intent for students to incorporate the concepts of all previous math courses and expand upon these concepts with the implementation of Limits. Emphasis is placed upon the multi-representational approach to calculus where problems and their solutions are explored and interpreted graphically, numerically, analytically, and verbally. Students will also be required to explain their answers in written form and will be asked to compare their written response to the AP grading rubric and explain why they feel they should receive that grade. Students are required to use graphing calculators with the capabilities ascribed by the College Board: (APcentral.collegeboard.com). These calculators will be used in a variety of ways including multi-representation of equations (graphs and tables) and also for conducting explorations with various functions and how different values change the look of the function.

AP Statistics

Grade level: 11-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: Algebra 1 & 2, Geometry

Course Description

First semester: This course is a preparatory AP course that introduces students to selecting statistical methods, analyzing data, using simulations and probability, as well as statistical argumentation. In part A, students will explore: One-variable Data, Two-Variable Data, Collecting Data, Probability, Modeling probability, Sample Proportions and the Central Limit Theorem. Students will be required to answer questions using proper language associated with the AP Statistics exam. Students are required to use graphing calculators. This course will demonstrate the use of a TI-84 calculator in preparation for the AP exam.

Second Semester: This course is a preparatory AP course that introduces students to selecting statistical methods, analyzing data, using simulations and probability, as well as statistical argumentation. In part B, students will explore: Hypothesis Testing for Proportions, Testing Two Proportions, Hypothesis Testing for Means, Testing Two Means and Matched Pairs, Chi-Square Testing, Inferences About Slopes Students will be required to answer questions using proper language associated with the AP Statistics exam. Students are required to use graphing calculators. This course will demonstrate the use of a TI-84 calculator in preparation for the AP exam.

ENGLISH

4.0 credits required

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
English 9 <i>(Honors also available)</i>	1.0	9	One year	English 9	English 8 or equivalent
English 10 <i>(Honors also available)</i>	1.0	10	One year	English 10	English 9 or equivalent
English 11 <i>(Honors also available)</i>	1.0	11	One year	English 11	English 10 or equivalent
English 12 <i>(Honors also available)</i>	1.0	12	One year	English 12	English 11 or equivalent
AP English Literature & Composition	1.0	12	One Year	English 12	English 11 and teachers recommendation

English 9 *(Honors English 9 also available)*

Grade level: 9

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: ELA 8 or equivalent

Course Description

First Semester: This course explores reading, writing, and analysis using both informational and literary texts, as well as comparison of texts in different mediums. Readings include *The Princess and the Goblin* by George MacDonald, and others to demonstrate understanding of textual evidence, themes, central ideas, inferences, word choice, figurative and connotative language; and grammar and usage. Writings include a personal narrative (memoir) and a literary analysis.

Second Semester: This course explores reading, writing, and analysis using both informational and literary texts. Readings include *Anthem* by Ayn Rand and other texts of varying time periods to demonstrate concepts such as textual evidence, themes, central ideas, characters, inferences, rhetorical techniques, structure and style, and arguments and claims. Writing topics include grammar, usage, punctuation, spelling, style manuals, phrases, and clauses, culminating in an informational essay and an argument essay.

English 10 *(Honors English 10 also available)*

Grade level: 10

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: English 9 or equivalent

Course Description

First Semester: This course examines reading, writing, and analysis of informational texts, argument texts, and videos to demonstrate understanding of explicit and inferred meaning; textual evidence, central ideas, arguments and claims, organizational structures, figurative and rhetorical language; and the effect of word choice on tone. Skill building focuses on spelling, grammar, usage, punctuation, domain-specific vocabulary, context clues, and affixes. Writing topics include an informational essay and an argument essay.

Second Semester: This course explores reading, writing, and analysis of literary texts from around the world and across history. Readings include *Antigone* by Sophocles and others to demonstrate understanding of textual evidence, themes, inferences, characterization, figurative language, figures of speech, and literary devices; as well as building foundational knowledge of context clues, word nuances, affixes, phrases, clauses, and parallel construction. Writing topics include a literary analysis essay and a personal narrative essay.

English 11 (*Honors English 11 also available*)

Grade level: 11

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: English 10 or equivalent

Course Description

First Semester: This course examines reading, writing, and analysis using both informational and argument texts. Readings include seminal US texts such as “What to the Slave Is the Fourth of July?” by Frederick Douglass, speeches, court documents, and scientific articles to explore textual evidence, central ideas, inferences, word choice, figurative language, spelling, hyphens, contested usage, figures of speech, and reference materials. Writing topics include a researched informational essay and a researched argument essay..

Second Semester: This course explores reading, writing, and analysis using both informational and literary texts. Readings include poetry and drama, such *The Crucible* by Arthur Miller to demonstrate literary elements of plot, setting, character, themes, and central ideas. Comparing works from different time periods, reviewing context and word nuances, and learning about punctuation, style manuals, phrases, clauses, and parallel structure to improve reading and writing skills. Writing topics include a fictional narrative and a literary analysis.

English 12 (*Honors English 12 also available*)

Grade level: 12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: English 11 or equivalent

Course Description

First Semester: This course explores analysis of informational and argument texts. Readings include seminal US texts such as the Declaration of Independence, presidential speeches, court documents, and articles related to innovative technology to demonstrate rhetoric, figurative language, theme, purpose, specialized vocabulary, text structure, word nuances, inferences, research, evidence, and reference sources. In addition, students learn about context clues, contested usage, and syntax errors. Writings include a researched informational essay and a researched argument essay.

Second Semester: This course analyzes narrative texts from British literature—from the Middle Ages through modern times. Demonstrated skills include explicit and implicit meanings, figurative language,

literary devices, central ideas, themes, and narrative and structural elements. Writings include a fictional narrative in the style of Gothic Romanticism and a literary analysis comparing and contrasting two British literature texts of different eras.

AP English Literature & Composition

Grade level:

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: English 11 and teachers recommendation

Course Description

First Semester: This course helps students prepare to take the Advanced Placement Language and Composition Exam™ administered by the College Board. The first semester focuses on the concepts and skills needed to analyze argumentative texts and to build solid arguments — starting with the choices that experienced authors make when they write to persuade an audience. Students learn and Apply best practices for constructing, revising, and refining their own arguments. Writing assignments in Semester A include rhetorical analysis of straightforward written arguments as well as satirical texts and visual approaches to persuasion. Students will be asked to develop several formal argumentative essays and also to practice new skills by writing less formal journal entries throughout the semester. The pace and level of work required by this course is similar to that required in a college-level composition course, so students should be prepared to work independently and to complete all assignments in a way that makes good use of their time.

Second Semester: The second semester of AP English Language and Composition focuses on writing tasks that require synthesis and documentation. Students will analyze many examples of synthesis essays and apply what they learn as they create their own texts based on multiple sources. They will also take a closer look at the use of visual and multi-modal or multimedia evidence when used as support for an argument, and they'll consider how to incorporate these unique approaches into their own attempts at persuasion. Semester B will ask students to work toward improving and refining the style with which they deliver arguments, including the use of rhetorical devices, varied syntax, and grammatical concepts essential to academic discourse. Writing assignments in Semester B include the analysis and construction of multimedia arguments, studies in style, and research-based projects that require the synthesis of information and ideas. As in Semester A, the pace and level of work required by this course is advanced and substantial, so students should be prepared to work independently and thoroughly on all assignments.

SCIENCE

3.0 credits required

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
Physical Science	1.0	9-12	One Year	Chemistry/ Physics	None
Biology <i>(Honors also available)</i>	1.0	9-12	One Year	Biology	None
Chemistry <i>(Honors also available)</i>	1.0	9-12	One Year	Chemistry/ Physics	None
Environmental Science	1.0	9-12	One Year	3rd Year Science	Chemistry or Physical Science
AP Biology	1.0	12	One Year	3rd Year Science	Chemistry, Biology and teachers recommendation
Marine Science	.5	9-12	One Semester	3rd Year Science	None
Physics	1.0	9-12	One Year	Chemistry/ Physics	None
Earth Science	1.0	9-12	One Year	3rd Year Science	None
Anatomy and Physiology	1.0	10-12	One Year	3rd Year Science	Biology
Criminology & Forensics	0.5	9-12	One Semester	3rd Year Science	None

Physical Science

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: None

Course Description

First Semester: This course examines science as a whole and leads to how methods and tools provide scientists meaningful results. Topics include: chemistry to interpret chemical names; formulas, equations, and models to discover the types and properties of reactions and nuclear reactions and their uses; historical perspectives, and the social impacts.

Second Semester: This course explores physics, introduces topics in engineering, and the ways scientists think, communicate, and do their jobs. The topics of motion and force, including the motion of fluids and Newton's law, build a foundation to explore thermodynamics, energy, work, machines, waves, electricity, and magnetism.

Biology *(Honors Biology also available)*

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: None

Course Description

First Semester: This course examines the basics of biochemistry and how it helps understand biological systems on Earth. Using logical thinking to identify relationships and draw conclusions, the course expands out from the building blocks of biochemistry to individual cells and cell membranes to understand cell division, reproduction, cell energy and metabolism, and photosynthesis.

Second Semester: This course examines the basics of genetics, natural selection, ecology, models of how matter and energy flow through ecosystems, and the technology to see the larger context and implications. Topics include the biological research topics of ethical guidelines in new biotechnology.

Chemistry *(Honors Chemistry also available)*

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: None

Course Description

First Semester: This course examines basic principles and properties of matter to see its everyday uses. Topics include: atomic models, and predicting chemical reactions to see how scientists can engineer them to solve problems.

Second Semester: This course culminates in the ability to evaluate the ethical and social implications of chemistry-related technologies. Topics include: matter, types of bonds and forces that hold atoms and molecules together, states of matter, phase changes, gas laws, solutions, thermodynamics and kinetics of chemical reactions, chemical equilibrium and electrochemistry, radiation, and the difference between nuclear fission and fusion.

Physics

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: None

Course Description

First Semester: In this course, students begin their exploration of physics by reviewing the International System of Units (SI), scientific notation, and significant digits. They then learn to describe and analyze motion in one and two dimensions. Students learn about gravity and Newton's laws of motion before concluding the course with an examination of circular motion. Students apply mathematical concepts such

as graphing and trigonometry in order to solve physics problems. Throughout the course, students apply their understanding of physics by playing roles like science museum curator and elementary teacher.

Second Semester: This course continues the student's exploration of mechanics while also guiding them through some other important topics of physics. Students begin by exploring simple harmonic motion, wave properties, and optics. Students then learn the basics of thermodynamics and fluids. Afterwards, the students explore the principles of electricity and magnetism. Finally, students explore the area of physics known as Modern Physics, which includes topics such as the photoelectric effect, nuclear science, and relativity. This is a trig-based course. It is assumed you know and can use trigonometry.

Environmental Science

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: Chemistry or Physical Science

Course Description

First Semester: This course examines the relationships between organisms and the environment, including impacts of research on scientific thought and the environment by using scientific practices, evidence-based data and its display, as well as understanding how data informs societal decision making.

Second Semester: This course examines the relationship between humans and the environment including the past, present and future impacts of resource utilization, identifies pollution of the air, soil and water and its sources; and discusses regulations and actions that can and have been taken to mitigate harm to the Earth.

Earth Science

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: None

Course Description

First Semester: This course covers Scientific Inquiry, the Structure and Composition of the Universe, and the Features of the Solar System. Students learn the importance of scientific inquiry and how to communicate the results of scientific investigations. They then have material on the formation of the universe, including the Big Bang Theory, the motions of celestial objects, and stellar evolution. The third module covers material related to the Solar System, including features of the Sun and the planets and the movements of Earth. The second three modules of Semester 1 cover Weather, Climate, and Earth's Water Cycle. Students first learn in Module 4 about the atmosphere and clouds, as well as the factors that influence local and global climate. In Module 5 they continue by learning about weather and air masses, meteorology and storms. Module 6 then discusses the water cycle, including groundwater and ocean features, as well as water scarcity and pollution.

Second Semester: This course covers the physical structure of the Earth and Earth's tectonic system, including the rock cycle, tectonic activity, and mountain building. It then covers weathering and erosion and soil formation. The next material in the course then addresses the concept of systems; it addresses the Earth as a system, feedback in systems, and Earth's major nutrient cycles. The second three modules of Semester 2 cover geologic history, including the evolution of Earth's atmosphere, the geologic time scale, and the fossil record. It then goes over natural resources and the effects of human population on natural resources. The course wraps up with a discussion of human society and its interconnectedness with the Earth's environment, how science and technology work together, and the technological design process in earth science Applications.

Marine Science

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: None

Course Description

About 70% of the Earth is covered by water. Even today, much of the world's oceans remain unexplored. Marine scientists make exciting new discoveries about marine life every day. In this course, students will discover the vast network of life that exists beneath the ocean's surface and study the impact that humans have on the oceans.

AP Biology

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: Biology, Chemistry, and teacher recommendation

Course Description

This course is taught at the college level and designed to prepare students to take the Advanced Placement Examination and score high enough to earn college credit in those colleges that recognize the examination. College level textbooks are used. The course will cover all of the topics in the AP Biology Course Description. These include biochemistry, cell structure and function, cell energetics, cellular reproduction and communication, heredity, molecular genetics, evolution, ecology, diversity of organisms, structure and function of plants and animals; and comparative anatomy.

Anatomy and Physiology

Grade level: 10-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: Biology

Course Description

First Semester: This course is designed to give the student an understanding of how structure and function are related in the human body. The student will study the human body from the cellular level to the organ system level. All of the major body systems will be studied in great detail. Additionally, biochemistry, cell biology, histology, biotechnology, bioethics, and pathology will also be studied. This course is highly recommended for students seeking a career in science or a health-related profession.

Second Semester: This course is designed to give the student an understanding of how structure and function are related in the human body. The student will study the human body from the cellular level to the organ system level. All of the major body systems will be studied in great detail. Additionally, biochemistry, cell biology, histology, biotechnology, bioethics, and pathology will also be studied. This course is highly recommended for students seeking a career in science or a health-related profession.

Criminology & Forensics

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

Criminology and Forensics is a beginner level course on the topics of crime and forensic procedures exploring topics on crime and criminology, witnesses and perpetrators, and the crime lab.

SOCIAL STUDIES

3.0 credits required

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
World History <i>(Honors also available)</i>	1.0	9-12	One year	World History and Geography	None
US History <i>(Honors also available)</i>	1.0	9-12	One year	US History and Geography	None
US Government <i>(Honors also available)</i>	0.5	11, 12	One Semester	Government	US History & World History
Economics	0.5	11, 12	One Semester	Economics	US History & World History
Civics: Citizenship	1.0	11,12	One Semester	N/A (Elective)	None
World Geography	1.0	9-12	One Year	N/A (Elective)	None
AP U.S Government and Politics	1.0	11-12	One Year	Government	US History & World History and teacher recommendation
Ethnic Studies	0.5	11-12	One Semester	N/A (Elective)	None

World History *(Honors World History also available)*

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: None

Course Description

First Semester: This course explores key events and historical developments from hunter-gatherer societies to the Industrial Revolution. Beginning with the analysis of prehistoric people from the Paleolithic era to the Agricultural Revolution, the course follows the rise and fall of early empires including the Roman Empire. Topics include: The Crusades, feudalism, the plague, Asian empires and

trade routes, effects of the Renaissance and Protestant Reformation, and important revolutions that shaped history.

Second Semester: This course traces the developments of the last 250 years by examining the origins of modern Western imperialism and analyzing the cultural, economic, and political impacts on Africa and Asia. Topics include: the influence of the Industrial Revolution; the impact of imperialism and nationalism on World War I; how the Treaty of Versailles contributed to the rise of fascism in Europe and the start of World War II; 20th-century warfare; the Armenian Genocide; and the Holocaust.

US History *(Honors US History also available)*

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: None

Course Description

First Semester: This course explores European exploration and the impact Europeans had on the lives of those native to North America. Topics include: the development of the English colonies in North America; causes and effects of the American Revolution; the ratification of the Constitution; causes of the War of 1812; analysis of sectionalism as a common thread; westward expansion; Civil War and Reconstruction; Indian Wars; immigration; and the Second Industrial Revolution.

Second Semester: This course traces pivotal events in American history and presidential administrations as the 21st century dawned. Topics include: The Gilded Age, Progressive Era, World War I, the Roaring Twenties, Great Depression, New Deal, World War II, the Cold War, and proxy conflicts like the Vietnam War and Korean War; technology innovations, global communications, and the rise of terrorism.

US Government *(Honors US Government also available)*

Grade level: 11-12

Credits: 0.5

Prerequisite Courses: World History & US History

Course Description

This course examines the history and philosophy of the United States government and the guiding principles of democracy. Topics include: analysis of the United States Constitution; functions and duties of the three branches of government; the role of the Supreme Court; civic engagement in political process; the rights and responsibilities of citizens; government systems of the world; political parties; interest groups; and the media in shaping the government.

Economics

Grade level: 11-12

Credits: 0.5

Prerequisite Courses: World History & US History

Course Description

This course explores principles to make informed decisions about personal finance, developing a broader understanding of national and international economic decisions and policies. Topics include: why economics impacts history, distribution of wealth, and quality of life for all members of society.

World Geography

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: None

Course Description

First Semester: This course explores the five themes of geography, analyzes the earth's processes, and how the processes impact both physical and human geography. Both physical and political maps are studied to examine trends and impacts with a focus on the Americas, Central Asia, and Europe.

Second Semester: This course continues the exploration of the five themes of geography with a focus on the Middle East, Africa, and Asia. Cultural beliefs and social and political systems are examined within the context of countries, regions, and global interactions.

