



BAY MILLS
COMMUNITY COLLEGE
CHARTER SCHOOLS OFFICE

Jill Thompson
Michigan Department of Education
608 West Allegan Street
PO Box 30008
Lansing, MI 48909

Dear Ms. Thompson:

Attached please find Contract Amendment No. 2 for Flex High School of Pontiac. If you have any questions, please contact me at (906) 248-8446.

Sincerely,

Mariah Wanic

Mariah Wanic, Director of Charter Schools

Cc: Clark Sanford, Flex High School of Pontiac Board President

CONTRACT AMENDMENT NO. 2

BETWEEN

BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
(AUTHORIZING BODY)

AND


FLEX HIGH SCHOOL OF PONTIAC
(PUBLIC SCHOOL ACADEMY)

**CONTRACT AMENDMENT NO. 2
FLEX HIGH SCHOOL OF PONTIAC**

In accordance with Article IX of the Terms and Conditions, incorporated as part of the Contract to Charter a Public School Academy and Related Documents, issued by the BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS ("College Board") to FLEX HIGH SCHOOL OF PONTIAC ("Academy") on July 1, 2020 ("Contract"), the parties agree to amend the Contract as follows:

1. Amend Contract Schedule 7b: Educational Goals, by deleting the entire section and replacing it with the material attached as Exhibit 1. This amendment has an effective date of April 28, 2023.
2. Amend Contract Schedule 7d: Curriculum, by adding at the end of the schedule the curriculum attached as Exhibit 2. This amendment has an effective date of April 28, 2023.
3. Amend Contract Tab 6: Management Services Agreement by deleting the entire section and replacing it with the material attached as Exhibit 3. This amendment has an effective date of August 31, 2022.

This amendment is hereby approved by the College Board and the Academy through their authorized designees.



By: Mariah Wanic, Director of Charter Schools
Bay Mills Community College
Designee of the College Board

Dated: 5-2-23



By: Clark Sanford, President
Flex High School of Pontiac
Designee of the Academy

Dated: 4/28/23

Exhibit 1

Flex High School of Pontiac Educational Goals

Pursuant to Applicable Law and Terms and Conditions Article VI, Section 6.2, the Academy shall achieve or demonstrate measurable progress for all groups of pupils toward the achievement of the educational goal identified in this Schedule 7b. Upon request, the Academy shall provide the Charter Schools Office with a written report, along with supporting data, assessing the Academy’s progress toward achieving this goal. In addition, the College Board expects the Academy will meet the State of Michigan’s accreditation standards pursuant to state and federal law.

Educational Goal to be Achieved:

Prepare students academically for success in college, work, and life.

To determine whether the Academy is achieving or demonstrating measurable progress toward the achievement of this goal, CSO will annually assess the Academy’s performance using the following measures:

Measure	Goal Type	Goal	Business Rules
State Required Goal	4-Year Graduation Rate	4-year Adjusted Cohort Graduation Rate	State defined
A-GAME Global Access Goal	One-Year Graduation Rate	90% of seniors will graduate from school by the end of the year, including summer school.	<p>Definition of Eligible Seniors:</p> <ul style="list-style-type: none"> • # of students who are within 6 credits of graduating as of September Count Day PLUS • # of students who are within 3 credits of graduating by Spring February Count Day. <p>Numerator:</p> <ul style="list-style-type: none"> • # students who graduated between September Count Day of the current year and September Count Day of the following year <p>Denominator: All eligible fall seniors PLUS all eligible spring seniors</p> <p>Note: Students who graduate but were not “eligible” during either the</p>

Measure	Goal Type	Goal	Business Rules
			<p>Sept or Feb count days (e.g a student who needed 8 credits as of Sept Count but went on to graduate that year) are to be added to the numerator, but not the denominator. These students essentially count as a bonus for the school.</p> <p>Data source: student transcripts and credit earning records</p>
A-GAME: Global Access Goal	FAFSA	90% of Graduates each year will be ready to enroll in college by completing and submitting their FAFSA forms.	<p>Numerator: Number of graduates with completed and submitted FAFSA forms</p> <p>Denominator: Number of graduates</p> <p>Data Source: The school must track in their own system for reporting out at the end of each year. Copies of completed and submitted FAFSA forms must be made available to BMCC upon request</p>
Achievement	ELA and math	SAT, and PSAT	State defined
Achievement	Science, social students	M-STEP	State defined
A-GAME Academic Goal	Credit earning rate	90% of students who are enrolled for a full semester will make progress towards graduation as measured by credits earned, per semester	<p>Numerator:</p> <ul style="list-style-type: none"> • # of disengaged students* who earn at least 0.5 credit in a semester 1 PLUS • # of disengaged students who earn at least 0.5 credit in semester 2 PLUS • # of partially engaged* students who earn at least 1.5 credits in semester 1 PLUS • # of partially engaged students who earn 1.5 credits in semester 2 PLUS • # of engaged students* who earn at least 2.5 credits in semester 1 PLUS • # of engaged students who earn at least 2.5 credits in semester <p>Denominator:</p>

Measure	Goal Type	Goal	Business Rules
			<ul style="list-style-type: none"> • # of students enrolled in Fall semester's count window PLUS • # of students enrolled in Spring semester's count window <p>Note: students may be counted twice if enrolled for the full year however their engagement phase will be determined only once during the fall enrollment.</p> <p>Data Source: Student transcripts, students credit earning data recorded by the school into their data management system</p>
A-GAME Academics Goal	NWEA Math	90% of students will demonstrate improvement in math by meeting their conditional growth percentile target.	<p>MATH</p> <p>Numerator:</p> <ul style="list-style-type: none"> • # of disengaged students with an CGP of at least 40 from fall to spring, winter to spring, OR fall to winter PLUS • # of partially engaged students with an CGP of at least 45 from fall to spring, fall to winter, OR winter to spring PLUS • # of engaged students with an CGP of at least 50 fall to spring, fall to winter, or winter to spring <p>Denominator:</p> <ul style="list-style-type: none"> • # of students with fall to spring CGPs PLUS • # of students without a fall to spring CGP but a fall to winter CGP PLUS • # of students without a fall to spring CGP or fall to winter CGP but a winter to spring CGPs <p>Note: Fall to winter CGP or Winter to Spring CGPs are only to be used for students who do not have a valid assessment for all three windows. If a</p>

Measure	Goal Type	Goal	Business Rules
			<p>student has fall to spring growth data, that is the CGP results that should be used, unless there is evidence that a student had a bad testing event (i.e., spent fewer than 10 minutes on the assessment or rapidly guessed on more than 15 percent of items)</p>
<p>A-GAME Academics Goal</p>	<p>NWEA English language arts/Reading</p>	<p>90% of students will demonstrate improvement in reading/English language arts by meeting their conditional student growth percentile target.</p>	<p>READING Numerator:</p> <ul style="list-style-type: none"> • # of disengaged students with an CGP of at least 40 from fall to spring, winter to spring, OR fall to winter PLUS • # of partially engaged students with an CGP of at least 45 from fall to spring, fall to winter, OR winter to spring PLUS • # of engaged students with an CGP of at least 50 from fall to spring, fall to winter, or winter to spring <p>Denominator:</p> <ul style="list-style-type: none"> • # of students with fall to spring CGPs PLUS • # of students without a fall to spring CGP but a fall to winter CGP PLUS • # of students without a fall to spring CGP or fall to winter CGP but a winter to spring CGPs <p>Note: Fall to winter CGP or Winter to Spring CGPs are only to be used for students who do not have a valid assessment for all three windows. If a student has fall to spring growth data, that is the CGP results that should be used, unless there is evidence that a student had a bad testing event (i.e., spent fewer than 10 minutes on the assessment or rapidly guessed on more than 15 percent of items)</p>
<p>A-GAME Academics Goal</p>	<p>NWEA Participation in English and math</p>	<p>The participation rate will meet the state requirement.</p>	<p>Numerator A: Number of disengaged students who took the test Numerator A: Number of FAY disengaged students as measured by</p>