Civics and Citizenship

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course prepares for the Naturalization Test designed by the United States federal government.

AP Government and Politics

Grade level: 11-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: US History & World History and teacher recommendation

Course Description

First Semester: This course examines the U.S. political system. Students in this course will discuss political ideology, the development of the political system and democratic institutions. Students should, according to the College Board, gain an “analytical perspective on government and politics in the United States.” Furthermore, students will study “both the general concepts used to interpret U.S. politics and the analysis of specific examples” throughout history. The class discussion will require that students acquire a “familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics.” The main emphasis of the course, however, is to be able to apply a basic comprehension of the U.S. political system to contemporary events.

Second Semester: This course examines the U.S. political system. Students in this course will discuss political ideology, the development of the political system and democratic institutions. Students should, according to the College Board, gain an “analytical perspective on government and politics in the United States.” Furthermore, students will study “both the general concepts used to interpret U.S. politics and the analysis of specific examples” throughout history. The class discussion will require that students acquire a “familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics.” The main emphasis of the course, however, is to be able to Apply a basic comprehension of the U.S. political system to contemporary events.

Ethnic Studies

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

Ethnic Studies is designed to help students to develop a more complex and nuanced understanding of the human experience as it relates to ethnicity, including the factors that influence individual and collective identity. Early lessons in the course guide students to build a conceptual framework for studying ethnicity and ethnic groups, based on the relationships among identity, ethnicity, race, and nationality. At the beginning of the course, students will analyze how cultural assumptions and biases influence both individual identity and people's perceptions of others. Additionally, lessons about the origins of culture in

early civilizations and the ways that humans organized themselves socially as populations increased will provide background knowledge that students need to study ethnicity in the United States. Later lessons introduce the histories and cultures of specific ethnic groups in the United States and help students understand how identity and experience are sometimes shaped by belonging to these groups. Students will then investigate factors that lead members of different ethnic groups to immigrate to the United States and consider how these groups and their cultures have shaped American society. Students will also analyze the power structures that impact the lived experiences of Americans in various ethnic groups, identifying patterns of oppression and resistance throughout each group's history. Throughout the course, students are encouraged to identify and appreciate aspects of their own identity as well as the cultures, strengths, achievements, and values of the major ethnic groups in the United States. A key feature of the course is the emphasis given to the perspectives of individuals from historically marginalized groups that are rarely represented in textbooks. The goal is to add these voices to the larger historical narrative so that students can see themselves and all of their classmates as vital parts of the American story.

World Language

2.0 credits required

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
Spanish 1	1.0	9-12	One year	World Language	None
Spanish 2	1.0	9-12	One year	World Language	Spanish 1
Spanish 3	1.0	9-12	One year	World Language	Spanish 1 & 2
AP Spanish Language	1.0	11-12	One Year	World Language	Spanish 1 & 2
American Sign Language 1 <i>(availability based on teacher certification)</i>	1.0	9-12	One Year	World Language	None
American Sign Language 2 <i>(availability based on teacher certification)</i>	1.0	9-12	One Year	World Language	American Sign Language 1
French 1 <i>(availability based on teacher certification)</i>	1.0	9-12	One Year	World Language	None
French 2 <i>(availability based on teacher certification)</i>	1.0	9-12	One Year	World Language	French 1
French 3 <i>(availability based on teacher certification)</i>	1.0	9-12	One Year	World Language	French 1 & 2
German 1	1.0	9-12	One Year	World Language	None

<i>(availability based on teacher certification)</i>					
German 2 <i>(availability based on teacher certification)</i>	1.0	9-12	One Year	World Language	German 1

Spanish 1

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: None

Course Description

First Semester: This course introduces the basics of the Spanish language by learning through reading, writing, listening, and speaking about personal interests and hobbies; asking for directions; and how to discuss activities with friends using vocabulary associated with restaurants, traveling, and vacations. The course also explores cultures of some Spanish-speaking countries, such as Mexico, Colombia, Argentina, Spain, and Peru.

Second Semester: This course explores how to discuss school subjects, professions, and daily routines; as well as illness and injury; shopping; and money through reading, writing, listening, and speaking. The course also explores cultures of some Spanish-speaking countries, such as Venezuela, Chile, Ecuador, Guatemala, and Cuba.

Spanish 2

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: Spanish 1

Course Description

First Semester: This course builds reading, writing, listening, and speaking skills in order to discuss social relationships, climate, various animals, fables, holiday customs and traditions, and outdoor activities. The course also explores cultures of some Spanish-speaking countries, such as Paraguay, Puerto Rico, El Salvador, Costa Rica, and Bolivia. Topics include: history, products, traditions, practices, and perspectives of each of these countries.

Second Semester: This course continues to build reading, writing, listening, and speaking skills in order to discuss transportation, extracurricular interests, professions, cuisine, clothing, health, and technology. Topics include: present, past, future, and conditional tenses; present subjunctive mood; explores cultures of some Spanish-speaking countries, such as the Dominican Republic, Equatorial Guinea, Honduras, Uruguay, and Panama.

Spanish 3

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: Spanish 1 & 2

Course Description

First Semester: This course builds reading and writing of informative, argumentative, and descriptive

texts; listening and speaking skills using the indicative subjunctive and imperative moods. The course also explores significant historical events of some Spanish-speaking countries, as well as cultural products, practices, and philosophies.

Second Semester: This course continues acquiring the Spanish language through reading poems and short stories by notable Spanish-language authors. The continuation of writing, listening, and speaking includes exploring behavioral norms in different Spanish-speaking cultures, in order to discuss these topics in the indicative and subjunctive moods in a variety of tenses.

AP Spanish Language

Grade level: 11-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: Spanish 1&2

Course Description

The AP Spanish Language and Culture course is an advanced language course in which students are directly prepared for the AP Spanish Language and Culture test. It uses as its foundation the three modes of communication: interpersonal, interpretive and presentational. The course is conducted almost exclusively in Spanish. The course is based on the six themes required by the College Board: (1) global challenges, (2) science and technology, (3) contemporary life, (4) personal and public identities, (5) families and communities, and (6) beauty and aesthetics. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. Students should expect to listen to, read, and understand a wide-variety of authentic Spanish Language materials and sources, demonstrate proficiency in interpersonal, interpretive, and presentational communication using Spanish, gain knowledge and understanding of the cultures of Spanish speaking areas of the world, use Spanish to connect with other disciplines and expand knowledge in a wide-variety of contexts, develop insight into the nature of the Spanish language and its culture, and use Spanish to participate in communities at home and around the world. The AP Spanish Language and Culture course is a college level course. The intensity, quality, and amount of course material can be compared to that of a third-year college course.

American Sign Language 1 *(Availability based on required teacher certification)*

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: None

Course Description

First Semester: This course provides an introduction to American Sign Language (ASL). The course provides guidance in how to communicate with ASL across a variety of basic subjects, including greetings and introductions, information sharing, personal characteristics, family, traveling, and living spaces. The course also explores details about Deaf culture, the history of ASL, and the general rules and concepts needed for communicating effectively through sign language, including fingerspelling and signing parameters.

Second Semester: This course continues to explore introductory concepts in American Sign Language (ASL). The course builds on the first half to guide students in how to communicate on a variety of basic subjects, including with food items, directions, store interactions, job roles, health topics, and plans built around schedules and times. The course also highlights more details about Deaf culture, the history of ASL, and the general rules and concepts needed for communicating effectively through sign language, including classifiers and specific grammar rules.

American Sign Language 2 *(Availability based on required teacher certification)*

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: ASL 1

Course Description

First Semester: This course explores intermediate concepts related to Deaf culture and American Sign Language (ASL). The course begins with a review of cultural facts and ASL rules and concepts from American Sign Language I. New topics that follow include major milestones and famous figures in Deaf cultural history, appropriate etiquette and behaviors in Deaf interactions, ASL literature and performances, and different language styles and skills among Deaf communities, among others. Projects throughout the course will assess knowledge of signing vocabulary and mastery of proper signing form.

Second Semester: This course explores intermediate concepts related to Deaf culture and American Sign Language (ASL). Topics include the ways to be considered a part of the Deaf community, history of minority subgroups within the community, accessibility options that help deaf people function effectively in everyday society, and common ASL signing approaches and techniques that deaf people are likely to practice. Vocabulary activities provide demonstrations of signs related to topics like money, leisure activities, and thoughts and opinions. Projects throughout the course assess signing vocabulary and mastery of proper signing form.

French 1 *(Availability based on required teacher certification)*

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: None

Course Description

First Semester: This course focuses on developing listening skills by repeated exposure to the spoken language. Speaking skills are encouraged through recommended assignments using voice tools. Reading and writing skills, as well as language structures, are practiced through meaningful, real-life contexts. The use of technology enhances and reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines.

Second Semester: This course focuses on developing listening skills by repeated exposure to the spoken language. Speaking skills are encouraged through recommended assignments using voice tools. Reading and writing skills, as well as language structures, are practiced through meaningful, real-life contexts. The use of technology enhances and reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines.

French 2 *(Availability based on required teacher certification)*

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: French 1

Course Description

First Semester: This course focuses on the continuation and enhancement of language skills presented in Level 1. Vocabulary and grammar structures are revisited and expanded to provide students an opportunity to move towards an intermediate comprehension level. Speaking and listening skills are enhanced through recommended real-life voice activities. Listening skills are honed through online dialogues. Reading and writing skills are developed through access to completion of meaningful activities, reading of culturally-related articles of interest and responding to reading in the target language. The use of technology enhances and reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines.

Second Semester: This course continues the enhancement of language skills. Vocabulary and grammar structures are revisited and expanded as students explore other French-speaking areas. Speaking and listening skills are enhanced through recommended real-life voice activities. Listening skills are honed through online dialogues. Reading and writing skills are developed through access to completion of meaningful activities related to travel, to the Olympics, to natural disasters, and to the space program. Reading of culturally related articles of interest and responding to reading in the target language, along with the use of technology, reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines.

French 3 (*Availability based on required teacher certification*)

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: French 2

Course Description

First Semester: In this course, students further deepen their understanding of French by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Each unit consists of a variety of activities which teach the students how to understand more difficult written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in more formal spoken and written contexts. Students should expect to be actively engaged in their own language learning, use correct vocabulary terms and phrases naturally, incorporate a wide range of grammar concepts consistently and correctly while speaking and writing, participate in conversations covering a wide range of topics and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, read and analyze important pieces of Hispanic literature, and take frequent assessments where their language progression can be monitored. The course is conducted almost entirely in French. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Second Semester: Coming Soon!

German 1 (*Availability based on required teacher certification*)

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: None

Course Description

First Semester: This is an introductory course teaching basic comprehension and communication in German. It coordinates the study of language with culture through the use of video, audio and mass media production. This course assumes prior or no knowledge of the German language. It introduces the fundamentals of conversational and grammatical patterns of the German language with presentations to present the material. Students who complete the course successfully will begin to develop a functional competency in the four primary language areas: speaking, reading, listening and writing, while establishing a solid grammatical base and exploration into German culture.

Second Semester: This course will expand on the knowledge gained from German 1A and further develop their skills in pronunciation, grammar skills, grammar structures and vocabulary. Oral practice (via Voice Tools), homework assignments, games, songs, watching videos, quizzes, tests, projects and other activities such as writing wikis and journal entries, will be emphasized to accomplish this goal. The different cultures of the German-speaking world are emphasized through readings, videos and other activities. Taking the time to learn another language is a mind-expanding activity that can open up a world of opportunities and advantages.

German 2 *(Availability based on required teacher certification)*

Grade level: 9-12

Credits: 1.0 (0.5 per semester)

Prerequisite Courses: German 1

Course Description

First Semester: In this course, students build on grammar and language skills that they acquired during their G1A and G1B courses. While reviewing basic grammar skills, (present and past tenses), students learn and study stem-changing verb conjugation and explore cultural themes regarding current events, famous German people, music and famous festivals.

Second Semester: In this course, students increase their proficiency in being able to communicate by forming more complex German sentences in a variety of tenses using all four cases (Nominative, Accusative, Dative and Genitive). The variety of topics increases also, from exploring different careers to discussing relationships. Cultural themes are entwined throughout this course related to going shopping, to going to the zoo and also to travel throughout the German-speaking world.

Visual/Performing Arts

2.0 credits required

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
Origins of Art History	.5	9-12	One semester	VPA	None
Modern Art History	.5	9-12	One semester	VPA	None
Fashion Design	1.0	9-12	One year	VPA	None
Graphic & Web Design	.5	9-12	One semester	VPA	None
Interior Design	1.0	9-12	One year	VPA	None
Photography Basics	.5	9-12	One semester	VPA	None
Theater Studies	.5	9-12	One semester	VPA	None
Journalism	0.5	9-12	One Semester	VPA	None
Gaming Unlocked	0.5	9-12	One Semester	VPA	None

Origins of Art History (Prehistory - 1750)

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course explores art of the prehistoric, ancient, medieval, Renaissance and Rococo periods to understand how to read and interpret art.

**Given the subject matter, the course is extensively visual. Please also be aware that this course includes depictions of nudity, as many art movements celebrate the human form. Many important and influential works of art include nudity, and it would be nearly impossible to teach art history without including them.*

Modern Art History (1750 - Present)

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course explores art of the late 1700s to modernity from Western movements in artworks and architecture to China, Japan, Africa, Oceania, Southeast Asia, India.

**Given the subject matter, the course is extensively visual. Please also be aware that this course includes depictions of nudity, as many art movements celebrate the human form. Many important and influential works of art include nudity, and it would be nearly impossible to teach art history without including them.*

Fashion Design

Grade level: 9-12

Credits: Credits: 1.0 (0.5 per semester)

Prerequisite Courses: None

Course Description

First Semester: This course explores the tools and principles of fashion design. Topics include: the use of color, creation of an inspiration board, fabrics and materials, and tools and machines used by fashion designers.

Second Semester: This course explores the skills and education required in the fashion industry. Topics include: the range of jobs in the industry, skills for success, such as interviewing, workplace communication, and teamwork.

Graphic & Web Design

Grade level: 9-12

Credits: Credits: 0.5

Prerequisite Courses: None

Course Description

This course explores visual communication and explores the range of careers in the field. Topics include: principles of design, ethics of creative fields, and the publishing process.

Interior Design

Grade level: 9-12

Credits: Credits: 1.0 (0.5 per semester)

Prerequisite Courses: None

Course Description

First Semester: This course explores the principles and elements of design. Topics include: skills, roles and responsibilities of interior designers, specialties of interior design, history of design, design materials, furniture, accessories, and modern developments affecting interior design, such as the Americans with Disabilities Act (ADA), universal design, and green design.

Second Semester: This course explores career options in residential, commercial, and mobile design, getting credentialed, and networking in professional organizations. Topics include: leadership, group dynamics, codes of ethics; lighting, windows, walls, furniture, accessories, textiles, and floor treatments in residential and commercial designs as well as related information on materials, fabrication, and installation; review of the elements and principles of design, the Americans with Disabilities Act (ADA), and universal design.

Photography Basics

Grade level: 9-12

Credits: Credits: 0.5

Prerequisite Courses: None

Course Description

This course explores proper use of photography equipment, how to build a portfolio of work, and describes the steps to starting a career in this field. Topics include: the habits and etiquette of the profession.

Theater Studies

Grade level: 9-12

Credits: Credits: 0.5

Prerequisite Courses: None

Course Description

Have you ever wondered how a play goes from the playwright's mind all the way into a multi-million dollar Broadway production? In this course, you'll learn the whole process! This course provides a thorough introduction to the theater by providing an overview of major topics in theater studies, with a blend of theoretical and practical lessons. In the first half of this course you will learn about the definitions of theater, theater history, and contemporary theatrical genres. The second half of the course will guide you through all of the elements of putting on a professional theatrical production. You will learn about the entire production process, from playwriting through opening night, including elements of technical theater, the rehearsal process, and audience response. Whether you're an aspiring actor, technician, director, or producer, or even just an avid theater-goer, this course is for you.

Journalism

Grade level: 9-12

Credits: Credits: 0.5

Prerequisite Courses: None

Course Description

This course is designed to prepare you to become a student of journalism and media. The work we do here will equip you with the critical skills you must have to succeed in high school media, college media, and beyond. We will read a variety of journalistic material and do a great deal of news writing. We will also look at journalism from legal, ethical, and historic vantage points. Expect to complete numerous writing activities in a variety of styles including editorial, hard news, feature, review, and more. If you participate actively, you will gain tremendous skills that will serve you for the rest of your life. Individual and group projects will also be a part of this class. This course is a project based course and does not include traditional tests, unit level understanding is assessed through unit projects.

Gaming Unlocked

Grade level: 9-12

Credits: Credits: 0.5

Prerequisite Courses: None

Course Description

Gaming Unlocked researches the basics of gaming, from what makes games fun to what makes them work by exploring quality in a variety of games such as mental games, board games, and video games. This course does not require students to know or learn a programming language. The emphasis is on the history and design of games and the different careers available in the game industry.

PE/HEALTH

1.0 credits required

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
Health 101	.5	9-12	One semester	Health	None
Physical Education A/B	.5/ 1.0	9-12	One semester/ One year	Physical Education <i>*only PE A is required to meet req</i>	None
Personal Fitness	1.0	9-12	One Year	N/A (Elective)	

Health

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course explores how behavioral choices, such as nutrition and physical activity, affect health, then provides information to make healthy choices. Topics include: nutrition and physical activity; growth, development, and sexual health; safety and injury prevention; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health.

Physical Education A/B

Grade level: 9-12

Credits: 0.5 (per semester)

Prerequisite Courses: None

**Only Physical Education A is required to earn PE credit towards graduation*

Course Description

First Semester: This course examines the importance of physical activity, personal fitness, and healthy eating habits. Topics include: useful techniques and different aspects of sport and recreation, a personal fitness evaluation, the design of a personal exercise plan and tracking of results.

Second Semester: This course explores key concepts that lead to improved fitness, wellness, and overall health. Topics include: description of the human body, including anatomy, physiology, and nutrition; practical applications, such as metabolism manipulation, correct exercise form, and effective programming for personal health goals.

Personal Fitness

Grade level: 9-12

Credits: 0.5 (per semester)

Prerequisite Courses: None

Course Description

First Semester: This course explores key concepts from combative sports, gymnastics and tumbling, and a variety of team sports and activities. The focus is on advanced fitness guidelines and cognitive factors that affect performance. Topics include: motor skill development, game strategy, self-evaluation of fitness, setting goals, designing an exercise plan, and tracking results.

Second Semester: This course explores how to develop personalized physical fitness plans while completing physical activities throughout the course. Topics include: how to assess fitness levels, modify fitness goals, evaluate fitness products and programs, leadership, and progress tracking in a daily physical activity log.

Electives

Availability of Elective courses are dependent on teacher certification. Some courses may not be offered.

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
Accounting	0.5	9-12	One Semester	No - Elective	None
AP Computer Science Principles	1.0	10-12	One Year	VPA/3rd Year Science	Intro to Java Programming
Business Law	0.5	9-12	One Semester	No - Elective	None
Character Education	0.5	9-12	One Semester	No - Elective	None
Child Development	0.5	9-12	One Semester	No - Elective	None
Criminology & Justice	0.5	9-12	One Semester	No - Elective	Criminology & Forensics
Entrepreneurship	0.5	9-12	One Semester	No - Elective	None
Intro to Business	0.5	9-12	One Semester	No - Elective	None
Principles of Marketing	0.5	9-12	One Semester	No - Elective	None
Professional Sales	0.5	9-12	One Semester	No - Elective	None
Psychology	.5/ 1.0	9-12	One Semester or One year	No - Elective	None
Public Speaking	.5	9-12	One Semester	No - Elective	None
Study Skills	.5	9-12	One Semester	No - Elective	None

Sociology	.5	9-12	One Semester	No - Elective	None
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Accounting

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

In this semester course, you will explore accounting, including investigating accounting careers. You will learn basic accounting skills and procedures both with and without a computer for general journals, general ledgers, cash payments journals, cash receipts journals, sales journals, accounts payable ledgers, and accounts receivable ledgers. You will also learn how to reconcile a bank statement and to prepare payroll records. This course covers the basic principles of financial accounting for individuals and for companies with attention to both the mathematical formulas and to the ethical side of accounting. Each unit has practical exercises including a project at the end of the unit.

AP Computer Science Principles

Grade level: 10-12

Credits: 1.0

Prerequisite Courses: Intro to Java Programming

Course Description

AP Computer Science is a year-long introductory, college-level computer science course. In this course, students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts such as modularity, variables, and control structures. College level AP Computer Science is designed to help students prepare to take the Advanced Placement AP Computer Science A Exam™ administered by the College Board.

The Java Programming course teaches students all Java skills required on the “AP Computer Science A” exam. While it can be taken standalone with no prerequisites, this is one of our most advanced courses, and some degree of technical comfort is recommended.

Business Law

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

Students learn about the American legal system. They examine ethics, court systems, criminal law, and law of torts. They examine how the court systems work together, and what misconduct results in going to court. It is important to also understand your consumer rights. As they progress through the course, they will also gain an understanding from a business perspective what is right and wrong business actions and employment laws. As an employee or employer it is important to understand the laws that protect the employee and employer. The study will focus on the formation of a business and the basic legal issues associated with each type of business.

Character Education

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course explores values of truthfulness, trustworthiness, responsibility, diligence, and integrity. The course offers specific, real world situations to interpret and connect to these traits to provide safe and appropriate ways to respond in real time. Topics include: identifying bullying, how to develop a bullying-prevention mindset.

Child Development

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course is designed to help prepare students for their responsibilities as parents and caregivers of children. Topics include prenatal care, growth and development through age six, teen pregnancy, maternal health, parenting skills, and child guidance.

Criminology & Justice

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: Criminology and Forensics

Course Description

Criminology and Justice is a beginner-level course on criminal procedures that explores the criminal justice system, non-forensic evidence, and what happens inside the courtroom.

Entrepreneurship

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

Entrepreneurship explores entrepreneurial characteristics, business leadership, and the skills and steps involved in marketing, developing, starting, and exiting a business. Key topics and activities include hands-on projects to apply the knowledge as a small business owner and entrepreneur.

Intro to Business

Grade level: 9-12

Credits: Credits: 0.5

Prerequisite Courses: None

Course Description

This course introduces students to the basic business concepts that will help them understand how a business survives in today's economy and the role that consumers play in the same economy. Students will learn how to balance a checkbook, save for the future, and use credit wisely. Students will also learn how to create a resume and how to participate in a job interview.

Principles of Marketing

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

Principles of Marketing explores the interactions between businesses, consumers, and the economy as

well as the role of marketing and how marketers get their information. The course culminates in the creation of a marketing plan.

Professional Sales

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

Professional Sales explores the role sales plays in the national economy, the importance of ethical behavior in business. Topics include: how to build, train, motivate, and evaluate a sales team; the role of buying motives; the selling process; and the importance of data.

Psychology

Grade level: 10-12

Credits: .5 or 1.0

Prerequisite Courses: None

Course Description

First Semester: This course explores human behavior, behavior interaction and the progressive development of individuals. Topics include: major theories and orientations of psychology, psychological methodology, human growth and development, individual variation and personality, psychobiology, as well as sensation and perception.

Second Semester: This course explores human social interactions, psychological therapies, and careers in the field. Topics include: psychological perspectives, positive relationships, social and cultural diversity, language structures, memory and cognition, psychological testing, statistical research, stress/coping strategies, and mental health.

Public Speaking

Grade level: 9-12

Credits: .5

Prerequisite Courses: None

Course Description

Public Speaking explores effective communication skills for success in a variety of speaking situations. Topics include: small and large group discussions, delivery speeches in front of audiences, research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence.

Study Skills and Strategies

Grade level: 9-12

Credits: .5

Prerequisite Courses: None

Course Description

This course equips students with skills and understandings critical to effective learning. Using a unique approach to the traditional topic of study skills, this course weaves understanding regarding the role of the brain in learning into the instruction of discrete learning skills and strategies. Moving beyond a list of good tips and ideas, the Study Skills and Strategies course will challenge students to develop intentional approaches to learning. They will be required to make connections between the strategies and skills they learn in this course and the implementation of those strategies and skills in their other coursework. Upon completion of the course, students will have learned a variety of specific learning skills and strategies,

gained greater understanding of their own learning preferences, and become prepared to develop and implement specific learning and study plans for any academic course or other learning needs.

Sociology

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

Sociology examines the basics of sociology, which is the study of society including individuals, human groups, and organizations. The course is divided into four main areas: the sociological perspective, social structures, inequality in society, and social institutions and change. Students will examine controversies around social change, inequality, gender, and race. The course revolves around an overview of the field with projects that offer the student a chance to explore from a sociologist's perspective.

Muskegon Covenant Academy Required Electives

Course Name	Credits	Grade	Meets MMC Reqs	Prerequisite
Reading Recovery	0.5	9-12	No - meets MCA graduation reqs	None
Math Recovery	0.5	9-12	No - meets MCA graduation reqs	None

Reading Recovery

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

Reading Recovery is a short-term intervention designed to accelerate the progress of the lowest performing readers. Some students find it hard to learn to read and write for many different reasons. Reading Recovery class will help these students improve their reading skills and work towards reading at grade level. The Reading Recovery teacher will work closely with a small group of students providing an individually designed intervention based on the students unique strengths and needs. In this way, the student catches up with classmates quickly and the help is no longer needed. Fast ForWord is the reading intervention program that is used for Reading Recovery. Students will be assessed for reading proficiency via NWEA. When students establish proficiency on the NWEA they will be awarded credit for the course.

Math Recovery

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

Math Recovery is a short-term intervention designed to accelerate the progress of the students with the lowest performance in math. Math Recovery class will help students improve their math skills and work to close gaps in learning and work towards performing math at grade level. The Math Recovery teacher will work closely with a small group of students providing an individually designed intervention based on the students unique strengths and needs. The goal being the student catches up with classmates quickly and the help is no longer needed. Students will be assessed for reading proficiency via NWEA. When students establish proficiency on the NWEA they will be awarded credit for the course.

Muskegon Covenant Academy Graduation Requirements

Course Name	Credits	Grade	Meets MMC Reqs	Prerequisite
Career Planning and Work Readiness	NA - MCA graduation requirement	9-12	No - meets MCA graduation reqs	None
Career Planning	NA - MCA graduation requirement	9-12	No - meets MCA graduation reqs	None

Career Planning and Work Readiness

Grade level: 9-12

Credits: NA - MCA Graduation Requirement

Prerequisite Courses: None

Course Description

The Career Planning and Work Readiness Class guides students through the essential elements of the career planning process and the development of a defined career plan. Students will consider the many factors that impact career success, and satisfaction. Using a process of investigation, research, and self-discovery, students will acquire the understandings critical to the career planning process. Upon completion of the course, students will have created a practical and comprehensive career transition portfolio that reflects their skills and abilities, as well as their interests, values and goals. The Final Portfolio will include: Resume, cover letter, sample application with references, letter of introduction, sample thank you letter, summary evaluation of mock interviews. The final portfolio will be approved by an instructor or administrator.

Career Planning

Grade level: 12

Credits: 0.5

Prerequisite Courses: None

Course Description

The Career Planning course guides students through the essential elements of the career planning process and the development of a defined career plan. Students will consider the many factors that impact career success and satisfaction. Using a process of investigation, research, and self-discovery, students will acquire the understandings critical to the career planning process. Upon completion of the course, students will have created a practical and comprehensive college or career transition portfolio that reflects their skills and abilities, as well as their interests, values, and goals.

Career/Technical Electives

Availability of Elective courses are dependent on teacher certification. Some courses may not be offered.

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
Adobe After Effects	0.5	9-12	One Semester	VPA	None
Adobe Illustrator	0.5	9-12	One Semester	VPA	None
Adobe Indesign	0.5	9-12	One Semester	VPA	None
Adobe Photoshop	0.5	9-12	One Semester	VPA	None
Adobe Premiere Pro	.5	9-12	One Semester	VPA	None
Aeronautics and Space Travel	.5	9-12	One Semester	3rd year Science	None
Agriscience 1, 2, 3	.5 each class	9-12	One Semester	3rd year Science	Cumulative
Architectural Design 1, 2+, 3	.5 each class	9-12	One Semester	VPA	Cumulative
Augmented and Virtual Reality Applications	.5	9-12	One Semester	VPA/3rd year Science	None
Building Maintenance Technology 1, 2+	.5 each class	9-12	One Semester	4th year math/3rd year science/VPA	Cumulative
Career Exploration in Dentistry	.5	11-12	One Semester	3rd year science/VPA	None
Career Exploration in Finance	.5	11-12	One Semester	4th year math/VPA	None
Career Exploration in Healthcare	.5	11-12	One Semester	3rd year science/VPA	None

Cloud Technologies and the Internet Of Things	.5	10-12	One Semester	3rd year science/VPA	None
Construction: Fundamentals and Careers	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Cybersecurity	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Drones: Remote Pilot+	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Early Childhood Education 1+, 2+	.5 each class	9-12	One Semester	VPA	Cumulative
Education & Teaching Advanced	.5	9-12	One Semester	VPA	None
Entrepreneurship & Small Business+	.5	9-12	One Semester	4th year math/VPA	None
Fundamentals of Bitcoin & Cryptocurrency	.5	9-12	One Semester	4th year math/VPA	None
Fundamentals of Blockchain & Cryptography	.5	9-12	One Semester	4th year math/VPA	None
Health Management & Information Systems	.5	9-12	One Semester	3rd year science/VPA	None
Introduction to Artificial Intelligence	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Javascript Game Design	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Javascript Tower Defense	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Java SE 8 Associate+	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
LEED Green Associate+	.5	9-12	One Semester	3rd year science/VPA	None

Microsoft Excel+	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Microsoft Outlook	.5	9-12	One Semester	VPA	None
Microsoft Powerpoint+	.5	9-12	One Semester	VPA	None
Microsoft Word+	.5	9-12	One Semester	VPA	None
Networking+	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Project Management+	.5	9-12	One Semester	4th year math/VPA	None
Python Multiplayer Adventure	.5	9-12	One Semester	VPA	None
Quickbooks	.5	9-12	One Semester	4th year math	None
Roblox Worlds Coding with LUA	.5	9-12	One Semester	VPA	None
Robotics: Applications and Careers	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Smart Cities: Technology and Applications	.5	9-12	One Semester	3rd year science/VPA	None
Social Media Business Marketing+	.5	9-12	One Semester	VPA	None
Startups and Innovation	.5	9-12	One Semester	VPA	None
Swift App Development	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Teaching as a Profession	.5	9-12	One Semester	VPA	None
The History of Gaming and ESports	.5	9-12	One Semester	VPA	None

Transportation Technologies	.5	9-12	One Semester	3rd year science/VPA	None
Wearable Technology Innovations	.5	9-12	One Semester	3rd year science/VPA	None

Adobe After Effects

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

In this course, students will explore the comprehensive Adobe After Effects software. Adobe After Effects is the industry standard for making motion graphics and special effects for presentations, internet content, and video. Both Windows and Mac OS systems can run After Effects, so students will uncover the nuances of working with each. The modules in the course will take students through the creation of a project from defining the audience to organization to publishing their creations.

Adobe Illustrator

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course introduces students to the Adobe Illustrator and prepares students to take the ACA Certification Exam on Illustrator. Students will get an insight into what it is like working in the graphic design industry. Students will learn everything from absolute basics like navigating Illustrator to performing complex tasks like managing colors, drawing, creating illustrations, and much more. The course contains guided video tutorials, hands-on projects, and step-by-step resources that help students learn how to work in Illustrator.

Adobe InDesign

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course introduces students to the world of Adobe InDesign and prepares students to take the ACA Certification Exam on InDesign. Students will get an insight into what it is like working in the print and digital media publishing industry. Over 10 modules, students will learn everything from absolute basics like navigating InDesign to performing complex tasks like creating multi-page documents, applying effects, and even creating original artwork. The course contains guided tutorials, do-it-yourself projects, and great resources that will help students practice and learn how to work in InDesign.

Adobe Photoshop

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course prepares students to demonstrate expertise in Adobe's Photoshop software and take the ACA Certification Exam on Photoshop. Students will learn through engaging and interactive content, projects

and practice exam items aligned to the learning objectives outlined by Adobe's exam specifications. Students will leave this course with career-ready, real-time skills in one of the most popular software programs in the world!

Adobe Premiere Pro

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course introduces students to the world of Adobe Premiere Pro. Students will get an insight into the video design and production industry. Over 7 modules, students will progress from absolute basics like navigation to performing complex tasks like editing videos, applying filters and effects, and even creating original artwork. The course contains guided tutorials, engaging projects, and great resources that will help students practice and learn how to work in Premiere Pro. This course also prepares students for the Adobe Certified Professional (ACP) Certification Exam on Premiere Pro.

Aeronautics and Space Travel

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course introduces students to the history and near future of space travel. Students will explore the possibilities of moon bases, Mars colonies, and visiting the outer planets in our solar system and their moons. Students will also discuss important ethical and legal issues around space exploration, such as asteroid mining and war in space. The course gives an expansive view of the technologies, science, and theories that will make far-fetched dreams into realities during the student's lifetime.

Agriscience 1

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course will prepare students for careers in agriscience. Agriculture is the world's largest industry, so the critical nature of understanding how agriculture must thrive in unpredictable conditions cannot be overstated. Throughout the modules, students will gain an understanding of some of the fundamental issues in agriscience, including safety, environmental factors such as climate change and extreme-weather conditions, plant and animal science, and food safety. Additionally, students will explore how they can emerge as leaders in such a complex and exciting industry!

Agriscience 2

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: Agriscience 1

Course Description

In this course, students will explore the various components of agriscience careers and agricultural living. Beginning with career exploration, students will become familiar with the vast array of opportunities that exist in agriscience. They will discover what is necessary for the proper care and management of livestock from keeping living quarters clean to caring for newborn animals. Students will understand the ways in which plants, crops, and vegetation thrive in varying conditions. They will explore the fundamentals of

running a successful agriscience operation as well as how agriscience affects and is affected by global economic conditions.

Agriscience 3

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: Agriscience 1 & 2

Course Description

This course further delves into agriscience as a core global business. Students will explore fundamental business operations and structures as well as financial considerations. Students will understand the nutritional needs of livestock in order for them to be free from disease and be able to thrive in good health. Plants are heavily dependent on proper fertilization, irrigation, and nutrition to prosper. Thus, students will take a comprehensive look at the systems necessary to produce bountiful crops. The course will be rounded out learning about the tools and techniques needed to run an agriscience business and harvest crops.