Measure	Goal Type	Goal	Business Rules
			<p>counting in the fall enrollment window and spring enrollment window</p> <p>Met if $\geq 85\%$</p> <p>Numerator B: Number of partially engaged students who took the test</p> <p>Numerator B: Number of FAY partially engaged students as measured by counting in the fall enrollment window and spring enrollment window</p> <p>Met if $\geq 90\%$</p> <p>Numerator C: Number of engaged students who took the test</p> <p>Numerator C: Number of FAY engaged students as measured by those in the fall enrollment window and spring enrollment window</p> <p>Met if $\geq 95\%$</p> <p>Data source: Student enrollment documentation</p>
Equity	Attendance	On-track attendance (students not chronically absent) meets or exceeds 92.37%	State defined
Equity	Course Progression	90% of students will meet or exceed their course progression expectation based on engagement phase.	<p>Numerator:</p> <ul style="list-style-type: none"> • # of disengaged students in fall semester who complete at least 10% of their expected course work PLUS • # of disengaged students in spring semester who complete at least 10% of their expected coursework PLUS • # of partially engaged students in fall semester who complete at least 50% of their expected course work PLUS • # of students in spring semester who complete expected course work PLUS number of engaged students in

Measure	Goal Type	Goal	Business Rules
			<p>fall semester who complete at least 75% of expected course work PLUS</p> <ul style="list-style-type: none"> # of engaged students in spring semester who completed at least 75% of expected course work. <p>Denominator:</p> <ul style="list-style-type: none"> # of disengaged students in the fall enrollment period PLUS # of disengaged students in the spring enrollment period PLUS # of partially engaged students in the fall enrollment period PLUS # of partially engaged students in the spring enrollment period PLUS # of engaged students in the fall enrollment period PLUS # of engaged students in the spring enrollment period.

*

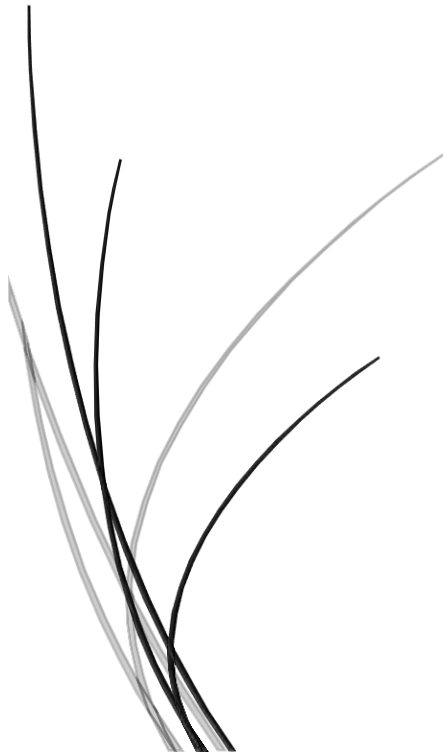
Data used to determine students' Engagement Phase within the first Six weeks of school				
Likely Phase	# Risk MDE Specified Risk Factors	# Prior High Schools	Attendance/Engagement	Course Progress
Disengaged	4 or more	3 or more	Attend in-person 0-1 times per week	Completing less than 13% of expected course work
Partially Engaged	2-3	2	Attend in-person 2-3 times per week	Completing between 13-24.9% of course work
Engaged	0-1	0-1, or continuing with school for second term	Attend in-person 4-5 times per week	Completing at least 25% of course work

Exhibit 2

Professional Skills

Subject Area-Discipline: Elective

Career Readiness



CBEDS NUMBER:

CREDITS: 0.5

SUBJECT AREA-DISCIPLINE: Elective

COURSE TYPE: Career Readiness

COURSE AT A GLANCE:

LEP 1: *Employable Skills*

LEP 2: *Career Research*

LEP 3: *Getting a Job*

LEP 4: *Professionalism*

LEP 5: *Financial Literacy*

PREREQUISITE: None

HOW TO USE THIS CURRICULUM MAP

Curriculum Maps are guides to course instruction. The curriculum map assists teachers in planning and pacing instruction. Specific dates or assignments that may be included in this document are for reference only. Each charter must consider the learning styles, academic skill level, and post-secondary and career goals of their students, focusing on the needs and strengths of each student when planning instruction.

The map format includes the course scope and sequence, which indicates the relevant content standards for each LEP. Each unit contains a summary of the unit with a brief description of the topics that will be addressed to demonstrate the critical thinking, depth, and progression of the content covered. In addition, the map indicates the desired student learning outcomes and required evidence of learning, including **LEP checkpoints** and **performance task** assessments, in addition to an overall learning plan.

Key assignments are designated in **bold** as part of the career ready and college prepared initiative and might include labs, written assignments, presentations, Project Based Learning (PBL), and Work Based Learning (WBL). Each **LEP checkpoint** and **performance task** are models of assessment; teachers may employ multiple formative and summative assessments to evaluate student learning. In other words, the assessment given in

the middle and toward the end of a LEP is not the only summative assessment to use. Teachers are encouraged to create additional summative and formative assessments for use during instruction.

NOTE

It is at the discretion of the teacher to decide which assignments are mandatory and which may be considered extra credit. The teacher may add supplemental materials and assignments as needed. The in-classroom activities may be substituted with independent assignments of similar content.

NON-DISCRIMINATION STATEMENT

Learn4Life is committed to provide a working and learning environment free from discrimination, harassment, intimidation and bullying based on race, color, national origin, sex, or disability.

COURSE DESCRIPTION

This course is a **Career Readiness Course** developed to provide engaging and relevant information by equipping students with the skills they need for employment. The Curriculum offers an integrated approach to exploring careers and their skill requirements. The course includes the skills, abilities, and learning dispositions that are required for success in 21st century society and workplaces. The curriculum comprises five modules: employability skills, career research, getting a job, professionalism, and financial literacy.

OBJECTIVES FOR CAREER READY PRACTICE

Objectives for career ready practice describe the fundamental knowledge and skills that a career-ready student needs in order to prepare for transition to postsecondary education, career training, or the workforce. The content and objectives are not exclusive to a career pathway, a CTE program of study, a particular discipline, or level of education. These concepts are taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

LEP 1**Employability Skills****Summary:**

Employability Skills can be defined as the transferable skills needed by an individual to make them “employable”. Employers are often looking for skills they want their employee to have: communication and interpersonal skills, teamwork, self-management, problem solving and critical thinking, positive attitude, willingness to learn, initiative and enterprise, work ethics, organizational skills, and resilience. In addition to the employability skills, the applicant should have good professional skills, technical understanding, and subject knowledge. The employability skills and professional skills can get an applicant hired. Employability depends on knowledge, skills and attitudes, and how these assets are used and presented to potential employers. In this LEP students will learn about verbal and nonverbal communication skills when interacting with people at the job. They will also learn about the fundamental elements of customer service and how to apply these meaningful skills under the right circumstances. Lastly, they will learn about the code of conduct and the importance of behaving professionally when working on the job.