Architectural Design 1

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

In Architectural Design I, students will review various concepts used in the design and architecture field. They will learn about basic drafting equipment and how to use and maintain it. They will analyze challenges and solutions within the development of design. They will also learn how to prepare drawings manually and using AutoCAD software. A substantial portion of the course will be spent on sequential processes so that students develop an understanding of creating and annotating drawings as well as how to apply standard rules regarding line types, offset objects, creating layers, and setting up a page for plotting. They will also explore three dimensional drawing and use coordinating and navigation systems to create them.

Architectural Design 2+

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: Architectural Design 1

Course Description

In this course, students will learn various concepts used in the design and architecture field. They will gain an understanding of basic architectural and civil drawings as well as prepare for the Autodesk® Certified User certification in AutoCAD exam. In addition to learning fundamental architectural drawing concepts like creating site plans, floor plans, and electrical plans, students will learn functions of Computer-Aided Drafting (CAD). CAD functions build on the foundation of architectural drawing, using specialized tools for enhancement, layout, and scale. Students will review the essentials of civil drawings including the interpretation and development of topographical illustrations. To round out the course, students will prepare computer-aided drawings to demonstrate utilizing software to perform activities such as drawing site plans, roof plans, and wall sections. Finally, students will be provided an overview of the requirements, structure, and preparation techniques for the Autodesk® Certified User certification in AutoCAD exam.

Architectural Design 3

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: Architectural Design 1 & 2+

Course Description

In Architectural Design III, students will review various concepts used in the design and architecture field. They will learn about additional CAD functions, professional ethics, and legal responsibilities as well as explore career options and complete a comprehensive Architectural Design project.

Augmented and Virtual Reality Applications

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

Separating hype from reality is hard... especially in the fast-growing and evolving space of augmented and virtual reality (AR/VR). Recent advances in technology have allowed AR/VR systems to become extremely sophisticated and realistic. This course introduces students to the technologies that underpin AR/VR systems. Then the course walks through 5 Applications of AR/VR and how they will change and impact numerous aspects of our lives and the economy. Students will also learn about and discuss the risks and side effects of these systems, including health, privacy, and ethical implications.

Building Maintenance Technology 1

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

The Building Maintenance Technology course will focus on all aspects of the construction industry from health and safety to the tools that every construction professional needs in their collection. Students will learn about the various roles in the industry as well as job outlooks, educational and experiential requirements, and salary information. Some activities will focus on career exploration to discover career options that best align with interests and talents. Students will learn basic construction math and how it is Applied during design and building phases of projects. They will learn specifics about carpentry, construction drawings, framing floor systems, framing walls, and framing roofs. Throughout, they will establish a foundation for what opportunities exist for them in the industry.

Building Maintenance Technology 2+

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: Building Maintenance Technology 1

Course Description

The Building Maintenance Technology II course will focus on construction components, masonry skills, and OSHA. Students will learn about the various masonry and concrete skills as well as safety measures. Some activities will focus on the real-world Application of learned skills with hands-on components. Students will learn about erecting, plumbing, and bracing in relation to concrete as well as laying masonry units. Finally, students will learn important science skills for the construction industry and prepare for the OSHA 30-hour Construction certification exam.

Career Exploration in Dentistry

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course introduces students to the exciting and varied career opportunities in the dentistry profession, from dental assistant all the way up through oral surgeon. Students will review the history of dentistry globally and in the U.S., and will learn key dental terminology. The course will introduce the roles and tasks done as well as skills and education required of nearly every member of the dental staff. Students will gain an understanding of what it takes to perform each position, and how they work together.

Career Exploration in Finance

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course introduces students to the challenging and lucrative world of finance. While “Wall Street” may still get a bad rap after the 2008 financial crisis, finance careers still remain highly sought after and can be highly rewarding. The course reviews key financial terms and examines various groups, positions, and roles within financial institutions. Students will learn about resumes, interviews, and networking. Students will also discuss ethics on Wall Street and the role of finance within society.

Career Exploration in Healthcare

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course introduces students to the exciting and varied career opportunities in the healthcare industry that will be in demand in their future! The course will introduce the roles and tasks, identify education and skills needed, identify responsibilities of roles which support or supervise their role, analyze legal and ethical responsibilities, limitations, and implications for each of these professions.

Cloud Technologies and the Internet of Things

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

First, we had the internet of computers. Then with the advent of email and social media, along with mobile technology, it became the internet of people. Today’s world is increasingly becoming the internet of things. With advances in battery power, sensors, and computer chips, more and more devices are being connected to the internet. This will allow them to be monitored, controlled, and used more effectively for people and businesses. This course will examine the trends and opportunities surrounding the Internet of Things. Students will learn about the technologies, hardware, and software that underpin the Internet of Things. The course will examine a variety of end-market Applications in our homes, businesses and cities. Finally, students will learn about the many career opportunities that the Internet of Things will enable.

Construction: Fundamentals and Careers

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course introduces students to the evolving industry of construction! In addition to building on

standard concepts such as technical skills, project planning, and regulations, students will learn about the variety of career possibilities within construction. They will also explore the entrepreneurial side of construction and discover what it takes to start and run your own business in this field. Finally, the course will look towards the future and analyze trends in green materials, energy efficiency, and technology to determine how these will impact the homes we build and live in.

Cybersecurity

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

In the Cybersecurity course, students will learn about the practice of protecting networks, systems, and programs from digital attacks. They will better understand the aim of these attacks, such as destroying information, extorting money and resources, or disrupting business operations. They will learn about the challenges and opportunities that implementing cybersecurity measures can present. As attackers become more innovative, it is more important than ever to have effective cybersecurity channels in place to counter them. Students will learn about countermeasures and role recovery and their integral function in the cybersecurity realm. Additionally, students will learn what makes certain networks and systems more vulnerable to attacks. They will become adept at identifying potential viruses, worms, threats, and malware. The Cybersecurity course acts as a foundation on which to build extensive knowledge about threats to digital security.

Drones: Remote Pilot+

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course prepares students to take the Federal Aviation Administration (FAA) Part 107 exam, also known as the Unmanned Aircraft General – Small (UAG) exam, which is essential to becoming a commercial drone pilot. The field of unmanned aerial vehicles is growing rapidly, as the opportunities to use them for search and rescue, photography, recreation, inspection, and many others continue to multiply. Students will learn the critical facts to prepare for the test's topics, which include: regulations, airspace & requirements, weather, loading & performance, and operations. The course will conclude with a look at the most promising careers in the field of drones.

Early Childhood Education 1+

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

The Early Childhood Education course is designed to provide an overview of the expectations and roles of the early childhood educator. The course provides details about childhood development, health, nutrition, and guidance strategies to help students understand the exciting and unique opportunities that a career in early childhood education can offer. The course is intended to prepare students for challenges they may face, but to emphasize the rewards of being able to influence the life of a young child. The ability to offer support to children as they learn, and grow is a point that is highlighted throughout each lesson.

Early Childhood Education 2+

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: Early Childhood Education 1

Course Description

The Early Childhood Education II Course is designed to provide an overview of the professional expectations of being an early childhood educator. Throughout the course, students will learn about what it means to be a professional, including the significance of professional development in any educational role. They will review observational methods and the history of education in the United States, with a focus on early childhood and school-age programs. They will spend a significant portion of the course learning about the importance of Developmentally Appropriate Practice (DAP) and how to implement these strategies. Designing physical, social, and temporal environments will also be a major focus of the course, as will developing relationships with families and communities to strengthen their position and knowledge. Additionally, this course will prepare students for the Child Development Associate (CDA) certification exam.

Education & Teaching Advanced

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course is designed to prepare future educators for the classroom they will inherit! It starts with a history of education and how blended, adaptive, and personalized learning are coming to the forefront in learning. It then explores new and emerging technologies, along with their current and future impact on education. Throughout the course, students will explore a wide range of career possibilities in the education field and evaluate both the promises and pitfalls of technology in education.

Entrepreneurship & Small Business+

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course prepares students for the Entrepreneurship and Small Business Certification exam. This certification has been designed to test concepts around starting and managing a small business. These topics include entrepreneurship, evaluation of opportunities, preparation to start a business, operation of a business, marketing, and management of finances. Students gain insights and understand real-world applications that will not only allow them to succeed in passing the certification exam, but also in successfully starting, working in, or running a small business.

Fundamentals of Bitcoin & Cryptocurrency

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

Upon completion of this course, students will understand bitcoin, including its history, development, and context within the modern global economy. Students will learn the basic cryptographic principles that underlie bitcoin, and gain confidence by demonstrating strong security principles in storing and transaction bitcoin. Key principles such as mining, wallets, and hashing will be introduced. And finally they will be familiarized with the nascent industry of digital currencies and how they function.

Fundamentals of Blockchain & Cryptography

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

Blockchain seems to be the latest buzzword that the business world is talking about. But what is it? And why should a high school student care? This course will seek to answer those questions. It will strip away the layers of complexity and sophistication to help students understand the key concepts of the blockchain. The course will introduce and discuss areas where blockchain has the greatest potential.

Health Management & Information Systems

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

In this course, students will explore the comprehensive world of healthcare information and management. Throughout the modules, students will learn about the history of the healthcare system as well as the current best practices in the field. They will explore the innovative technologies being developed and applied in patient care and patient privacy. Students will become familiar with the specific terminology utilized within the clinical and information technology systems. Students will investigate the complexities of the business of healthcare including data organization and security considerations. Finally, students will identify the ways in which communication and leadership go hand in hand with a thriving career in healthcare information and management systems.

Introduction to Artificial Intelligence

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course teaches what every student should know about Artificial Intelligence. AI is a fast moving technology with impacts and implications for both our individual lives and society as a whole. In this course, students will get a basic introduction to the building blocks and components of artificial intelligence, learning about concepts like algorithms, machine learning, and neural networks. Students will also explore how AI is already being used, and evaluate problem areas of AI, such as bias. The course also contains a balanced look at AI's impact on existing jobs, as well as its potential to create new and exciting career fields in the future. Students will leave the course with a solid understanding of what AI is, how it works, areas of caution, and what they can do with the technology.

Javascript Game Design

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

JavaScript is one of the best languages to learn, it makes the browser come alive! Accelerate Education is offering a JavaScript game design online course for grades 6-12. This course will teach students JavaScript through coding multiple computer games including, pong, fish, a platformer and tower defense! They then will code or customize their own game! Students will be writing all the code themselves from going through the individual lessons and watching the video reviews. They will learn about variables, functions, listening events, loops, arrays and objects. This course assumes no coding

experience and includes self graded quizzes and tests. Students will also upload their work at the conclusion of each project while creating an online portfolio. Students must have access to a computer with internet access and an internet browser. The computer may run Windows or Mac OS, no chromebooks.

Javascript Tower Defense

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

JavaScript is one of the best languages to learn, it makes the browser come alive! This course will teach students JavaScript through a tower defense game! They then will code or customize their own game! Students will be writing all the code themselves from going through the individual lessons and watching the video reviews. They will learn about variables, functions, listening events, loops, arrays and objects. This course assumes some coding experience and includes graded quizzes, project uploads, and teacher requirements. Students must have access to a computer with internet access and an internet browser. The computer may run Windows or Mac OS, no chromebooks.

Java SE 8 Associate+

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

The Java SE 8 course is designed to provide preparation for the Oracle Certified Associate (OCA) exam. Throughout the course, students will learn about Java from the basics to string builder methods. They will spend a significant portion of the course learning about the basics of Java, data types, operators, arrays, loop constructs, encapsulation, inheritance, exceptions, and API.

LEED Green Associate+

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course introduces students to the LEED process. LEED, or Leadership in Energy and Environmental Design, is the global standard for green building certification. Throughout the course, students will gain an understanding of the various components of green building. The theme of sustainability and sustainable construction is woven throughout each module both in terms of physical environment and as it pertains to LEED certification. Additionally, this course prepares students for the LEED Green Certified Associate certification exam.

Microsoft Excel+

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course introduces students to the world of Microsoft Excel. Students will get an insight into the use of the product within the business setting. Over 8 modules, students will learn everything from absolute basics like navigating Microsoft Excel to performing complex tasks like formulas and functions. This course prepares students for the Microsoft Office Associate: Microsoft Excel Certification.

Microsoft Outlook

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

In this course, students will navigate Microsoft Outlook, which is the preferred email client for sending and receiving emails from the Microsoft Exchange Server. Outlook includes access to contact, email, calendar, and task management tools. Microsoft Outlook is a component of Office 365 and the Microsoft Office suite, including Microsoft Excel and PowerPoint. From fundamental processes like adding an account to more complex tasks such as customizing features to better accommodate specific needs, students will explore all that Microsoft Outlook can do.

Microsoft Powerpoint+

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course introduces students to Microsoft PowerPoint. Students will gain critical skills in this essential presentation software, which will benefit them in their education and professional futures! Students start by learning fundamentals like slide creation and navigation, and progress to more complex tasks like 3D Models, Animations, and Transitions. This course prepares students for the Microsoft Office Associate Microsoft PowerPoint Certification.

Microsoft Word+

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course introduces students to Microsoft Word. Students will gain insights into the features and capabilities of this essential software within personal, educational, and business settings. Over 11 modules, students progress from absolute basics like navigation to performing complex tasks like graphic elements and collaboration. This course prepares students for the Microsoft Office Associate Microsoft Word Certification.

Networking+

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

The Networking course identifies the key principles of Networking in today's connected world. From network fundamentals and componentry to automation and programming, students learn the details of network access, connectivity, and security essentials. Through engaging interactivities, simulations, and projects, students will explore these networking concepts to further their career potential in this field. This course also prepares students for the Cisco Certified Network Associate (CCNA) certification exam.

Project Management+

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

The Project Management course is intended to identify the key components of a career as a project manager. Students will review the basics in project management terminology, such as designating distinctions among projects, products, programs, and portfolios. They will delve into concepts like managing deliverables and creating engaging relationships with stakeholders. The primary components of project planning will be laid out and described in detail. Students will explore teams and organizational structures. They will discover project management tools and innovation being used in the industry. Overall, they will develop a greater understanding of the mechanisms that are in place to effectively carry out projects of any size through specific project management techniques.

Python Multiplayer Adventure

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

Python is a powerful language designed to do just about anything! This course allows students to learn Python by first completing a text based console game and then turning it into a multiplayer adventure! Students will not only learn Python from going through the individual lessons and video reviews but also understand a client server relationship. They will get to code in their own python web server that allows connections through a browser. Students will gain experience using variables, classes, functions, lists, dictionaries, generators and proper Python formatting. Our Python online course is great for anyone interested in preparing themselves for future coding classes. This course assumes no coding experience and includes self graded quizzes and tests.

Quickbooks

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

In this course, students will explore how to start using QuickBooks Online. Learning this widely used accounting software will allow users to contribute to a large company's accounting team, or to use it independently as a small business owner. Students will learn how to complete administrative and accounting functions within QuickBooks. These include basics such as setting up lists, customers and products, to more complex tasks like managing journal entries and creating reports. Additionally, they will learn about the various services and products that can be added. As students learn about the accounting functions, they will discover how to record transactions, expenses, and receipts.

Roblox Worlds Coding with LUA

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

Each individual lesson is made up of multiple lesson pages to teach a coding concept with text and visuals, provided in lesson practice and a step by step activity for students to add newly learned code to their existing game file. Grading will be based on quizzes, project uploads, and teacher requirements.

Robotics: Applications and Careers

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

It seems like many elementary to high school robotics courses are focused on coding a simple robot to move its mechanical arm up and down. This course, in contrast, teaches students what a robot is and how it relates to other key technologies such as artificial intelligence and machine learning. Then the course examines 10 Applications of robots and how they will change and impact various aspects of our lives and the economy. Will robots simply steal our jobs, or will they be a tool that will create new opportunities and even free humans to use our creativity and curiosity to their full potential? Students will grapple with this and many other questions as they explore this vital, future-focused subject.

Smart Cities: Technology and Applications

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course will provide students with an overview of smart cities. The course will begin by providing a foundational explanation of what constitutes a smart city and why they are beginning to pop up around the globe. With a firm understanding of what a smart city is, the majority of the course will focus on various aspects of them such as energy, transportation, data, infrastructure, mobility, and Internet of Things devices. The course will conclude with an analysis of careers related to smart cities.

Social Media Business Marketing+

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

Whether it's posting pictures, videos, or interacting in the metaverse, today's students who aspire to apply their social media skills to business marketing must be prepared! This course on Social Media Business Marketing provides them with the foundational knowledge of social media technology and marketing principles. The course begins with an introduction to Social Media platforms and then goes in-depth into the marketing and advertising strategies used to support a company's social media strategy and campaigns. Through activities and projects, students will gain firsthand knowledge of this exciting field. This course also prepares students for the Social Media Strategist certification.

Startups and Innovation

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

Students hear a lot of contradictory advice in life. On one hand, they may hear something like "Follow your dreams. Pursue your passion and the money will come!" On the other hand, they may hear something completely opposite, like "Most startups fail! It's much safer to get a safe, steady job." So which side is right? Given the massive changes to the economy and society, the skills of entrepreneurship are going to be critical in building a lasting career. The entrepreneurial mindset of searching for opportunities, creating value, and solving pain points will always be valuable. And this mindset applies not just to starting a business, but in any organization that someone is a part of: school, established companies, or non-profits. In this course, students will explore how to use this mindset to create the next world-class startup.

Swift App Development

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

In this course, students will learn about Swift App development and its components. Apple developed the powerful and user-friendly programming language Swift for creating iOS, Mac, Apple TV, and Apple Watch apps. Developers have more freedom than ever before, and the open-source app allows anyone with an idea to create something incredible. From planning to navigation to building, students will learn how to take an idea and create something potentially revolutionary!

Teaching as a Profession

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

Teaching can be a highly rewarding profession. Throughout the course, students will explore career opportunities within the field of education. They will learn what it means to be a professional in the classroom, whether it be working alongside co-teachers or managing an inclusive and diverse group of students. Students will learn about the code of conduct expected of educational professionals. Students will explore the history and best practices in the teaching profession as well as professional development opportunities. They will discover what it means to emerge as leaders in the field.

The History of Gaming and Esports

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

In this course, students will learn about the technologies and design principles that have been the foundation of the development of video game technology over the last 50 years. Students will examine and discuss the impact of video games on culture and the economy. Students will learn about the current gaming and esports landscape, including strategies and techniques of top teams and individuals. This course will also discuss the risks and dangers of video games and understand how to set appropriate time and content parameters. Finally, the course will identify career paths and opportunities for those who are passionate about gaming.

Transportation Technologies

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course introduces students to the newest and most cutting edge futuristic transportation technologies out there. Students gain familiarity with the history of transportation development and understand a framework with which to evaluate new transportation modes. Then the course dives into 10 different technologies on the horizon. Students examine the technologies, the pros and cons of each mode, and explore potential career paths in these emerging fields.

Wearable Technology Innovations

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

From hearing aids to pedometers to smart watches, humans have made and worn devices to overcome physical deficiencies, count their steps, and communicate. With the continued miniaturization of chips and sensors, combined with increasing sophistication of artificial intelligence, wearable technology has proliferated into countless end-markets. This course will introduce students to wearable technologies and the components and software that make these technologies possible. The course will also evaluate several applications of wearable technologies in various industries. Finally, the course will examine and discuss the implications of wearable technology, including its pros and cons, and potential implications to our health, privacy, and society.

SCHEDULE 7-3

STAFF RESPONSIBILITIES

Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule. The Academy may use noncertified individuals to teach as follows:

(a) A classroom teacher in any grade a faculty member who is employed full-time by the state public university and who has been granted institutional tenure, or has been designated as being on tenure track, by the state public university, and

(b) In any other situation in which a school district is permitted under this act to use noncertificated teachers.

All administrators or other person whose primary responsibility is administering instructional programs or as a chief business official shall meet the certification and continuing education requirements as described in MCL 380.1246.

Administrator and Teacher Evaluation Systems. The Academy Board shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system that complies with sections 1249 and 1250 of the Code. If the Academy enters into an agreement with an Educational Service Provider, then the Academy Board shall ensure that the Educational Service Provider adopts a performance evaluation system that complies with this section.

Performance Evaluation System Commencing with the 2013-2014 School Year. If the Academy Board adopts and implements for all teachers and school administrators a performance evaluation system that complies with section 1249(7) of the Code, then the Academy Board is not required to implement a performance evaluation system that complies with section 1249(2) and (3). If the Academy enters into an agreement with an Educational Service Provider, then the Academy Board shall ensure that the Educational Service Provider adopts a performance evaluation system that complies with this section.

Parent Notification of Ineffective Teacher Ratings. Beginning with the 2015-2016 school year and continuing on during the term of this Contract, if a pupil is assigned to be taught by a teacher who has been rated as ineffective on his or her 2 most recent annual year-end evaluations under section 1249, the Academy Board shall notify the pupil's parent or legal guardian that the pupil has been assigned to a teacher who has been rated as ineffective on the teacher's 2 most recent annual year-end evaluations. The notification shall be in writing and shall be delivered to the pupil's parent or legal guardian by U.S. mail not later than July 15th immediately preceding the beginning of the school year for which the pupil is assigned to the teacher, and shall identify the teacher who is the subject of the notification.

Teacher and Administrator Job Performance Criteria. The Academy Board shall implement and maintain a method of compensation for its teachers and school administrators that includes job performance and job accomplishments as a significant factor in determining compensation and additional compensation earned and paid in accordance with Applicable Law. The assessment of job performance shall incorporate a rigorous, transparent, and fair evaluation system that evaluates a teacher's or school administrator's performance at least in part based upon data on student growth as measured by assessments and other objective criteria. If the Academy enters into an agreement with an Educational Service Provider, then the Academy Board shall ensure that the Educational Service Provider complies with this section.



Job Description

Position: School Leader & Supervisor of Academic Progress

Reports to: Founder & Board Chairman of the
Covenant Academies Foundation

General Description: The Covenant Academies Foundation operates year-round charter high schools offering a traditional high school diploma to dropout and at-risk students ages 15-22. The role of the School Leader is to direct all aspects of community outreach, student recruitment, attendance, retention and post-graduate plans. The School Leader is overall responsible for the administrative supervision of the academy staff. Under the supervision of the Covenant Academies Foundation, the School Leader is responsible for the management of the academy. This position requires the constant exercise of discretion and judgement in overseeing the following areas:

1. Community Outreach/Street Outreach

- a. Acts as an ambassador for the academy at school and community events
- b. Works with youth and families to address needs, gaps in services, and identified concerns
- c. Represents the academy at various gatherings and conferences
- d. Monitors the needs of the local community in order to provide appropriate program services and recommends program modifications to the Covenant Academies Foundation
- e. Develops and delivers presentations and coordinates student led presentations
- f. Assists in partnership recruitment and facilitation for business/education activities
- g. Engages students in leadership activities and community-based projects that support their development as successful citizens
- h. Develops with the Covenant Academies Foundation Executive team, the appropriate recruitment and marketing materials, ads, mailings, websites, social media and publications that interpret the school to the community and prospective new students

2. New Student Recruitment

- a. Responsible for street outreach and recruitment methods to find kids who need us
- b. Directs the admissions process from point of inquiry through enrollment and orientation
- c. Coordinates the enrollment and re-enrollment operations to ensure alignment with the goals and objectives of the academy
- d. Designs and implements a comprehensive strategic plan of admissions of new students to the school, including coordinating and leading student orientation
- e. Keeps relevant statistics on all aspects of the admission and re-enrollment program

3. Attendance

- a. Works in partnership with the Supervisor of Academic Progress to ensure basic and mission needs of students are met so they attend school daily in order to make progress towards their academic goals
- b. Compose detailed documentation, maintain accurate records, and prepare reports in a timely manner
- c. Ensure timely and accurate collection and documentation of statistical data relating to program services and maintains the confidentiality of that data
- d. Manages the re-enrollment of current students for the succeeding year with constant monitoring of attrition and retention

4. Retention

- a. Supervises and coordinates the activities of the Family Support Specialist, Homeless Liaison, Enrollment Secretary, Support Staff and School Social Worker for the purpose of improving student retention and achievement, meeting academy objectives, and ensuring compliance with relevant local, state and federal regulations
- b. Creates a family environment and team approach (students, family, teachers) to model and lead appropriate student redirection and de-escalation
- c. Serves as a role model for students and staff in demonstrating the mission, a positive attitude, professionalism, and an effective work ethic
- d. Oversees and leads intervention plans and risk assessments to maintain student retention
- e. Provide leadership in dropout recovery efforts; researches, develops and implements and monitors anti-drop out plans and procedures to maintain student retention
- f. Oversees Covenant Hall operations and compliance with state reporting, ensures the Hall maintains the mission of the Covenant Academies Foundation (Muskegon location only)

5. Post-Graduation

- a. Supervises the activities of Post-Secondary Support personnel to ensure graduates have established post-secondary plans
- b. Provides the leadership to ensure the appropriate resources and support are in place for graduating students to achieve their job-placement and/or secondary education/training goals.
- c. Facilitates meetings and training sessions on business/education partnerships, career and job opportunities, employability skills, student/family advocacy and parent education activities

6. Other Mission Related Leadership Responsibilities

- a. Understands, accepts, and abides by the Covenant Academies Foundation philosophy and mission statement
- b. Overall administrative supervision of academy staff in the spirit of servant leadership

- c. Oversees a weekly staff meeting for academy staff
- d. Protects confidentiality of records and information gained as part of exercising professional duties and uses discretion in sharing information within the legal confines
- e. Identifies staff training needs and provide training; or recommend outside training as appropriate to the Covenant Academies Foundation Executive team
- f. Responsible for facility oversight and maintaining a safe, professional building appearance
- g. Perform all other tasks as requested by the Covenant Academies Foundation

Essential Skills and Abilities

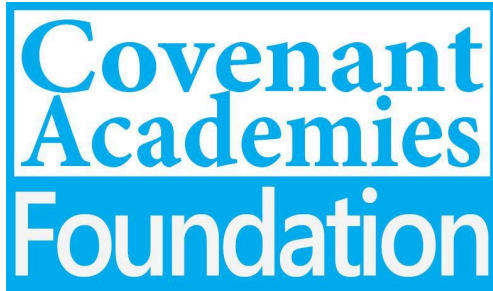
- Demonstrated capacity to lead and motivate staff to achieve the strategic directions of the Academy and the Covenant Academies Foundation
- Ability to understand the needs of dropout, homeless and youth with extreme barriers that the academy serves with sensitivity and compassion
- Must possess servant leadership qualities and demonstrate excellent customer service skills, both in verbal and written formats, to all stakeholders
- Must be skilled in collaborative leadership of individuals and groups
- Ability to successfully manage multiple tasks, projects and responsibilities
- Ability to lead the development of continuous improvement and ability to facilitate data-driven and results-based decision making

Qualifications

- Bachelor's Degree in social work, marketing, education, or related field
- Master's Degree in Educational Leadership
- Hold a K-12 School Administrator Certification (ES), or be enrolled in a School Administration program and be able to obtain ES certification within 2 years of employment
- Minimum of five years of experience working with at-risk youth
- Hold and maintain a valid driver's license and have a reliable vehicle for transportation
- Have excellent integrity and demonstrate good moral character and initiative
- Demonstrate the ability to communicate effectively both orally and in writing
- Highly proficient in computer applications
- Effective organizational skills with the ability to multitask
- Satisfactory completion of criminal history check

This job description is a summary of the responsibilities, duties, knowledge, skills, experience, abilities and qualifications associated with this position. It is not an exhaustive list and may be changed at any time.

The Covenant Academies Foundation is an equal opportunity employer and will not discriminate against any otherwise qualified employee or applicant for employment with respect to hire, tenure, terms, conditions or privileges of employment because of race, color, religion, national origin, age, sex, height, weight, marital status, disabilities or other legally protected status.



Job Description

Position: Teacher (.7 FTE)/Lead Teacher (.3 FTE)

Administrative Supervisor: School Leader

Professional Supervisor: CAF Director of Academic Programs

General Description: The Covenant Academies Foundation operates year-round charter high schools offering a traditional high school diploma to dropout and at-risk students ages 15-22. The Teacher (.7 FTE) is responsible for the instruction in their certified content area subject while also providing students with opportunities for social-emotional learning and the development of life skills. The Lead Teacher (.3 FTE) understands the management of all aspects of the school's educational programming, including coordination of instruction, informal teacher observations and professional development, overseeing the educational progress of students based on their post-secondary plans and other related work as required.

Primary Responsibilities of the Lead Teacher:

The Lead Teacher is responsible for taking the considerations of teachers, administration, and parents/guardians into account and using those preferences to craft educational structures that allow students to make progress towards their post-secondary goal. The Lead Teacher will have a split day; teaching in their certified content area classes, and then moving into a semi-administrative role which includes additional responsibilities, such as:

- Meeting with students and parents/guardians to discuss the goals and needs of students for academic success
- Coordinating with teachers and administration to create education plans for students
- Observation and consultation of teachers, using information from observations to help teachers grow in their classrooms by sharing alternative methods that are more successful
- Assisting teachers in the creation of engaging lesson plans and problem solving
- Tracking the academic performance of students for signs of progress, or lack thereof, and sharing out with the MTSS team findings
- Developing Covenant Contracts (EDPs) with each student with quarterly Covenant Conferences with students to review progress and goals
- Maintaining accurate student records in PowerSchool and Canvas; these records may include transcripts, historical grades, and term grades.
- Updates the dashboard daily and participate in weekly data team phone conferences;
- Work in collaboration with Pupil Accounting/Information Systems Coordinator to gather necessary data and documentation and submit Pupil Accounting Reports, Teacher Student Data Link System Reports, Count Day reports, End of Year Reports, and other necessary MDE compliance reporting;
- Required to plan, attend and/or participate in before, during and after school activities such as: staff meetings, open houses, commencement exercises, and student activities;
- Reports to the School Leader to ensure students' basic and mission needs are met and that they attend school daily in order to make progress towards their academic goals;
- Inform and consult with the Covenant Academies Foundation regularly on the academic progress of the Academy, acting in accordance with the directives and assignments given by the Covenant Academies Foundation.

Essential Skills and Abilities

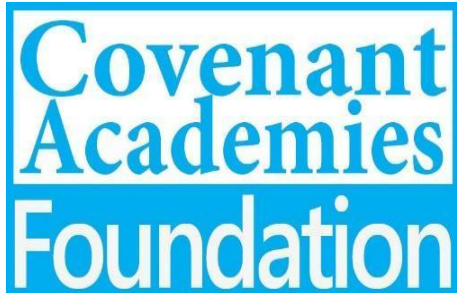
- Understands, accepts, and abides by the Covenant Academies Foundation philosophy and mission statement
- Ability to understand the needs of dropout, and homeless youth with extreme barriers that the academy serves with sensitivity and compassion
- Must possess servant leadership qualities and demonstrate excellent customer service skills, both in verbal and written formats, to all stakeholders
- Demonstrates excellent oral and written communication skills with students and adults
- Must be able to show empathy and compassion
- Demonstrates excellent organizational skills
- Proven ability to plan, organize and direct an educational program
- Knowledge of current applicable laws, regulations, codes, policies and procedures
- An aptitude and working knowledge of computer data systems, courseware and hardware
- Ability to impact student achievement through mentoring, motivation, and monitoring practices

Qualifications

- Masters Degree in an educational related required
- Master Degree in Educational Leadership preferred
- Secondary Administration experience preferred
- Current teaching certificate
- Minimum of three years of successful teaching experience at the secondary level preferred
- Knowledge of MTSS process, restorative practices, whole-child initiatives, trauma-informed initiatives, positive behavior interventions/supports, training preferred
- Experience working with diversity, equity, and inclusion
- Experience guiding and supporting teacher teams
- Knowledge of special education, experience preferred
- Effective leadership skills and experience with team development
- Commitment to data informed decision making
- Computer literate; experience with Google Suite and other student management databases; Experience using Powerschool preferred
- Excellent oral and written communication skills
- Effective organizational skills
- Satisfactory completion of criminal history check
- Valid Driver's License

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Job Description

Position: Secondary Certified High School Teacher

General Description: The Covenant Academies Foundation operates year-round alternative high school diploma programs for students ages 15-22. We are a mission-based school that meets students where they are, works to identify and eliminate barriers, and builds personal and meaningful parent-like relationships with each student. Our priority of concern and commitment is to those who are most at risk and no other service is available.

Covenant Academies is seeking a secondary certified teacher. This position includes teaching high school level core-content classes and supporting students in a variety of subjects. This position requires the delivery of teacher-led instruction in a blended learning environment for the purposes of supplementing and supplanting enrichment, core curriculum and credit recovery to meet a range of educational needs for at-risk and dropout youth.

Primary Teaching Responsibilities

- Understands, accepts, and abides by the Covenant Academies Foundation philosophy and mission statement in all his/her school activities
- Demonstrates a belief in all students ability to succeed and meet high expectations
- Demonstrates effective instructional strategies and techniques to actively engage ALL students
- Provides rich and engaging synchronous and asynchronous learning experiences for students by augmenting course content according to prescribed policies and procedures using appropriate tools.
- Commitment to personalizing learning for all students by differentiating instruction based on data-driven student level of mastery
- Develops an intervention plan for struggling learners
- Keeps accurate records on each student by maintaining a grade book, lesson plans, attendance records, and behavior records
- Establishes standards for student behavior that are designed to ensure academic integrity and maintains the classroom environment in an orderly fashion that is conducive to effective teaching and learning
- School activities — Teachers are required to attend and participate in such other activities as directed by the School Leader and/or Supervisor of Academic Progress such as: staff meetings (before or after school hours), assessment windows, open houses, graduations (2 per year), etc.
- Uses computers and other technology provided to assist students

- Acts in accordance with the professional duties and directives as given by the Supervisor of Academic Progress, and meets administrative and mission expectations as set forth by the School Leader
- Has read and agreed to abide by the policies, directives, and guidelines as stated in all Covenant Academies Foundation manuals pertinent to the position

Essential Skills and Abilities for Teacher/Mission Specialist Position

- Must possess servant leadership qualities and demonstrate excellent customer service skills, both in verbal and written formats, to all stakeholders
- Ability to understand the needs of dropout, homeless and youth with extreme barriers that the academy serves with sensitivity and compassion
- Ability to work collaboratively with other teachers to interpret and produce numeric representations of student data, and use it to drive instructional decisions
- Receptive to professional learning on a regular basis
- Ability to embrace change and adapt to ensure excellent student outcomes and growth
- Ability to impact student achievement through mentoring, motivation, and monitoring practices

Qualifications

- Bachelor's Degree
- Valid Michigan Secondary Teaching Certification
 - o Will consider all endorsement areas
- Valid Driver's License
- Excellent oral/written communication skills
- Must be able to pass a background check
- Proficient in technology, including Google Suite for Education
- Passion for working with at-risk youth in a blended learning setting

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Job Description

Position: Secondary Special Education Resource Teacher
(flexible scheduling, if necessary)

Professional Supervisor: Supervisor of Academic Progress
Administrative Supervisor: School Leader

General Description: The Covenant Academies Foundation operates year-round charter high schools offering a traditional high school diploma to dropout and at-risk students ages 15-22. The Special Education Teacher works collaboratively with students and teachers to provide specially designed instruction, accommodations and modifications for secondary students eligible for special education services under IDEA, evaluates and assesses student progress, follows state and federal mandated due process procedures, functions as the IEP Caseload Manager to assigned students, uses various methods to provide instruction to students on their caseload (ie. push-in, pull-out, team teaching, etc).