Objectives: *Students will know*

- Why good verbal and nonverbal communication skills are traits that employers look for.
- That good customer service involves understanding your customers and establishing trust.
- The basic expectations of employers and the desired professional behaviors.

Course Content: Activities, Assignments, and Assessments

Essential Question: What effect do my communication skills have on my ability to pursue, obtain and excel at my job?

Activities, Assignments, and Assessments

- Complete the reading on communication skills
- Give an example on how to respond to different people in a particular situation
- Discuss possible “rules” when it comes to email etiquette
- Complete the reading on body language and customer service
- Identify the positive and negative body language in the given images
- Watch YouTube video “What not to do” and write a report about the poor customer service skills seen in the video

- Watch YouTube video related to customer service training and answer the assigned questions
- Complete the “What’s your point” activity and discuss the script
- Complete the reading regarding the “Code of conduct in workplace”
- Complete the reading on communication in the workplace
- Read the given scenario on professional nonverbal communication and answer the provided questions
- Complete the Math Skills activity
- Complete the Employability Skills Checklist, poster, and worksheet
- Chart the SMART goals for a month
- Take the Personality Test and discuss the results

LEP checkpoint: Identify the correct answer for each multiple choice question

Performance task: Employability Skills

LEP 2**Career Research****Summary:**

Selecting a career path is important and requires intensive research to determine which type of job is the best choice for each student. One of the essential factors in selecting a career path is to choose a job that aligns with students' interests and talents. In this LEP, students will learn about the costs of living given different lifestyles. They will learn how personal interests, work interests, and work values play a part in deciding their career. Students will research careers and learn about their everyday tasks, skill requirements, education needed, and pay, outlooks, and more to help them decide on what career best fits their needs.

Objectives: *Students will know*

- Different lifestyles require different living costs.
- Interest values, and work preferences play a part in the process for choosing a career.
- How to analyze the pros and cons of different careers.
- The required education for different careers and create a post education plan.

Course Content: Activities, Assignments, and Assessments

Essential Question: What are my interests, values, and job preferences? What career could I pursue that would align me with these?

Activities, Assignments, and Assessments

- Read about Workplace Observation
- Complete the Math Skills activity
- Create a budget by using the tools available on the California Career Zone website
- Complete the Virtual Job Shadow to learn more about different career options
- Take the Career Cluster Interest Survey, choose one career and answer the assigned questions
- Take the O*NET Work Importance Locator, choose one career and answer the assigned questions
- Write a career reflection by using the guiding questions
- Complete the reading assignment regarding Education, Child Development, and Family Services
- Watch the assigned video and answer the assigned questions related to a career as a School Counselor

- Complete the reading assignment regarding Arts, Media and Entertainment
- Watch the assigned video and answer the assigned questions related to a career as a Theater Director
- Complete the reading assignment regarding Health Science and Medical Technology
- Watch the assigned video and answer the assigned questions related to a career as a Dental Hygienist

LEP checkpoint: Virtual Job Shadow guided reflection

Performance task: Create a post-secondary plan using the information from your career research project, Virtual Job Shadow and some of the post-secondary research completed at the beginning of this credit.

LEP 3**Getting a Job****Summary:**

Getting a job is similar with a sales process. Students will learn how to think about getting a job from the employer's point of view and prove that they can do the job by actually doing it. In this LEP, you will learn about different resources that can help with the job search process. You will learn how to properly fill out an application, create a resume, and determine who to ask for personal references. Lastly, you will learn about how to do a proper interview to increase your chances of getting the job. You will look into body language, interview questions and answers, what type of clothes to wear, and best preparation practices for interviews.

Objectives: *Students will know*

- The different resources out there to help them find jobs.
- How to write a resume and how to properly fill out an application when applying for a job.
- The reason for interviews, what employers look for, and how to make themselves stand out.
- How to properly prepare for an interview.

Course Content: Activities, Assignments, and Assessments

Essential Question: What can I do to best prepare myself for a job interview?

Activities, Assignments, and Assessments

- Complete the reading related to Business Writing
- Identify your attributes by completing the Talent Assessment
- Describe your interest and experience through the Interest Inventory activity
- Match the Work Values with the correct definition
- Complete the assessment reflection
- Complete the Math Skills activity
- Complete the reading about Job Expectations and discuss which one would be your priority and why
- Complete the reading about Job Leads and summarize the main points of the reading

- Complete the reading about the Cover Letter and Cover Letter Format and explain why you think the cover letter is important
- Complete the reading about Resumes and explain why the use of a relative as a reference when applying for a job is not a good idea
- Complete the reading about Job Interviews and explain how important is to make a good first impression during a job interview
- Explain why it is important not to dwell on any weaknesses or negative information during an interview
- Describe the importance of sending a “Thank you note” after an interview
- Provide detailed answers for the questions regarding the Digital Presence
- Watch the “Completing a Job Application” video and write a report
- An Application Form will be provided for each student. Complete the Application entirely and make sure that the answers are clear, honest, and thorough.
- Summarize the main points of the Application Tips reading
- Watch the “How to write a Cover Letter” and list the top five cover letter tips explained in the video
- Watch the “How to write a Resume” video and list the top five resume tips explained in the video
- Use the provided list of action words and circle the ones that describe you based on the curricular and extracurricular activities inside and outside the school
- Complete the provided worksheet by brainstorming content ideas to be included in the resume
- Use the guided prompts to create the “Two-minute Pitch” statement used to introduce yourself to employers
- Write a summary of the video about Interview Questions and Answers
- Practice the interview questions by completing the worksheet
- Complete the worksheet provided (web) and the Self-Check list to illustrate the steps you will take to prepare for the interview
- Read the guidelines for interview attire

LEP checkpoint: Reflection

Performance task: Multiple choice review questions

LEP 4**Professionalism****Summary:**

Professionalism is the conduct or qualities that characterize a profession or a professional person. It is an individual's conduct at work. In this LEP, students will learn about the necessary behaviors of being a professional. They will learn about legal regulations regarding discrimination, harassment, and work safety to increase their knowledge as a professional. Students will also learn about conflict at the workplace and strategies on how to deal with them. They will obtain the knowledge needed to prepare them for work readiness.

Objectives: *Students will know*

- How to identify harassment and discrimination at the workplace and how to report issues as they arise.
- The professional behaviors that employers desire and bad behaviors to avoid.
- Strategies to deal with conflict whether it is with a customer and other professionals.
- Work safety is an important part of any job and will be able to identify potential dangerous situations.

Course Content: Activities, Assignments, and Assessments

Essential Question: What are some the professional behaviors you can take from this course and utilize at your job?

Activities, Assignments, and Assessments

- Review the Workplace Documents
- Take the personality test and discuss the results
- Complete the Math Skills activity
- Complete reading the Keep the Job and explain why is it important to keep the professional and personal life separated when you are at work
- Use the list provided to identify and evaluate each form of unwelcomed behavior

- Complete the assigned reading about Sexual Harassment and answer the questions related to the topic
- Prepare a detailed answer for the given situations involving sexual harassment in a form of case scenario
- Read the Discrimination Fact Sheet and answer the assigned questions
- Complete reading “Ten reasons for being fired” and complete the worksheet by choosing five reason and providing an example that illustrates the reason for termination
- Watch “How to survive day one of your new job video and make a list of things you should not do during your first day
- Watch the assigned video, “Soft Skills-Professionalism” and explain what professionalism represents for you
- Complete the “Strategies for Handling Conflicts” worksheet
- Identify solutions to solve a problem by reading the scenarios and answer the assigned questions
- Watch the assigned video “How to deal with conflict” and describe the best way to deal with conflict at the workplace
- Watch “Teen workers: real jobs, real risks” video and answer the assigned questions
- Identify workplace hazards in the given pictorial scenarios
- Complete the “Federal Labor Laws” reading
- Identify the best answer for the True/False questions and give detailed answers for the other questions of the quiz

LEP checkpoint: Case Scenarios

Performance task: Create a PowerPoint Presentation on sexual harassment and job discrimination

LEP 5**Financial Literacy****Summary:**

Managing our money is a personal skill that benefits us throughout our life. Financial literacy is the possession of the set of skills and knowledge that allows an individual to make informed and effective decisions with all of their financial resources. In this LEP, the students will learn financial skills that will help them make better decisions as a consumer. Students will also learn why bank accounts are important and how checking and savings accounts are used. They will learn how to write checks, learn the benefits and disadvantages of having a debit card, and how to balance their account. Students will learn about LEP scores and understand how they can improve their scores for the future.

Objectives: *Students will know*

- How to make educated purchasing decisions based on their needs and wants.
- How to read a paystub and understand what withholdings and deductions are.
- How bank accounts work with debit cards and how credit cards effect their credit.
- How to categorize expenses and manage them using a budget.

Course Content: Activities, Assignments, and Assessments

Essential Question: What are some possible things I can do to raise my credit worthiness?

Activities, Assignments, and Assessments

- Complete the Graphic Literacy assessment
- Complete the Applied Technology assessment
- Complete the Math Skills activity
- Explore the concept of Financial Literacy by answering the questions provided
- Identify your goals and complete the four columns chart
- Recognize the difference between wants and needs by identifying five basic needs and five basic wants

- Make a consumer decision for each scenario that has a sales pitch attached
- Using the charts provided for the activity reflect on your personal budget
- Use the given scenario and calculate the net pay after deductions
- Complete the reading on Checking and Savings Accounts and answer the question that follows the reading
- Fill out a blank check with the given information: payment amount and the company that will receive the check
- Identify the difference between debit card and credit card
- Use the provided chart to compare and contrast the services offered by three different banks
- Identify ways to balance the checking account by completing the chart provided based on a story
- Complete reading about credit score and credit reports and answer the assigned question
- Understand the identity theft by answering several questions
- Complete the chart provided with some of the current fixed and variable expenses
- Create a budget and expense report based on a given income and monthly expenses

LEP checkpoint: Balancing Your Checking Account

Performance task: Budget and Expense Report

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS / CURRICULUM:

FDIC Money Smart for Young People and TAY Collaborative World of Work Curriculum (WOW Book)
Empower Your Future, Career Readiness Curriculum Guide

WEBSITES / ARTICLES:

- Skills to Pay the Bills: Mastering Soft Skills for Workplace Success (US Dept. of Labor)
- Learning Seed: Communicating with Customers
- Jefferson County Youth Works – Job Tool Kit
- ReadWriteThink - International Reading Association/NCTE
- Youth @ Work, U.S. Equal Employment Opportunity Commission
- Youth@Work—Talking Safety: A Safety & Health Curriculum for Young Workers (CA Edition)
- Virtual Job Shadow
- <http://www.skillsyouneed.com/ps/personal-appearance.html>
- https://www.ucop.edu/local-human-resources/_files/performance-appraisal/How%20to%20write%20SMART%20Goals%20v2.pdf
- <https://www.16personalities.com/free-personality-test>
- <https://www.truity.com/test/type-finder-personality-test-new>
- <https://www.truity.com/test/type-finder-careers>
- <https://www.truity.com/test/type-finder-workplace>
- <http://www.humanmetrics.com/cgi-win/jtypes2.asp>
- <https://www.act.org/content/act/en/products-and-services/workkeys-for-job-seekers/assessments/applied-math.html>
- <https://www.cacareerzone.org/guide/budgetguide/>
- <http://whodouwant2b.com/student/pathways>
- http://www.careerkey.org/choose-a-career/top-job-expectations.html#.VZGdA_IvBc
- <http://www.education.vic.gov.au/Documents/about/programs/bullystoppers/teacherguidesecsm.pdf>
- www.nyc.gov/html/sbs/wf1/.../pdf/interview_quiz.pdf
- <https://tinyurl.com/y8vbrldz>
- <http://www.stopvaw.org>
- www.stopvaw.org/uploads/case.pdf
- <http://jobsearch.about.com/od/firedtermination/a/reasons-for-getting-fired.htm>
- <http://conflict911.com/cgi-bin/links/jump.cgi?ID=1899>

- <https://www.cteonline.org/resources/view/26182>
- [http://www.thehrspecialist.com/2783/The 10 Employment Laws Every Manager Should Know.hr?cat=tools](http://www.thehrspecialist.com/2783/The_10_Employment_Laws_Every_Manager_Should_Know.hr?cat=tools)
- <https://www.act.org>
- https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev9-12/SA_Lesson11.pdf
- http://bizkids.com/wp/wp-content/uploads/JumpStart_Chapter_7.pdf
- http://www.oklahomamoneymatters.org/K-12/documents/ID_Theft_Activity.pdf

VIDEOS:

Video: Top 10 Job Interview Questions and Answers

- <https://tinyurl.com/y79lknkb>
- <https://youtu.be/lmH05RjcoTQ>
- <https://youtu.be/qfGxAJBOzeo>
- <https://tinyurl.com/yhabphj>
- <https://youtu.be/l2IDGXX5-YY>
- <https://tinyurl.com/y9ohhtno>
- https://youtu.be/G-2n_baTPaQ
- <https://tinyurl.com/yc3zr24d>
- <https://youtu.be/4fB5bBoAEIs>
- <https://tinyurl.com/y7rmal6z>
- <https://youtu.be/7dPWVjQSad4>
- <https://tinyurl.com/ybotw8of>
- <https://youtu.be/QLbGHQo4qnA>
- <https://tinyurl.com/ycynjfnz>
- <https://youtu.be/jy9YDD1LTil>
- <https://tinyurl.com/yagfqgws>

Exhibit 3

SERVICES AGREEMENT

This Services Agreement (this "Agreement") by and between Life Skills Center of Pontiac, Inc. (the "Academy") and U.S. Learning Corporation (USLC) is effective the 31st day of August 6, 2022 (the "Effective Date"). The Board and USLC are sometimes collectively referred to herein as the "Parties".

RECITALS

WHEREAS, the Academy was issued a Charter Contract by the Bay Mills Community College Board of Regents (the "Authorizer") to operate a public school academy pursuant to the Michigan Revised School Code (the "Authorizing Law"); and

WHEREAS, the Parties desire to work together to promote educational excellence and innovation based on USLC's comprehensive educational program and management principles; and

WHEREAS, the Parties desire to set forth the terms and conditions upon which USLC shall furnish services, as described herein, to the Academy.

NOW, THEREFORE, for good and valuable consideration, including the mutual promises and benefits contained in this Agreement, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

ARTICLE I CONTRACTING RELATIONSHIP

A. Services. Subject to the terms and conditions of this Agreement, and as permitted by applicable law, the Academy hereby contracts with USLC for the provision of certain educational, business administration, facility, and management services, including without limitation, all labor, equipment, and materials necessary for the provision of the same, as described more fully herein (collectively, the "Services").