Primary Responsibilities

- Understands, accepts, and abides by the Covenant Academies Foundation philosophy and mission statement in all his/her school activities
- Demonstrates a belief in all students ability to succeed and meet high expectations
- Assumes responsibility for the development and implementation of specific objectives to meet the needs of each individual student
- Provide individualized, research-based specialized instruction to address the instructional goals and objectives contained within each student's IEP
- Use baseline assessment data, progress monitoring tools and communication from the IEP team to develop and support appropriate educational plans and continued use of progress monitoring to produce data to determine the need for additional reinforcement or adjustments to instructional techniques
- Engage in various teaching techniques, methods and principles of learning to enable students to meet their IEP goals
- Judges the relative success of student instruction in terms of demonstrated student learning; adjust activities according to evidence of student learning
- Develop and implement annual Individualized Educational Program (IEP) plans for students to include: gathering and use of updated data, present levels of educational performance, special education needs, instructional goals and objectives, and the special education and related services required to meet those goals
- Collaborate and consult with educational professionals and community service providers (i.e., social services, public health, medical providers etc.) regarding the needs of students; coordinate the delivery of special education services in each student's IEP, including related services
- Create a learning environment conducive to learning and appropriate to the maturity and interests of the students
- Write measurable, relevant, and age appropriate IEP goals with a focus on B-13 Transition and provide timely progress monitoring

- Communicate clearly and consistently with students, school staff and families
- Provides consultation to classroom teachers regarding classroom adaptations, instructional modifications, adaptive equipment, behavior modification plans and other similar instructional interventions to meet the needs of students with disabilities
- Complete special education documentation regarding students' specially designed instruction as required by law, district policy and administrative regulations using updated data as obtained from progress monitoring
- School activities — Teachers are required to attend and participate in such other activities as directed by the School Leader and/or Supervisor of Academic Progress such as: staff meetings (before or after school hours), assessment windows, open houses, graduations (2 per year), etc.
- Uses computers and other technology provided to assist students
- Acts in accordance with the professional duties and directives as given by the Supervisor of Academic Progress, and meets administrative and mission expectations as set forth by the School Leader
- Has read and agreed to abide by the policies, directives, and guidelines as stated in all Covenant Academies Foundation manuals pertinent to the position

Essential Skills

- Must possess servant leadership qualities and demonstrate excellent customer service skills, both in verbal and written formats, to all stakeholders
- Ability to understand the needs of dropout, homeless and youth with extreme barriers that the academy serves with sensitivity and compassion
- Ability to work collaboratively with other teachers to interpret and produce numeric representations of student data, and use it to drive instructional decisions
- Receptive to professional learning on a regular basis
- Ability to embrace change and adapt to ensure excellent student outcomes and growth
- Ability to impact student achievement through mentoring, motivation, and monitoring practices
- Competency in the administration and interpretation of academic ability testing
- Ability to use technology for documentation and preparation of professional materials
- Thorough knowledge of the principles, practices and procedures of special education and specialty area and the principles and methodology of effective teaching of students with disabilities
- Ability to communicate assessment results, in written and oral forms, to parents and professionals
- Ability to prioritize tasks, allocate time, and maintain schedule flexibility

Qualifications

- BA or BS Degree
- Valid special education teaching certificate/license as well as Highly Qualified (HQ) with endorsement in at least one area of special education
- Satisfactory completion of criminal history check
- Valid Driver's License
- Excellent oral/written communication skills
- Must be able to pass a background check

- Proficient in technology, including Google Suite for Education
- Passion for working with at-risk youth in a blended learning setting

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Job Description

Position: Street Outreach Parent Coordinator

Reports to: School Leader

General Description: The Covenant Academies Foundation operates year-round charter high schools offering a traditional high school diploma to dropout and at-risk students ages 15-22. Covenant Academies is seeking a Street Outreach Parent to support the School Leader by coordinating community efforts to find and engage dropout youth in our neighborhoods and cities who face extreme barriers. The position will work throughout the greater community to find youth who need help obtaining their high school diploma and work to re-engage them in the educational process.

Primary Responsibilities

- Understands, accepts, and abides by the Covenant Academies Foundation philosophy and mission statement in all his/her school activities
- Demonstrates a belief in all students ability to succeed and meet high expectations
- Motivates, educates, and assists youth in realizing their potential and encourage and support them in engaging or re-engaging in school
- Establishing a relationship and understanding of youth in areas where they spend time (e.g., neighborhood locales, parks, etc.)
- Guide dropouts back to school and introduce dropouts to the Covenant Academies Foundation mission and school related projects
- Identifying and building community relationships with residents, local merchants, courts, police, school, health centers and community organizations/resources.
- Make connections with dropout youth and works to build trust relationships by meeting students “where they are at”
- Conducts street outreach on foot under direction of the School Leader in order to find dropout youth who need us, and locate missing students who have been truant
- Serves as parents-first to students by providing unconditional love and absolute respect while modeling positive interactions and high expectations for learning and personal growth
- Help students overcome barriers by connecting them to services and support
- Distributes basic need supplies such as clothing, first aid supplies, health or hygiene supplies, food, drink, books, blankets, etc. to students in need
- Documents each contact with students on the streets to include name of youth (if willing to give), materials distributed to youth (written, survival aid, etc.), and referrals provides
- Performs continuous follow-up with all youth and collects data
- Maintain daily activity log/record of support for state and federal auditory purposes
- School activities — Required to attend and participate in such other activities as directed by the School Leader and/or Supervisor of Academic Progress such as: staff meetings (before or after school hours), assessment windows, open houses,

- graduations (2 per year), etc.
- Acts in accordance with the professional duties and directives and meets administrative and mission expectations as set forth by the School Leader
- Has read and agreed to abide by the policies, directives, and guidelines as stated in all Covenant Academies Foundation manuals pertinent to the position

Essential Skills and Abilities for Street Outreach Parent

- Must possess servant leadership qualities and demonstrate excellent customer service skills, both in verbal and written formats, to all stakeholders
- Ability to understand the needs of dropout, homeless and youth with extreme barriers that the academy serves with sensitivity and compassion
- Ability to work with diverse youth from various backgrounds without bias or prejudice
- Maintain professional boundaries and be a positive role model
- Work independently with little supervision while performing outreach activities
- Ability to work collaboratively with all stakeholders
- Receptive to professional learning on a regular basis
- Ability to embrace change and adapt to ensure excellent student outcomes and growth
- Ability to impact student achievement through mentoring, motivation, and monitoring practices

Qualifications

- Experience in the area of social work, education, psychology or marketing
- Some college coursework preferred
- Prefer experience working with dropouts, homeless or at-risk youth
- Valid Driver's License
- Must be able to pass a background check
- Excellent oral/written communication skills
- Proficient in technology, including Google Suite for Education
- Passion for working with at-risk youth in a blended learning setting

This job description is a summary of the responsibilities, duties, knowledge, skills, experience, abilities and qualifications associated with this position. It is not an exhaustive list and may be changed at any time.

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Job Description

Position: Family Support Specialist-Title I

Reports to: School Leader

General Description: The Covenant Academies Foundation operates year-round charter high schools offering a traditional high school diploma to dropout and at-risk students ages 15-22. The role of the Family Support Specialist is to provide school/family connection through the recruitment, enrollment and retention of students. This position shall serve the education process by ensuring students develop and maintain good attendance and academic practices and that parents support the attendance and academic requirements of the school; shall act as a liaison between the families and Covenant Academy, in accordance with the rules and regulations of Title I.

Primary Responsibilities

- Assists the school leadership with developing effective school, family, and community-based partnerships.
- Develops and implements intervention strategies for re-enrolled students for the purposes of sustainable attendance re-entry and successful program completion.
- Visits with students/parents to develop proactive plans for student success.
- Coordinates the activities of the wraparound, pupil support and academic services for the purpose of improving student achievement, meeting academy objectives, and ensuring compliance with relevant local, state and federal regulations.
- Provides technical assistance to parents and students in developing the skills needed to function effectively in a working relationship between home and school.
- Provides leadership for the development, monitoring and implementation of the Academy's dropout recovery plans to ensure academic success.
- Accountable for the effective communication of recruitment and admission policies and procedures throughout the Academy and to prospective students, teachers and parents.
- Utilizes data collection for new and re-enrolled students for the purposes of conducting risk assessments and making connections with students and parents.
- Works closely with staff to identify habitually absent and implement strategies to increase student attendance by connecting with students and families via phone, mail and home visits.
- Continuously monitors and evaluates all aspects of the admissions program with the goal of maximizing and maintaining the Academy's enrollment capacity.
- Displays ethical behavior in working with students, parents, school personnel, and outside agencies associated with Covenant Academy.

- Protects confidentiality of records and information gained as part of exercising professional duties and uses discretion in sharing such information within the legal confines.
- Serves as a role model for students and staff in demonstrate positive attitude, appropriate attire, personal grooming, and an effective work ethic.
- Communicates high expectations.
- Maintains regular and reliable attendance.
- Works in a professional and cooperative manner with others to achieve duties and responsibilities.
- The Family Support Specialist is required to attend and/or participate in such other activities as directed by the School Leader such as: staff meetings (before or after school hours), open houses, commencement exercises, chaperone student activities, provide guidance for students, participate on staff committees, study and help resolve school problems, and participate in the preparation of courses of study -- these activities demonstrate valuable support for Covenant Academy .
- Acts in accordance to the directives and assignments given by the School Leader.
- Has read and agreed to abide by the policies, directives, and guidelines as stated in all Covenant Academy manuals pertinent to the position.

Essential Skills and Abilities

- Must possess servant leadership qualities and demonstrate excellent customer service skills, both in verbal and written formats, to all stakeholders
- Ability to understand the needs of dropout, homeless and youth with extreme barriers that the academy serves with sensitivity and compassion
- Ability to lead the development of continuous improvement and ability to facilitate data-driven decision making.
- Skilled in collaborative leadership of individuals and groups.
- Knowledge of accepted and effective techniques for working with at-risk youth with diverse family dynamics.
- Aptitude and working knowledge of computer courseware and hardware as necessary for record keeping.
- Ability to impact student retention and academic success through mentoring, motivation, and monitoring practices by making home/school connections.

Qualifications

- Bachelor's Degree preferred in social work, marketing, education, or related field
- Minimum of five years of experience working with at-risk youth
- Hold and maintain a valid driver's license and have a reliable vehicle for transportation
- Have excellent integrity and demonstrate good moral character and initiative
- Demonstrate the ability to communicate effectively both orally and in writing
- Knowledge of accepted and effective techniques for working with at-risk youth with diverse family dynamics
- Proficient in computer applications as necessary for record keeping
- Effective organizational skills with the ability to multitask

- Satisfactory completion of criminal history check

This job description is a summary of the responsibilities, duties, knowledge, skills, experience, abilities and qualifications associated with this position. It is not an exhaustive list and may be changed to include any duties that are allowable under federal guidelines.

Covenant Academies Foundation is an equal opportunity employer and will not discriminate against any otherwise qualified employee or applicant for employment with respect to hire, tenure, terms, conditions or privileges of employment because of race, color, religion, national origin, age, sex, height, weight, marital status, disabilities or other legally protected status.



Job Description

Position: Enrollment/Data Specialist

Reports to: School Leader

Hours: Full-Time

General Description: The Covenant Academies Foundation operates year-round charter high schools offering a traditional high school diploma to dropout and at-risk students ages 15-22. This position plays an integral role in the support of the academy administration and is primarily responsible for both the proper enrollment of every student and the integrity and smooth operation of the school's Student Information System (PowerSchool). The Enrollment/Data Specialist directly enrolls students and collaborates with various local and state agencies to secure relevant information and submit required forms. The Enrollment/Data Specialist also manages PowerSchool including running queries to extract information, coordinating data reporting to the state, ISD, and other stakeholders. This position also serves as the primary contact person and liaison between the School Leader and students, teachers, parents, staff and the community; provides students, parents, staff and the public with information through a wide variety of administrative services directly supporting the educational environment.

Primary Responsibilities:

Data Specialist

- Has knowledge and experience with PowerSchool SIS and state reporting systems
- Handle yearly processes, e.g. set up of new school year, roll over, close out school year, graduate students, create class, etc.
- Coordinate with other staff to complete projects, including pulling reports
- Provide assistance in all areas of student information, developing attendance reporting formats, grade reporting, registration and scheduling, discipline reporting, test reporting and enrolling and withdrawing of students into the software system, etc.
- Work directly with teachers in the use of electronic gradebook system, including training, Conduct advanced searches and queries and support special requests from the administration or faculty
- Collect and complete the required data for the state reports; and prepare all administrative reports for MDE/ISD uploads
- Manage and prepare all academic reports, including progress reports, report cards, regular academic progress updates
- Train and orient new users and support all users
- Ensure accuracy of data and troubleshoot problems with the database, including data validation errors
- Compiles and maintain attendance accounting data for all regular and special programs for the academy
- Audits and reviews enrollment and attendance data provided by school staff for the computation of average daily attendance
- Prepares a variety of regular and special reports related to pupil attendance, class size, and other current or historical data as required by the state and county and for district planning and information purposes

- Creates and submits data files for pre-identification for all required state and federal assessments
- Assists in developing automated systems to support attendance accounting
- Generates and transmits pupil accounting data as required by MDE for the purposes of maintaining local, state and federal compliance

Enrollment

- Organizes and schedules initial meetings between the School Leader and potential new and re-enrolled students
- Handle initial processing of all enrollment and data entry of enrollment forms
- Inform staff of all new and re-enrolled students
- Handle registration processing, forms, documents and records, and related information for formal student registration; as well as all related data entry
- Update student records in PowerSchool and manage data over course of student enrollment at the school
- Assist in establishing and updating permanent student files, the transfer of records and closing out of graduate files
- Provide enrollment reports and support special reporting requests
- Verifies student tardiness and early dismissals as necessary
- Responsible for collecting immunizations records and state reporting

Administrative and Academy Support

- Answers and responds to phone calls in such a way that callers feel welcomed and valued; welcomes visitors and guests
- Receives and sends, faxes, mail, emails as applicable
- Responds to questions from a variety of internal and external sources (e.g. staff, other educational institutions, the public, parents and students, etc.) for the purposes of providing information and/or direction
- Supports staff in clerical, administrative and organizational matters
- Prepares standardized documents and reports (e.g. form letters and memos, calendars, and periodic reports, etc.) for the purposes of communicating information students, parents, and other stakeholders
- School activities — Required to attend and participate in such other activities as directed by the School Leader and/or Supervisor of Academic Progress such as: staff meetings (before or after school hours), assessment windows, open houses, graduations (2 per year), etc.
- Acts in accordance with the professional duties and directives and meets administrative and mission expectations as set forth by the School Leader
- Has read and agreed to abide by the policies, directives, and guidelines as stated in all Covenant Academies Foundation manuals pertinent to the position
- Stores and administers student medication

Essential Skills and Abilities

- Must possess servant leadership qualities and demonstrate excellent customer service skills, both in verbal and written formats, to all stakeholders
- Ability to understand the needs of dropout, homeless and youth with extreme barriers that the academy serves with sensitivity and compassion
- Ability to work with diverse youth from various backgrounds without bias or prejudice
- Maintain professional boundaries and be a positive role model

- Work independently with little supervision
- Ability to work collaboratively with all stakeholders
- Receptive to professional learning on a regular basis
- Ability to embrace change and adapt to ensure excellent student outcomes and growth
- Ability to impact student achievement through mentoring, motivation, and monitoring practices
- Exhibits punctuality
- Follows the dress code as stated in the employee manual
- Ability and willingness to occasional travel to other campuses
- Exceptional attention to detail
- A growth mindset with the ability to problem solve and multi-task in a deadline driven environment
- Knowledge of student medication management

Qualifications

- Associate's Degree in business, accounting or related field (Bachelor's Degree preferred)
- 2 years preferred experience managing PowerSchool SIS
- Background in database management.
- Ease and experience with internet, emails, and proficient typing abilities
- Preferred to have experience with: Microsoft Office Suite (Excel proficiency), Google Admin, PowerSchool Enrollment, Adobe, SchoolMessenger
- Prefer experience working with dropouts, homeless or at-risk youth
- Valid Driver's License
- Must be able to pass a background check
- Excellent oral/written communication skills
- Passion for working with at-risk youth in a blended learning setting

This job description is a summary of the responsibilities, duties, knowledge, skills, experience, abilities and qualifications associated with this position. It is not an exhaustive list and may be changed at any time.

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Job Description

Position: College and Career Ready Specialist

Reports to: School Leader

General Description: The Covenant Academies Foundation operates year-round charter high schools offering a traditional high school diploma to dropout and at-risk students ages 15-22. The role of the College and Career Ready Specialist is to assist, counsel and guide the students and graduates of the academy to achieve their goal of achieving a high school diploma while also preparing them for post-secondary life, be that furthering their education, training or job placement while still in high school. This person will also assist graduates in successfully transitioning into post-secondary education, training, and employment. This position will develop and facilitate work readiness, career exploration, and life skills workshops for both students and Alumni while working with academy staff to assist them and ensure that students are obtaining the knowledge and skills necessary for employment, post-secondary education and/or training and ultimately self-sufficiency. This position will develop meaningful and lasting relationships with each graduate, establish employer and post-secondary partnerships, and serve as an advocate for graduates of the academy as they navigate career, college and life post high school, up to at least 3 years after graduation.