B. Charter. This Agreement shall: (i) be subject to and comply with the terms and conditions of the Academy's Charter Contract and the Charter Application (collectively, the "Charter"); and (ii) not be construed to interfere with the constitutional, contractual, statutory, or fiduciary duties of the Academy's Board of Directors (the "Board"). USLC agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Charter issued by the Authorizer. The provisions of the Charter shall supersede any competing or conflicting provisions contained in this Agreement.

C. Independent Contractor. USLC shall provide the Services as an independent contractor, and not as an employee, partner, agent, or associate of the Academy. This independent contractor relationship shall extend to the officers, directors, employees, and representatives of USLC. Consistent with the status of an independent contractor, USLC reserves to itself the right to designate the means and methods of accomplishing the objectives and purposes of this Agreement consistent with Board policy, applicable law and the Charter. USLC shall be solely

responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between the Parties is based solely on the terms and conditions of this Agreement, and the terms and conditions of any other written agreement between the Parties.

D. Designations and Appointments.

1. The Board shall by Board resolution appoint the Board Treasurer, or such other officer as determined by the Board, to serve as the chief administrative officer of the Academy (the "CAO") under the Uniform Budgeting and Accounting Act, MCL 141.421 et seq. (the "Budgeting and Accounting Act"). No officer, director, employee or agent of USLC shall be designated as the CAO of the Academy. Notwithstanding any other provision of the Agreement to the contrary, the Board resolution shall designate such officer or employee of USLC as is mutually agreed upon by USLC and the Board, as the designated agent of the CAO to assist the CAO with the performance of the CAO's duties under the Budgeting and Accounting Act.

2. USLC, including its directors, officers, and employees, are hereby designated as "School Officials" of the Academy having a legitimate educational interest such that they are entitled to access educational records under the Family Educational Right and Privacy Act, and its implementing regulations, 20 U.S.C. §1232g et seq. (FERPA); 34 CFR § 99.31(a)(1)(i)(B). Additionally:

(a) USLC agrees that it shall observe Board policies and applicable law regarding the confidentiality of Covered Data and Information. Covered Data and Information ("CDI") includes paper and electronic student education record information and includes, without limitation, "education records" as defined under FERPA, 34 CFR § 99.1. CDI also includes any new records created and maintained by USLC under this Agreement using CDI.

(b) USLC shall not use or disclose CDI received from or on behalf of the Board except as permitted or required by this Agreement and/or applicable law. Except as permitted under the Revised School Code, USLC shall not sell or otherwise provide to a for-profit business entity or any other person any personally identifiable information that is part of a student's education records. For purposes of this provision, the terms "personally identifiable information" and "education records" shall have the same meaning as those terms in section 1136 of the Revised School Code, MCL 380.1136.

(c) Upon termination or other conclusion of this Agreement, USLC shall return all CDI to the Academy.

(d) USLC shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all CDI received from, or on behalf of, the Academy or its students. These measures will be extended by contract to include subcontractors used by USLC.

(e) USLC, within three business days of discovery, shall report to the Board any use or disclosure of CDI not authorized by this Agreement. USLC 's report shall identify: (i) the nature of the unauthorized use or disclosure, (ii) the CDI used or disclosed, (iii) who made the unauthorized use or received the unauthorized disclosure, (iv) what USLC has done

or shall do to mitigate any deleterious effect of the unauthorized use or disclosure, and (v) what corrective action USLC has taken or shall take to prevent future similar unauthorized use or disclosure. USLC shall provide such other information, including a written report, as reasonably requested by the Board.

(f) In the event that CDI is accessed or obtained by an unauthorized party, USLC shall appoint a member of USLC's technology department to investigate the occurrence and take any necessary steps to identify and remedy any system vulnerabilities; provide notification in the form and manner consistent with local, state and federal laws then in effect to any individuals whose personal information was accessed; notify law enforcement if appropriate; and take any further steps required by local, state and federal law then in effect.

ARTICLE II TERM & TERMINATION

A. Term. This Agreement shall commence on the Effective Date, and unless terminated as set forth herein, shall continue until the revocation, termination or expiration of the Charter currently in effect expiring June 30, 2024 (the "Term"). The Term of this Agreement shall not exceed the length of the Charter.

B. Termination.

1. By USLC. USLC may terminate this Agreement prior to the end of the Term if the Board fails to remedy a material breach of this Agreement within thirty (30) days after receiving a notice from USLC of such breach. For purposes of this Subsection, a material breach (which for the sake of clarity is a default hereunder) includes, but is not limited to: (i) USLC's failure to timely receive any compensation or reimbursement required by this Agreement; or (ii) a suspension, termination, revocation, or non-renewal of the Charter.

2. By the Academy. The Academy may terminate this Agreement prior to the end of the Term if USLC fails to remedy a material breach of this Agreement within (30) days after receiving notice from the Academy of such breach. For purposes of this Subsection, a material breach includes, but is not limited to: (i) USLC 's failure to account for expenditures or pay operating costs pursuant to the Budget (as defined below); (ii) USLC 's failure to follow policies, procedures, rules, regulations or curriculum adopted by the Board, provided they do not violate the Charter, applicable law, or this Agreement; (iii) a determination that this Agreement or its implementation would serve as grounds for suspension, termination, revocation, or non-renewal of the Charter; (iv) a determination that this Agreement or its implementation would jeopardize material tax exemptions of the Academy or its non-profit status; or (v) any action or inaction by USLC that places the Charter in jeopardy of termination, suspension or revocation.

3. By Either Party. Either party may terminate this Agreement prior to the end of the Term, with or without cause, by providing the other party with at least ninety (90) days' prior written notice.

4. Mid-Year Termination. The Board and USLC shall make all efforts necessary to remedy a breach of this Agreement in order to continue school operations until

completion of the then-current fiscal year. If a breach cannot be remedied, the parties agree to work cooperatively to transition management and operations of the school without disrupting the school's operations. If this Agreement is terminated prior to the end of the Term other than as provided for in Article II(B)(5) and II(B)(6) of this Agreement, such termination will not become effective until the earlier of (i) an approved agreement by the Academy with another educational service provider (or self-management) or (ii) the end of the then-current school year in which termination is invoked. USLC shall perform any transition under this provision in as described under Article II, Section C of this Agreement.

5. **Revocation or Termination of Charter.** If the Academy's Charter issued by the Authorizer is revoked, suspended, terminated or not renewed, this Agreement shall automatically terminate or be suspended, as the case may be, on the same date as the Academy's Charter is revoked, suspended, terminated, or expires without further action of the parties.

6. **Closure of School Site.** In the event that the Academy is required (i) to close a school site pursuant to a notice issued by the State School Reform/Redesign Officer under Section 507 of the Revised School Code, MCL 380.507; or, (ii) to undergo a reconstitution pursuant to Section 507 of the Revised School Code, MCL 380.507. and the Charter Contract Terms and Conditions, and such closure of a school 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 school site closure or reconstitution, with no cost or penalty to the Academy, and USLC shall have no recourse against the Academy or the Authorizer for implementing such site closure or reconstitution.