Primary Responsibilities

- Understands, accepts, and abides by the Covenant Academies Foundation mission statement in all his/her activities;
- Demonstrates a belief in all students ability to succeed and meet high expectations
- Identifies barriers to post-secondary transition faced by our graduates and develops strategies and plans to address them;
- Establishes ongoing supportive relationships with academy Alumni;
- Provides comprehensive coaching and support to students and alumni in job preparation and placement;
- Provide comprehensive coaching and support to students to assist in after high school college entry through degree completion – including but not limited to assisting with FAFSA and scholarship applications, assisting students engage with college support services like tutoring assistance, etc;
- Navigate community services and resources to support student success for students both in high school and post-secondary;
- Identifies and serves as liaison to existing agencies and programs that provide young adults with supports and services related to education, employment and employability;
- Creates and oversees an alumni program to provide on-going support, nurture, love and advocacy for all graduates of the academy;
- Advocates for and coaches graduates on employability skills; assist graduates with the transition from high school to college;
- Develops employer and post-secondary educational opportunities for academy graduates, including internships and job shadowing opportunities;
- Develops, with the Leadership Team, appropriate employer recruitment and marketing materials, ads, mailings, web pages and publications that explains the school to prospective employers and post-secondary school leaders;

- Create a strategic plan for maintaining relationships with graduates; collects data on graduate career readiness, job attainment and retention, and post-secondary educational achievements;
- Keep relevant statistics on all aspects of post-graduation data;
- Represents the school at various career development and employer events in the community;
- Composes detailed documentation, maintains accurate records, and prepare reports in a timely manner;
- Maintain ongoing communication with School Leader, high school staff, parents, and post-secondary personnel to ensure successful support for all post-secondary initiatives and students;
- Protect confidentiality of records and information gained as part of exercising professional duties and uses discretion in sharing such information within the legal confines;
- Serve as a role model for students and staff in demonstrating a positive attitude, appropriate attire, personal grooming, and an effective work ethic;
- Monitors the needs of the local business and educational community in order to provide appropriate services, and recommends program modifications to the School Leader and the Covenant Academies Foundation as needed;
- Assists in partnership recruitment and facilitation for business/education activities;
- Facilitates meetings and training sessions on business/education partnerships, career and job opportunities, employability skills, student/family advocacy and parent education activities;
- Engages students in leadership activities and community-based projects that support their development as successful 21st century citizens;
- Work with youth and families individually and in groups to address needs, gaps in services and identified concerns;
- Acts in accordance with the professional duties and directives and meets administrative and mission expectations as set forth by the School Leader;
- Has read and agreed to abide by the policies, directives, and guidelines as stated in all Covenant Academies Foundation manuals pertinent to the position.

Essential Skills and Abilities

- Must possess servant leadership qualities and demonstrate excellent customer service skills, both in verbal and written formats, to all stakeholders
- Ability to understand the needs of dropouts, homeless and youth with extreme barriers that the academy serves with sensitivity and compassion
- Ability to lead the development of continuous improvement and ability to facilitate data-driven and results-based decision making
- Must be skilled in collaborative leadership of individuals and groups
- Ability to successfully manage multiple tasks, projects and responsibility
- Demonstrated capacity to lead and motivate youth
- Ability to work with diverse youth from various backgrounds without bias or prejudice
- Maintain professional boundaries and be a positive role model
- Ability to work collaboratively with all stakeholders
- Ability to establish and maintain collaborative and cohesive relationships with community members, organizations, and institutions
- Receptive to professional learning on a regular basis
- Ability to embrace change and adapt to ensure excellent student outcomes and growth
- Ability to impact student achievement through mentoring, motivation, and monitoring practices

Qualifications

- Bachelor's Degree in counseling, social work, marketing, education, or related field preferred, will consider applicants without this qualification
- Experience in working with transition type and post-secondary organizations
- Prefer experience working with dropouts, homeless or at-risk youth
- Hold and maintain a valid driver's license
- Have excellent integrity and demonstrate good moral character and initiative
- Excellent oral/written communication skills
- Proficient in technology, including Google Suite for Education
- Effective organizational skills with the ability to multitask
- Satisfactory completion of criminal history check

This job description is a summary of the responsibilities, duties, knowledge, skills, experience, abilities and qualifications associated with this position. It is not an exhaustive list and may be changed at any time.

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Job Description

Position: Full Time-High School Classroom Paraprofessional
Reports to: School Leader or Designee

General Description:

The primary function of the paraprofessional is to foster learning for students by developing meaningful relationships and work to motivate them to be successful in their coursework while upholding all aspects of our mission. This position will work to assist certified professional staff with students in the classroom to meet instructional goals and objectives while living by and upholding the mission of Muskegon Covenant Academy.

Primary Responsibilities

- Understands, accepts, and abides by the Covenant Academies Foundation philosophy and mission statement in all his/her school activities.
- Demonstrates a belief in all students' ability to succeed and meet high expectations.
- Accepts responsibility for the achievement of all students.
- Assist the teachers when engaging with students in person and virtually.
- Work with students individually and in small groups to reinforce basic learning and implement assigned programs.
- Provide instructional reinforcement of content, under the direction of the classroom teacher.
- Assist in classroom preparations and strategies for reinforcing instructional materials and skills according to individual student needs.
- Assist with classroom behavioral management to minimize disruptions, ensure a safe and orderly classroom, and ensure students are on task.
- Have multiple conversations/Two-Way Interactions with students each week encouraging students to stay on task, make progress in their learning and help break down barriers they may face.
- Have great communication skills, be personable and willing to form school-based relationships with students, staff and parents.
- Assists students in non-instructional areas, such as supervising the student lunch programs, hallways and corridors, study hall, and other related non-instructional areas.
- Serve as a positive, nurturing guide for students and attend to their physical, personal, academic, and emotional needs.
- Be an active participant in professional development sessions and in-service learning opportunities.
- Use computers and other technology provided to assist students.
- Read and agree to abide by the policies, directives, and guidelines as stated in all Covenant Academies Foundation manuals pertinent to the position.

Qualifications

- Associates degree or higher preferred
- Valid driver's license
- Excellent oral and written communication skills
- Must be able to pass a background check
- Passion for working with at-risk youth
- Previous experience working with students and curriculum preferred
- Proficient in technology, including Google Suite for Education

Salary: \$38,000 + Benefits (If BA plus \$1500 If MA plus \$1000)

This job description is a summary of the responsibilities, duties, knowledge, skills, experience, abilities and qualifications associated with this position. It is not an exhaustive list and may be changed at any time to include only duties allowed under Title I funding.

The Covenant Academies Foundation operates year-round charter high schools offering a traditional high school diploma to dropouts and at-risk students ages 16-22.

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Job Description

Position: Behavior Interventionist/Mental Health Support

Reports To: School Leader

General Description: The Covenant Academies Foundation operates year-round charter high schools offering a traditional high school diploma to dropout and at-risk students ages 15-22. Covenant Academies is seeking a Behavior Interventionist/Mental Health Support staff to engage dropout youth who face extreme barriers. The position will provide diversified strategies and activities specifically designed to target student behavior and mental health to increase their academic performance.

Primary Responsibilities

- Understands, accepts, and abides by the Covenant Academies Foundation philosophy and mission statement in all his/her school activities
- Demonstrates a belief in all students ability to succeed and meet high expectations
- Motivates, educates, and assists youth in realizing their potential and encourage and support them in engaging or re-engaging in school
- Makes connections with dropout youth and works to build trust relationships by meeting students “where they are at”
- Assists staff in defining and measuring behavior, implementing strategies for weakening behavior and teaching new behaviors
- Facilitates meetings that design Behavior Intervention Plans, address classroom organization, effective instruction, social skills instruction, and ethical issues; School-wide Positive Behavior Support and MTSS
- Works with individual teachers, groups of teachers and/or the entire staff on issues such as: crisis intervention, learning and collaboration issues, and factors that can affect development and implementation of interventions
- Promotes highly specialized positive behavior interventions in which students with extreme barriers thrive and provides behavior instruction
- Develops assessment strategies consistent with the instructional goals, teaching methods, and individual student needs to more accurately assess student behavior skills and understandings
- Provides recognition of a variety of student accomplishments and positive behaviors
- Works collaboratively with building administrators to promote positive student behavior by providing professional development that targets research, strategies and modeling of instructional practices to support teachers in their implementation of positive behavior in their classrooms
- Continually supervises students to ensure a safe, non-threatening, nurturing environment where students can thrive
- Conducts conflict resolution and peer mediation sessions

- Serves as parents-first to students by providing unconditional love and absolute respect while modeling positive interactions and high expectations for learning and personal growth
- Helps students overcome barriers by connecting them to services and support
- Distributes basic need supplies such as clothing, first aid supplies, health or hygiene supplies, food, drink, books, blankets, etc. to students in need
- Documents each contact with students on the streets to include name of youth (if willing to give), materials distributed to youth (written, survival aid, etc.), and referrals provides
- Performs continuous follow-up with all youth and collects data
- Maintains daily activity log/record of support for state and federal auditory purposes
- School activities — Required to attend and participate in such other activities as directed by the School Leader and/or Supervisor of Academic Progress such as: staff meetings (before or after school hours), assessment windows, open houses, graduations (2 per year), etc.
- Acts in accordance with the professional duties and directives and meets administrative and mission expectations as set forth by the School Leader
- Has read and agreed to abide by the policies, directives, and guidelines as stated in all Covenant Academies Foundation manuals pertinent to the position

Essential Skills and Abilities for Street Outreach Parent

- Must possess servant leadership qualities and demonstrate excellent customer service skills, both in verbal and written formats, to all stakeholders
- Ability to understand the needs of dropout, homeless and youth with extreme barriers that the academy serves with sensitivity and compassion
- Ability to work with diverse youth from various backgrounds without bias or prejudice
- Maintain professional boundaries and be a positive role model
- Work independently with little supervision while performing outreach activities
- Ability to work collaboratively with all stakeholders
- Receptive to professional learning on a regular basis
- Ability to embrace change and adapt to ensure excellent student outcomes and growth
- Ability to impact student achievement through mentoring, motivation, and monitoring practices

Qualifications

- Experience in the area of social work, education, psychology or marketing
- College degree preferred
- Prefer experience working with dropouts, homeless or at-risk youth
- Valid Driver's License
- Must be able to pass a background check
- Excellent oral/written communication skills
- Proficient in technology, including Google Suite for Education
- Passion for working with at-risk youth in a blended learning setting

This job description is a summary of the responsibilities, duties, knowledge, skills, experience, abilities and qualifications associated with this position. It is not an exhaustive list and may be changed at any time.

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Job Description

Position: Operations Assistant

Professional Supervision: School Leader

OBJECTIVE: The Covenant Academies Foundation operates year-round mission-based charter high schools offering a traditional high school diploma to dropout and at-risk students ages 15-22. The Operations Assistant is responsible for assisting the School Leader with Covenant Academy's daily operations.

DUTIES & RESPONSIBILITIES:

- Assists the School Leader with overall daily operations, including building-wide communication to ensure the academy operates in accordance with the Covenant Academies Foundation's mission and values while providing the utmost support to students and staff
- Assists the School Leader with the planning and coordination of graduations and building events, ensuring the mission is maintained
- Presents welcoming and inviting presence in the main office, greets guests and students
- Responsible for maintaining building and office aesthetics; ensures the office and main areas of the building appear mission-friendly, welcoming, clean and orderly for visitors, students and staff
- Answers main office phone and directs calls to appropriate staff members
- Opens and distributes mail; coordinates mass mailings and shipments/deliveries
- Assists with accounts payable (AP) by preparing, processing and filing weekly AP batch
- Responsible for building purchasing and ordering, all under the guidance of a pre-approved budget and under the direction of the School Leader
- Responsible for making deposits into the Academy and CAF bank accounts; follows deposit process; maintains and files appropriate documentation
- Reconciles the School Leader purchase card(s); collects receipts, prepares and files appropriate documentation for processing
- Oversee building maintenance and facility repairs; ensures the School Leader's vision/needs for the building repairs are being completed by contacting and scheduling vendors for service/repairs when needed
- Prints/compiles board packets for board meetings, coordinates board meeting lunches
- Maintains appropriate records management and filing
- Responsible for maintaining the School Leader's calendar and meeting schedule
- Records meeting minutes when requested
- Performs clerical tasks as requested by the School Leader and CAF team
- Completes all other duties as assigned

ESSENTIAL SKILLS & ABILITIES

- Must possess servant leadership qualities and demonstrate excellent customer service skills, both in verbal and written formats, to all stakeholders
- Ability to understand the needs of dropout, homeless and youth with extreme barriers that the academy serves with sensitivity and compassion
- Ability to handle requests with professionalism and in a timely manner.

- High-level aptitude and knowledge of computer applications, such as Google Docs, PowerSchool, Canvas and Canva
- Ability to prioritize and multitask many projects and deadlines at once.
- Demonstrated high level of organizational skills and analytical ability.
- Ability to effectively problem solve and to work with minimum supervision.

QUALIFICATIONS:

- Bachelors' degree preferred
- At least three years' experience working in a professional work environment
- Demonstrated competence in computer operations
- Excellent oral and written communication skills
- Satisfactory completion of criminal history check
- Hold and maintain a valid driver's license

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SCHEDULE 7-4

METHODS OF ACCOUNTABILITY AND PUPIL ASSESSMENT

SCHEDULE 7-4

Grand Valley State University shall evaluate the success of the Academy by considering multiple areas of performance. Criteria that the Grand Valley State University Charter Schools Office will use in its evaluation shall include, but not be limited to, the performance of the Academy in the areas of student performance, board governance, organizational performance, compliance reporting, facility conditions, fiscal strength and reporting and other pertinent performance data, as required by federal and state law, the authorizing contract, or desired by the authorizer for review.

Included in this evaluation shall be the requirements of Article VI Section 6.5 of the authorizing agreement, which states:

Section 6.5. Methods of Accountability and Pupil Assessment. In addition to those set forth in this Section 6.5, the Academy shall evaluate its pupils' work based on the assessment strategies identified in the Schedules. The Academy shall also assess pupil using all applicable testing that the Code or the Contract requires. The Academy shall provide the University Charter Schools Office with copies of reports, assessments, and test results concerning the following:

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

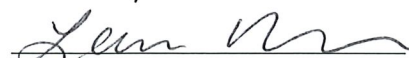
The University Board may use such reports, assessments and test results in making its decision to suspend, terminate, or not issue a new contract at the end of the Contract, or revoke the Contract.

Date: 4/16/2024


Board President/Vice President Signature

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the Muskegon Covenant Board of Directors at a properly noticed open meeting held on the 16 day of April, 2024, at which a quorum was present.


Board Secretary

SCHEDULE 7-5

ACADEMY'S ADMISSION POLICIES AND CRITERIA

MUSKEGON COVENANT ACADEMY

ENROLLMENT AND APPLICATION OF PUPILS

ADMISSION POLICY AND CRITERIA

The school will comply with all applicable federal and state laws related to admissions and enrollment, including Section 504 of the Michigan Revised School Code and the ESA.

Non-Discrimination

The school will not discriminate on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status as a handicapped person, homeless status, English proficiency, religion, creed, race, sex, color, national origin or any other basis that would be illegal for an existing school district.

Open Enrollment Period and Notice

The "Open Enrollment Period" is from the first day of school of the current school year until 5:00 p.m. on the last day of business in February of the current school year, during which period the Academy shall include opportunities to enroll on evenings and weekends. Notice of the Open Enrollment Period and application process will be designed to inform the persons most likely to be interested in the school and to advise the public of its enrollment openings.

The ESP and/or the school will provide notice of open enrollment by (a) printing a legal notice of the enrollment period in a local newspaper of general circulation in the Muskegon County ISD area; (b) mailing a written notice of the open enrollment period and an application to all families who inquire about school enrollment; and (c) posting a written notice of the open enrollment period at the school. In addition, notice may also be provided by airing a public service announcement on local television. As part of the enrollment process, the school staff will seek to meet with families, parents and students prior to the first day of school via parent and student orientation meetings. In this way, applicants and their parents will have the opportunity to become fully informed as to the nature and scope of the school, its curriculum, and requirements.

Application Procedures

Interested parties may obtain applications at:

- The offices of the school
- The service center of the ESP at 125 Catherine Ave, Muskegon, MI 49442

Applications will be mailed or faxed to anyone requesting an application by telephone.

Applications for the current school year will be accepted until the end of the current school year and available seats will be filled. Applications for the subsequent school year are received during the Open Enrollment Period. If applications received exceed offered seats in any grade level ("over-subscribed grades"), a random selection process will take place for all grade levels including under-subscribed grade levels. If applications received are fewer than offered seats in

each and every grade level ("under-subscribed grades"), all eligible applicants will be accepted and a random selection process will not be conducted.

All applications received after the Open Enrollment Period will not be eligible to participate in the random selection process, and will be added to the end of the accepted list if offered seats are still available after the random selection process, or to the resulting waiting list created at the time of the random selection process.