C. **Effect of Termination.** Upon the effective date of termination or expiration of this Agreement:

1. Upon termination or expiration of this Agreement or if this Agreement is terminated due to a Charter revocation, reconstitution, termination or non-renewal, USLC shall, without charge: (i) close the financial records on the then-current fiscal year which includes, but is not limited to, the completion and submission of the annual financial audit, state and federal grant reporting and all other associated reporting within required timelines established by the appropriate local, state and federal authority; (ii) organize and prepare student records for transition to a new education service provider, self-management, or in the case of a school closure, transfer to a student's new school as designated by the student's parent/legal guardian or to a person or entity authorized to hold such records; (iii) provide for the orderly transition of employee compensation and benefits to the new Education Service Provider or self-management without disruption to staffing, or in the case of school closure, final payment of all employee compensation, benefit and tax obligations related to services provided by USLC to the Academy; (iv) organize and prepare the Academy's records, both electronic and hard copy, for transition to the new Education Service Provider, self-management or dissolution; (v) provide for the orderly transition to the new Education Service Provider, self-management or dissolution of all Academy owned assets including, but not limited to, furniture, fixtures, equipment and real estate (this includes any keys, log-in information and passwords related to any Academy asset); (vi) provide an updated list of outstanding vendor invoices with total amount owed (including the total outstanding owed by the Academy to USLC, if any); (vii) the amount owed by USLC to the Academy, if any; and (viii) ensure the closeout of existing grants and the transfer of grant funded

property to Academy, if applicable.

2. The Academy shall pay or reimburse USLC through the Fee (as defined below) for the prepaid portion of any expenses or liabilities incurred by USLC pursuant to the Budget as of the date of such termination or expiration, provided USLC supplies the Academy with documentation of all such expenses and liabilities;

3. USLC may agree, in its sole discretion, to assist the Board for a reasonable amount of time, not to exceed ninety (90) days, and for a reasonable fee, with the Academy's transition to another administrative, managerial, or services arrangement;

4. USLC shall, if applicable, reasonably assist the Academy in the execution of a closure and dissolution plan and cooperate in the closure and dissolution process, including without limitation, in any audits and court or other proceedings related thereto; and

5. The party to whom Confidential Information (as defined below) has been disclosed shall, upon request and at the direction of the disclosing party: (i) return such Confidential Information within thirty (30) days, including any copies thereof, and cease its use; or (ii) destroy such Confidential Information and certify such destruction to the disclosing party, except for a single copy thereof which may be retained for the sole purpose of determining the scope of any obligations incurred under this Agreement, and except where disclosure or retention is required by applicable law.

ARTICLE III OBLIGATIONS OF USLC

A. Manager at Risk. USLC shall be responsible and accountable to the Board for providing the Services. During the Term, USLC shall provide the Services regardless of whether actual revenue meets the level projected in the Budget, and USLC hereby assumes the risk of funding shortfalls during the Term. Notwithstanding the foregoing, USLC shall not expend funds on Services in excess of the amount set forth in the Budget or any amendment to the Budget.

B. Comprehensive Educational Program. The Academy has determined to adopt USLC's proprietary educational and academic programs and goals, as set forth in the Charter (the "Educational Program"). Subject to the oversight of the Board, USLC shall implement and administer the Educational Program, provided, however, that the Academy shall be responsible for selecting, approving or changing the curriculum to be used and provided by USLC. The Parties acknowledge and agree that an essential principle of the Educational Program is its flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency. Not less than annually or as reasonably requested by the Board, USLC shall provide the Board with a report detailing progress made on each of the educational goals set forth in the Educational Program. The school year calendar and the school day schedule shall be approved by the Board as required under the Charter.

C. All Children Welcome. USLC places a high value on diversity, and the Academy shall welcome students of all races, ethnicity, religion, gender and economic backgrounds.

D. Services to Students with Disabilities. USLC welcomes students with disabilities at the school. USLC shall provide special education and related services, in conformity with the requirements of the Charter and applicable law, to eligible students who attend the Academy.

E. Educational and Administrative Services. Subject to the oversight of the Board, USLC shall implement operational practices and procedures that are consistent with the Budget and Board policy, the Charter and applicable law. Such practices and procedures may include, but are not limited to:

1. Student recruitment and student admissions.
2. Student assessments, including testing, promotion, and retention.
3. The acquisition of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs approved by the Board and USLC.
4. Employment of personnel working at the Academy and management of all personnel functions, as set forth herein.
5. All aspects of the Academy's business administration.
6. All aspects of the Academy's accounting operation, including general ledger management, financial reporting, payroll, employee benefits and payroll tax compliance.
7. Food service and transportation approved by the Board.
8. All aspects of facilities administration and maintenance.
9. Student behavior management and discipline.

F. Location of Services. Other than instruction, and unless prohibited by the Charter or applicable law, USLC may provide the Services, including but not limited to, purchasing, professional development and administrative services, off-site.

G. Subcontracts. USLC reserves the right to subcontract any and all aspects of the Services. USLC shall not subcontract the oversight of the Educational Program, except as specifically permitted in this Agreement or with prior written approval of the Board. Notwithstanding the foregoing, the Board specifically acknowledges and agrees that from time to time USLC may use third parties or independent contractors to assist in the creation and development of Educational Materials (as defined below) that may be used as a part of the Educational Program.

H. Pupil Performance Standards and Evaluation. Consistent with the Charter, USLC shall implement pupil performance evaluations that permit evaluation of the academic progress of each Academy student. USLC shall be responsible and accountable to the Board for the academic performance of students who are enrolled at the Academy. USLC shall utilize assessment strategies required by the Charter and applicable law. The Board and USLC shall cooperate in good faith to identify academic goals and methods to assess such academic performance. USLC shall provide the Board with timely reports regarding student performance.

I. Unusual Events. USLC shall timely notify the Board and the Administrator (as defined below) of any anticipated or known material: (i) health or safety issues, including all mandatory reporting required by applicable law; (ii) labor, employee or funding issues; or (iii) other issues that may reasonably and adversely impact the Academy's ability to comply with the Charter, applicable law or this Agreement.

J. School Records. The financial, educational, and student records pertaining to the school (collectively, the "School Records"), are property of the Academy and are subject to the provisions of the Michigan Freedom of Information Act. Except as may be prohibited or limited by the Charter or applicable law, access to the School Records shall be available to the Board, the public, and the Authorizer (including the Authorizer's Charter Schools Office ("CSO")) for their review, and are subject to inspection and copying to the same extent that records of public schools are subject to inspection and copying pursuant to applicable law. All School Records shall be physically or electronically available, upon request, at the Academy's physical facility. USLC shall provide the Board on a timely basis all information that is required to be disclosed under section 22f of the State School Aid Act of 1979, MCL 388.1622f. On an annual basis, USLC agrees to provide the Board 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 fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Board shall make the information available on the Academy's website homepage, in a form and manner prescribed by the Michigan Department of Education. The defined terms in section 503c and 553c of the Code, MCL 380.503c and MCL 380.553c, whichever is applicable, shall have the same meaning in this Agreement. USLC shall make information concerning the operation and management of the Academy, including without limitation the information described in the Charter (including all exhibits, schedules, and the like), available to the Academy as deemed necessary by the Board in order to enable the Academy to fully satisfy its obligations under the Charter.

K. [Reserved]

L. Rules and Procedures. USLC will recommend to the Board reasonable rules, regulations, policies and/or procedures applicable to the Academy. The Academy hereby authorizes and directs USLC to enforce such rules, regulations and procedures consistent with Board policy.

M. Assistance to the Board. USLC shall cooperate with the Board and, to the extent consistent with the Charter and applicable law, timely furnish the Board with all documents and information necessary for the Board to properly perform its responsibilities under this Agreement.

N. Bankruptcy Notification. USLC shall notify the Board if any principal or officer of USLC, or USLC (including any related organizations or organizations in which a principal or officer of USLC served as a principal or officer) as a corporate entity, files for bankruptcy protection or, at the time this Agreement is executed, has filed for bankruptcy protection within the last five (5) years.

ARTICLE IV OBLIGATIONS OF THE BOARD

A. Board Policies. The Board shall be responsible for setting the fiscal and academic policies of the Academy, including the selection of curriculum. The Board shall exercise good faith in considering the recommendations of USLC, including but not limited to, USLC's recommendations regarding policies, rules, regulations and the Budget (as defined below).

B. Academy Budget. The Board is responsible for establishing, approving and amending the Budget in accordance with the Michigan Uniform Budgeting and Accounting Act. The Board shall be responsible for determining the budget reserve amount included as part of the Academy's annual budget. In addition, the Board is responsible for implementing fiscal policies that will assist the Academy in attaining the stated budget reserve amount.

C. Governance Oversight. The Board shall provide governance level and fiduciary oversight of the Academy in accordance with the Charter and applicable law. The Board shall cooperate with USLC and, to the extent consistent with applicable law, timely furnish USLC all documents and information necessary for USLC to properly perform its responsibilities under this Agreement.

D. Unusual Events. The Board shall timely notify USLC of any anticipated or known material: (i) health or safety issues; (ii) labor, employee or funding issues; or (iii) other issues that may reasonably and adversely impact USLC's ability to comply with the Charter, applicable law, or this Agreement.

E. Office Space. The Board shall provide USLC with suitable office space at the Academy, provided the requested space is: (i) available and can be provided without materially prejudicing the Educational Program; and (ii) used only for activities related to the school. The space shall be provided at no cost to USLC.

F. Sole Responsibility. Notwithstanding anything to the contrary set forth in this Agreement, the Board shall remain solely responsible for exercising its statutory, contractual and fiduciary responsibilities governing operation of the school and no provision herein shall be construed to interfere with said responsibilities. Nothing contained in this Agreement shall prohibit the Board from acting as an independent self-governing public body, or allow public

decisions to be made other than in compliance with the Open Meetings Act.

ARTICLE V
INTELLECTUAL PROPERTY

A. Definitions.

1. "Educational Materials" means all curriculum, print and electronic textbooks, instructional materials, lesson plans, teacher guides, workbooks, tests, and other curriculum-related materials licensed, developed or otherwise owned by the Academy or USLC.

2. "Confidential Information" means any confidential and non-public trade, technical or business knowledge, information and materials regarding the Academy or USLC (or their respective affiliates), which is given by one party to the other, or any of their respective representatives, in any form, whether printed, written, oral, visual, electronic or in any other media or manner. Confidential Information includes, but is not limited to, research, operations and procedures, financial projections, pricing, sales, expansion plans and strategies, services data, trade secrets and other intellectual property, or the results of any mediation or private adjudication, as well as information with respect to each party's or its affiliates' plans for market expansion, except for information which a party can show by contemporaneous written records was developed or formulated independently of work or services performed for, or in connection with performance of, this Agreement. Notwithstanding the foregoing, the disclosure of the other party's Confidential Information as required to be disclosed by law, rule or regulation or by reason of subpoena, court order or government action shall not constitute a breach of this Agreement; however, in such event the party required to disclose such information will reasonably cooperate with the party whose information is required to be disclosed in order to obtain a protective order applicable to such disclosure. All Confidential Information will remain the sole property of the party disclosing such information or data.

B. School Materials. The Academy shall own all right, title and interest in and to Educational Materials that are: (i) licensed or owned by the Academy as of the Effective Date; (ii) both directly developed and paid for by the Academy; (iii) developed by USLC at the direction of the Board with Academy funds; or (iv) licensed, developed, characterized, conceived, derived, generated, identified, or otherwise made by the Academy during the Term, provided such materials do not reference the USLC Materials (as defined below), or incorporate any Confidential Information of USLC (collectively, the "School Materials"). The School Materials shall include all intellectual property rights associated therewith.

C. USLC Materials. USLC shall own all right, title and interest in and to Educational Materials that are: (i) licensed or owned by USLC as of the Effective Date; (ii) licensed, developed, characterized, conceived, derived, generated, identified, or otherwise made by USLC during the Term, provided such materials do not reference School Materials or incorporate any Confidential Information of the Academy; and (iii) any and all Educational Materials and non-curriculum materials provided to the Academy by USLC relating to the Educational Program, including all changes and derivatives thereof (collectively, the "USLC Materials"). USLC recognizes that any Educational Materials and teaching techniques used by the Academy are subject to disclosure under the Revised School Code and the Freedom of Information Act.

D. Derivative Works. The Parties acknowledge that to the extent any Educational Materials created by the Academy are derivative of the USLC Materials, use of such derivative materials during the Term is subject to the license granted herein, and the license to use such derivative materials shall cease as of the date of expiration or termination of this Agreement.

E. No Transfer or Sale. The Academy acknowledges and agrees that USLC is not transferring or selling, and the Academy is not receiving, purchasing or acquiring, any intellectual property or proprietary rights in or to the USLC Materials.

F. Licenses. USLC hereby grants the Academy a non-exclusive, non-transferable license (without the right to sublicense) to use the USLC Materials, and any Educational Materials created by the Academy which are derivative of the USLC Materials, solely in furtherance of the Educational Program during the Term, including without limitation, the right to reproduce, publicly display, distribute and create derivative works of the same, in hard copy format or electronically, within the United States. The Academy represents and warrants that during the Term, and following the expiration or termination of this Agreement, the Academy will not exploit or assist any third party to exploit any of the USLC Materials for commercial purposes. Subject to applicable law, the Academy grants USLC a non-exclusive, non-transferable license (without the right to sublicense) to use the School Materials, solely in furtherance of the Educational Program during the Term, including without limitation, the right to reproduce, publicly display, distribute and create derivative works of the same, in hard copy format or electronically, within the United States.

G. USLC Marks. During the Term, USLC grants the Academy a non-exclusive, revocable, non-transferable license (without the right to sublicense) to use USLC's trade name(s) and USLC's trademark(s), and other marks that USLC has license to use (the "USLC Marks") as well as the "Flex" tradename and related marks (the "Flex Marks") solely for the purposes of promoting and advertising the Academy. USLC shall have the opportunity to review and approve all artwork, copy or other materials utilizing the USLC Marks and Flex Marks prior to any production or distribution thereof. All uses of the USLC Marks and Flex Marks require USLC's prior written permission. The Board shall acquire no rights in or to the USLC Marks or the Flex Marks, and all goodwill associated with the USLC Marks and Flex Marks shall inure to the benefit of and remain with USLC. Upon expiration or termination of this Agreement, the Board shall immediately discontinue use of the USLC Marks and Flex Marks and shall remove the USLC Marks and Flex Marks from its locations, vehicles, websites, telephone directory listings and all other written or electronic promotional materials.

ARTICLE VI SOLICITATION AND USE OF PRIVATE FUNDS

USLC shall seek the Board's approval prior to soliciting any non-governmental grants, donations or contributions on behalf of the Academy. Any such funds received shall be used solely in accordance with the purpose for which they were solicited, applicable donor restrictions, or as otherwise approved by the Board. Subject to applicable donor restrictions, the Board shall determine the allocation of any such funds subject to this Article that remain

unexpended following completion of the project or purpose for which they were originally designated.