Accepted applicants must confirm their intent to attend the school within four weeks of acceptance by returning certain initial forms, including an Admissions Form and an Official Release of Records Form. The school will send letters to parents reminding them of this obligation in order to enroll their child. The school will send all applicants a postcard to inform parents that if the student does not attend the first day of school or call in to request an excused absence by the date and time indicated the student will forfeit his/her registered status in the school and will not be enrolled. The school will attempt to call all applicants who have not responded to inquire whether the applicant is still planning to attend.

Once students are enrolled and remain enrolled, they will remain eligible to be re-enrolled at the school for successive years without having to reenter the random selection process. However, they will be requested to complete a re-enrollment form by the end of the Open Enrollment Period showing intent to re-enroll for the subsequent school year. All applicants on a waiting list must resubmit an application for the following school year during the next Open Enrollment Period.

Standby Opportunity Plan

The Standby Opportunity Plan (SOP) is a procedure by which the school may decide to revise its waiting list on the first day of school. If the school follows this procedure, the school will send all applicants on the waiting list a registration card prior to the first day of school. To be included in the SOP, the applicant must return the card to the school by the date indicated and include phone numbers where the applicant can be reached the first day of school between the times listed on the card. In the event of an offered seat becoming available, the school will attempt to reach the parent participating in the SOP and offer the seat. If the school cannot reach the parent at the phone numbers and during the times provided on the card, the school will contact the next person on the waiting list who is participating in the SOP. If a student participates in the SOP and a seat is not available for them, they will receive a higher waiting list priority than those students who did not participate.

Random Selection Process

The random selection process shall be open to the public, and the school will notify all applicants of the time and place. A neutral third party person will be present during the random selection process. This person will not be related to any student, staff member, or anyone applying to the school. Names will be randomly selected until all offered seats have been filled. Any remaining names will be randomly selected to establish waiting list priority used to fill offered seats prior to and during the school year for which the student applied. After all eligible names have been randomly selected the school will add the names of applicants who submitted applications after the Open Enrollment Period in the order in which they were received. The random selection

process will be videotaped. In the event of any discrepancy, the video tape will be the official record of placement of students.

Class Size and Offered Seats

Class size and offered seats will be recommended by the ESP and submitted to the school board of directors for approval. In order to make provision for student attrition (reenrolling students who indicate that they are coming back but do not return on the first day of school) and erosion (new students who have been accepted for offered seats but are absent without excuse on the first day of school), the school may over-subscribe grades. The number of students to be over-subscribed will be determined based on historical and forecasted attrition and erosion. In addition, the number of classrooms may fluctuate in the event the number of students enrolled warrants the increase or decrease in number of classrooms. In no event will over-subscription, or fluctuations in the number of classrooms result in a violation of any provision or limit contained within the school's charter or applicable law.

Enrollment Preferences

Enrollment preference is first given to currently enrolled students and, for given school year, those pupils who were enrolled at the PSA facility on the last day of instruction of the prior academic year, to the extent that any required approval is obtained. Next preference is given to the following ordered categories of applicants:

- Siblings of currently enrolled students
- Siblings of students selected in the random selection process
- All remaining applicants.

If a student is selected for a grade level that still has offered seats available and the student has a sibling applying for a grade that no longer has offered seats available, the student will be accepted for his/her grade level and the student's sibling will be placed on the waiting list for his/her grade level with sibling preference. Therefore, while sibling preference applies, siblings are not guaranteed a seat.

Procedural Steps

Step 1: Setup

A list with the name of each student who submitted an application during the Open Enrollment Period will be created. The list will include the student's name, grade level to which the student is applying, street address, and names and grade levels of any siblings who are also applying for admission to the school.

Step 2: Admission of Applicants Applying for Under-Subscribed Grades

A neutral third-party person will randomly select the names of each applicant for each under-subscribed grade level. If the accepted student has siblings who are also applying for admission, the siblings will be accepted if there are offered seats available, or placed on the waiting list with sibling preference if offered seats are not available. This

admissions process will continue for the successive under-subscribed grades for all students until all names have been selected with their associated siblings.

Step 3: Admission of Applicants Applying for Over-Subscribed Grades

A neutral third-party person will then randomly select the order in which oversubscribed grades will be filled. Student will be randomly selected for available seats or placed on the waiting list if an offered seat is not available. If the selected student is accepted and has siblings who are also applying for admission, the siblings will be accepted if there are offered seats available or placed on the waiting list with sibling preference if offered seats are not available. If the selected student is placed on the waiting list and has siblings who are also applying, the siblings' names will not be selected at this time, but will wait until their grade level is selected.

Step 4: Waiting List Priority

Students will continue to be randomly selected until all names are selected. After a grade level's seats are full, all remaining names will be placed on the waiting list in the order in which they are selected. Applications received after the Open Enrollment Period will be added to the end of the waiting list for the appropriate grade in the order in which they were received.

When a seat becomes available in a particular grade due to attrition, erosion, or other event, if that particular grade has a waiting list, that available seat will be filled by the first student on the waiting list for that particular grade. If a waiting list does not exist for that particular grade, but exists for another grade, the school may (subject to applicable enrollment limits and board approved offered seats) fill the available seat using the first student on the waiting list in a different grade, the grade deemed most beneficial to student and school considering class size, teacher capacity, and other school operational factors.

Appeals

Any parent or guardian who wishes to contest or appeal any aspect of the random selection process may do so in writing to the school's board of directors sent to the school's address. Following receipt of the parent's written appeal, a representative of the board of directors will contact the parent to discuss the nature of the concern or objection. Final decisions will be made by the board of directors or its designee.

SCHEDULE 7-6

SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

MUSKEGON COVENANT ACADEMY

2024-2025 SCHOOL YEAR CALENDER

July 2024							11
Su	M	Tu	W	Th	F	Sa	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

August 2024							17
Su	M	Tu	W	Th	F	Sa	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13*	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

September 2024							20
Su	M	Tu	W	Th	F	Sa	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						

October 2024							23
Su	M	Tu	W	Th	F	Sa	
		1	2	3	4	5	
6	7	8*	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			

November 2024							18
Su	M	Tu	W	Th	F	Sa	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	

December 2024							15
Su	M	Tu	W	Th	F	Sa	
1	2	3	4	5	6	7	
8	9	10*	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

January 2025							19
Su	M	Tu	W	Th	F	Sa	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

February 2025							19
Su	M	Tu	W	Th	F	Sa	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18*	19	20	21	22	
23	24	25	26	27	28	1	

March 2025							19
Su	M	Tu	W	Th	F	Sa	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

April 2025							18
Su	M	Tu	W	Th	F	Sa	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15*	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				

May 2025							20
Su	M	Tu	W	Th	F	Sa	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

June 2025							11
Su	M	Tu	W	Th	F	Sa	
1	2	3	4	5	6	7	
8	9	10*	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						

15	First Day of School (Staff & Students)
	Regular School Day for Students
	Holidays/No School
PLCs	Afternoon PLCs-students AM only
	Count Day
	NWEA Testing Window
	State Testing
*	Board Meeting @ Noon
18	Last Day of School for Students
19	Last Day of School for Staff
	Term Start Date
	Term End Date

Winter Graduation	December 10, 2024
Summer Graduation	June 10, 2025

Total Instructional Days	210 Days
1st Session (Instructional Day) = 7:30am - 12:00pm (270 mins)	
2nd Session (Afternoons) = 12:30pm - 2:30pm	
Teacher Prep = 2:30pm - 3:30pm	
Total Instructional Hours	945 Hours

Staff Professional Development	80 Hours
32 Afternoons 1:00pm - 3:30pm (2.5 hours)	

Term 1: 7/15 - 8/29
1 Class 28 Days/126 Hours
Term 2: 9/3 - 11/1
2 Classes 44 Days/198 Hours
Term 3: 11/4 - 1/24
2 Classes 46 Days/207 Hours
Term 4: 1/27 - 3/27
2 Classes 43 Days/193.5 Hours
Term 5: 4/7 - 6/18
2 Classes 49 Days/220.5 Hours

SCHEDULE 7-7

AGE/GRADE RANGE OF PUPILS ENROLLED

MUSKEGON COVENANT ACADEMY

Grade Levels & Ages

Student Population

Academy Year	Grade Levels	Ages	Min	Max
2024-2025	9-12	15-22	150	400
2025-2026	9-12	15-22	150	400
2026-2027	9-12	15-22	150	400

Muskegon Covenant Academy serves students ages 15 through 22 (and up to age 26 for special needs students), ranging from grades 9-12. The ages of the students and the corresponding grade levels will be largely dependent on the demands of the community and the surrounding geographical locations. The total enrollment of Muskegon Covenant Academy is expected to average around 200 students per year.

The student population served by Muskegon Covenant Academy are multiple grades below their peers in reading, English language performance and math skills. The students are dropouts or on the verge of dropping out. Approximately 20% to 25% of them will be unable to attend regular public schools because they have aged out or are close to aging out. Most present with a variety of compounding personal circumstances that put them highly at risk of ever achieving their high school diplomas. Almost half of the students qualify as “homeless” under the federal McKinney-Vento Act because they do not live with custodial parents or legal guardians.

This describes the kind of student that Muskegon Covenant Academy serves. They are highly at-risk, underachieving students who have fallen behind academically and who have dropped out or have been forced out of traditional schools, sometimes because of recurring disciplinary issues related to their frustrations and lack of performance. However, these are not the kind of students one finds in “strict discipline academies.” These are students who have decided to return to high school, and once properly counseled as to how they can achieve their goals, seldom present any disciplinary challenges in the school.

Muskegon Covenant Academy offers the uniqueness of a blended learning curriculum which incorporates a web-based learning platform with content and instruction that aligns with the Michigan Merit Curriculum with supplemental direct instruction that provides face-to-face instruction from a teacher to provide an integrated learning experience. This model lends itself to students having the flexibility to work on one class at a time at their own pace as they make progress toward their graduation. Muskegon Covenant Academy also recognizes that all students may not be ready to learn at their actual grade level for a variety of reasons. Academic intervention services are a part of the educational model to work with students on their basic skills, including math and reading.

Most of the students served by Muskegon Covenant Academy bring a variety of academic, personal and social challenges, poverty, encounters with the criminal justice system, being teenage parents, having to support other family members, and homelessness. Muskegon Covenant Academy offers the critical component of additional time needed to serve these students because they may remain in school until age 22. The blended learning model of instruction and additional support services at Muskegon Covenant Academy work together to provide the kind of wraparound services needed to adequately address the needs of the students.

Most importantly, Muskegon Covenant Academy starts with a strong philosophy that puts the needs of the students first. Muskegon Covenant Academy helps motivate students by providing each with an individualized Education Development Plan (EDP) and a clear path to achieving their educational goals. Our first goal, after getting students back into school, is retention - making sure they stay in school. The second goal is progress – academically, socially and in developing life skills. Sometimes it is incremental, gradual progress, often measured in non-traditional, alternative ways. When the first two goals are met, graduation for students is often an inevitable outcome as a third goal. As each student progresses towards graduation at their own pace, emphasis will also be on working with them to promote and demonstrate measured progress in terms of their ability to function as responsible citizens of their communities, most of them capable of getting and holding onto jobs they otherwise may not have been capable of even accessing. As embedded in our mission, the entire Muskegon Covenant Academy staff approaches students in a non-judgmental way, demonstrating the kind of respect and the love one would expect from parents. That kind of treatment is at the core of the Muskegon Covenant Academy's guiding philosophy.

SCHEDULE 7-8

**ADDRESS AND DESCRIPTION OF PROPOSED PHYSICAL PLANT; LEASE
OR DEED FOR PROPOSED SITE; OCCUPANCY CERTIFICATE**

MUSKEGON COVENANT ACADEMY

Building Description

Muskegon Covenant Academy, 125 Catherine Ave, Muskegon, Michigan 49442: The Muskegon Covenant Academy is a brick structure (47,351 total square feet), flat roof, circa 1956, situated in a residential neighborhood one block north of Irwin Avenue and one block east of Peck Street. This is a one-story building with a gymnasium, small auditorium, and 22 classrooms. The building is situated on a 3.86 square acre parcel. The academy will be a combination of computer labs and direct instruction classrooms. Renovations to the structure will begin soon, and will include the installation of central air conditioning, internet connectivity wiring, restroom facility adjustments to high school students, and general cosmetic upgrades.



Received & Sealed for Record
 MARK F. FAIRCHILD REGISTER OF DEEDS
 Muskegon County Michigan
 08/15/2014 11:33 AM Liber: 4029 Page: 462

MARK F. FAIRCHILD Liber: 4029 Page: 462
 REGISTER OF DEEDS PAGE: 1 of 3
 Muskegon County Michigan 08/15/2014 11:33 AM
 D01 5495348



AFFIX REAL ESTATE TRANSFER
 TAX STAMP AFTER RECORDING

WARRANTY DEED

KNOW ALL PERSONS BY THESE PRESENTS: That The Public Schools of the City of Muskegon whose address is 349 W. Webster Ave. Muskegon, MI 49441 Convey(s) and Warrant(s) to Covenant House Academy Muskegon, d/b/a Muskegon Covenant Academy, a Michigan public school academy whose address is 125 Catherine Ave, Muskegon, MI 49442 the following described premises situated in the City of Muskegon, County of Muskegon, and State of Michigan to-wit:

SEE ATTACHED EXHIBIT "A"

Commonly known as: 125 Catherine Avenue
 (McLaughlin School), Muskegon, MI 49442
 Tax Parcel # 61-24-205-257-0001-00

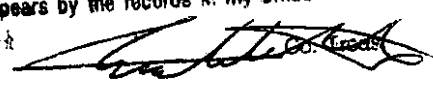
For the consideration of: One Dollar (\$1.00).
 See Real Estate Transfer Valuation Affidavit attached hereto.
 PLEASE AFFIX REVENUE STAMPS AFTER RECORDING.

subject to easement, use, building, and other restrictions of record, if any.
 Property is restricted prohibiting the use of the property for K-8 Public Education.

Dated: August 11, 2014

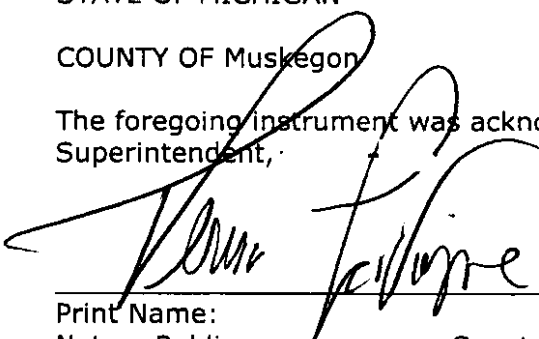
Signed and Sealed:
 The Public Schools of the City of Muskegon


 By Jon Felske, Superintendent

Muskegon, Mich: August 15, 2014
 "I hereby certify that there are no tax liens or titles held by the state or any individual against the within description, and all taxes on same are paid for five years previous to the date of this instrument, as appears by the records in my office."
 No. 5495348 

STATE OF MICHIGAN)
)
COUNTY OF Muskegon)ss
)

The foregoing instrument was acknowledged before me on August 11, 2014, by Jon Felske, Superintendent, of The Public Schools of the City of Muskegon.



Print Name: _____
Notary Public _____ County, Michigan
Acting in _____ County
My term expires: _____

TERESA LAVIGNE
Notary Public, State of Michigan
County of Muskegon
My Commission Expires: June 22, 2018
Acting in the County of Muskegon

File No. 132556WMS

Drafted by:	Return to:
The Public Schools of the City of Muskegon 349 W. Webster Ave. Muskegon, MI 49441	Covenant House Academy Muskegon, d/b/a Muskegon Covenant Academy, a Michigan public school academy 125 Catherine Ave Muskegon, MI 49442
County Treasurer's Certificate	City Treasurer's Certificate

Exhibit "A"

Parcel 1:

Entire Block 257, Revised Plat (of 1903) of the City of Muskegon, as recorded in Liber 3 of Plats, Page 71, Muskegon County Records. Together with the Southerly 1/2 of vacated Ransom Street between the South line of Catherine Avenue and the North line of McLaughlin Avenue.

Parcel 2:

Lots 1 and 2, except the Northeasterly 12 feet, thereof; Lot 3, except the Northeasterly 66 feet, thereof, and all of Lots 4 and 5, Block 258, Revised Plat (of 1903) of the City of Muskegon, as recorded in Liber 3 of Plats, Page 71, Muskegon County Records. Together with the Northerly 1/2 of vacated Ransom Street between the South line of Catherine Avenue and the North line of McLaughlin Avenue.

PART OF T28
Parcel #61- 24-205-257-000L-00
part of 2013 SM



CERTIFICATE OF USE AND OCCUPANCY
PERMANENT

Michigan Department of Licensing and Regulatory Affairs

Bureau of Construction Codes/Building Division

P.O. Box 30254

Lansing, MI 48909

Authority: 1972 PA 230

(517) 241-9317

Building Permit No: BLDG18-00134

125 Catherine AVE

Muskegon, MI 49442

COUNTY: Muskegon

The above named building of Use Group E, Education and Construction Type 2B is approved for use and occupancy.

THIS APPROVAL IS GRANTED UNDER THE AUTHORITY OF SECTIONS 13 OF ACT 230 OF THE PUBLIC ACTS OF 1972, AS AMENDED, BEING §125.1513 OF THE MICHIGAN COMPILED LAWS, AND, IN ACCORDANCE WITH SECTION 111.0 OF THE STATE BUILDING CODE. THIS SHALL SUPERSEDE AND VOID ANY PREVIOUS APPROVAL OF USE AND OCCUPANCY.

Print Date: 10/30/2018