ARTICLE VII FINANCIAL ARRANGEMENTS

A. **Revenues.** Except as provided herein, all monies received by the Academy shall be deposited in the Academy's depository account, as required by applicable law, within three (3) business days with a financial institution acceptable to the Board. The signatories on the Academy's depository account shall solely be Board members properly designated annually by Board resolution. Interest income earned on the Academy's depository account shall accrue to the Academy. Except as specifically excluded by this Agreement, the term "**Revenues**" shall include all funds received by or on behalf of the Academy, including but not limited to:

1. Funding for public school students enrolled at the Academy.
2. Special education funding provided by the federal and/or state government that is directly allocable to special education students enrolled at the Academy.
3. Gifted and talented funding provided by the federal and/or state government that is directly allocable to gifted and talented students enrolled at the Academy.
4. At-risk funding provided by the federal and/or state government that is directly allocable to at-risk students enrolled at the Academy.
5. Funding provided by the federal and/or state government that is directly allocable to students enrolled at the Academy with limited English proficiency.
6. All other federal and/or state grant sources, including, but not limited to, Title I and any start-up funding allocable to the Academy.
7. Grants and donations received by the Academy to support or carry out programs at the Academy (except to the extent USLC is not required or involved in soliciting, administering or managing the contribution and/or donation, in which case such funds shall be deposited in the Board Spending Account (as defined below)).
8. Fees charged to students as permitted by law for extra services provided by USLC as approved by the Board. The expenditure of any Revenues received from governmental entities shall be consistent with all applicable regulations and policies. The expenditure of any Revenues received from non- governmental grants, contributions and donations shall be made consistent with the provisions of Article VI.

B. **Budget.** USLC shall provide the Board with an annual proposed Budget prepared

and maintained in accordance with the Charter, the Michigan Uniform Budgeting and Accounting Act, and applicable law (the "Budget"). The Budget shall include all of the Academy's projected revenues and expenses at the object level as described in the Michigan Department of Education's Michigan School Accounting Manual. For the USLC's first school year, the Budget shall be submitted prior to the beginning of the school year. Thereafter, the Budget shall be submitted to the Board prior to June 1 for the next school year.

C. Review and Approval of Budget. The Board shall be responsible for reviewing and approving the Budget in accordance with the Charter and applicable law. At the request of either USLC or the Board, with the approval of the Board, the Budget shall be amended from time to time as necessary.

D. Board Spending Account. Notwithstanding any other provision of this Agreement to the contrary, each school year during the Term, USLC shall allocate to an account controlled by the Board an amount equal to \$35,000, if revenues for the year exceed costs by \$35,000, including any amounts paid by USLC (the "Board Spending Account"). The aforesaid amount shall be deposited by USLC into the Board Spending Account pro-rata during the course of the school year as Revenues are received. All funds in the Board Spending Account are the property of the Academy and may be used by the Academy at the discretion of the Board. Funds in the Board Spending Account that are not spent by the Academy during the school year shall carryover annually. Items purchased by USLC for the Academy and paid for by the Academy with funds from the Board Spending Account, such as non-proprietary instructional and/or curriculum materials, books, supplies and equipment, shall be the property of the Academy. The property of the Academy excludes items leased, financed or purchased by USLC with the Fee (as defined below). USLC agrees not to add any fees or charges to the cost of equipment, materials or supplies purchased by USLC at the request of or on behalf of the Academy with funds from the Board Spending Account. USLC, in making such purchases for the Academy pursuant to this subsection, shall comply with applicable law, including sections 1267 and 1274 of the Revised School Code, as if the Academy were making such purchases itself from a third party, and shall provide the Board, upon request, available documentation evidencing the costs associated with such purchases. USLC shall maintain a listing of all assets owned by the Academy and shall provide the list to the Board annually upon request.

E. Fee. USLC shall receive all Revenues as its services fee (the "Fee"), from which it shall pay all operating costs of the Academy as detailed in the Budget. USLC and the Board acknowledge that operating costs includes an administrative fee payable to the Authorizer as set forth in the Charter. Payment of the Fee shall be made on the same frequency that the Academy receives its Revenues. USLC shall be entitled to retain as compensation for the Services the difference, if any, between the Fee and the amount actually expended by USLC in operation and/or management of the Academy during the Academy's fiscal year. USLC agrees not to add any fees or charges to the cost of equipment, materials or supplies purchased by USLC at the request of or on behalf of the Academy. No corporate costs of USLC shall be charged to, or reimbursed by, the Academy. Marketing and development costs paid by or charged to the Academy shall be limited to those costs specific to the Academy program and shall not include any costs for the marketing and development of USLC.

F. No Loans. USLC shall not make or extend loans to the Board.

G. Financial Reporting. USLC shall provide the Board with:

1. At least annually, the proposed Budget as required by this Agreement.
2. Monthly financial statements no more than forty-five (45) days in arrears and at least one week prior to each Board meeting. These financial statements will include a Balance Sheet, Statement of Revenues, Expenditures and Changes in Fund Balance at object level detail with a comparison of budget to actual revenue and expenditures and explanations of variances, and a cash flow statement.
3. Quarterly, or as reasonably requested by the Board, a report on Academy operations and student performance. As reasonably requested, other information to enable the Board to: (i) evaluate the quality of the Services; and (ii) timely provide all reports and information that are required by the Charter and applicable law.

I. Access to Financial Records. USLC shall keep accurate financial records pertaining to its operation of the Academy, together with all Academy financial records prepared by or in possession of USLC, and shall retain all of the afore-referenced records according to the Charter and applicable law to which such books, accounts, and records relate. USLC and the Board shall maintain the proper confidentiality of personnel, students, and other records as required by law. All financial, educational, and student records shall be and remain Academy property and are subject to the provisions of the Michigan Freedom of Information Act. All such records shall be made available to Academy's independent auditor and to the Authorizer (including the CSO) upon request and shall otherwise all be physically or electronically available, upon request, at the school's physical facility(ies).

J. Accounting Standards; Annual Audit.

1. The Academy shall at all times comply with generally accepted public sector accounting principles, accounting system requirements of the State School Aid Act of 1979, as amended, applicable Michigan Department of Education rules, and applicable law.
2. The Board shall select and retain an independent auditor to conduct an annual audit of the Academy's financial matters in accordance with the Charter and applicable law. The independent auditor may not be selected, retained, evaluated, or replaced by USLC.
3. Subject to applicable law, all records in the possession or control of USLC that relate to the Academy, including but not limited to, financial records, shall be made available to the Academy and the Board's independent auditor, as well as the Authorizer upon request. The expense of the annual audit shall be included in the Budget.

K. Start-up Funds; Contributions; Repayment.

1. USLC shall provide start-up funds for: (i) the development of curriculum, a technology system and a school operations plan; (ii) recruiting, selecting and training of staff members; and (iii) to the extent necessary as reasonably determined by USLC, cleaning, renovating and equipping of the school facility (the "Start-Up Funds").

2. USLC shall make contributions to the Academy in the event Academy expenses for the Services exceed Revenues (the "Contributions"). The Contributions, if any, shall be in amounts acceptable to the Parties and, once made, shall be included in the Budget.

3. The Academy shall not be legally obligated to repay USLC for the Start-Up Funds or the Contributions. USLC's agreement to make such Contributions shall not be deemed to negate or mitigate the need for the Academy to apply for or solicit state or federal start-up funds, grants or sub-grants which the Academy, as a public school, may be eligible to receive.

**ARTICLE VIII
PERSONNEL & TRAINING**

A. Qualified Personnel. USLC shall select and hire qualified personnel to perform the Services. USLC shall have the responsibility and authority, subject to this Article, to select, hire, evaluate, assign, discipline, transfer, and terminate personnel consistent with the Budget, the Charter and applicable law. Personnel working at the Academy shall be employees of USLC. USLC and the Board each shall be responsible for their respective employees. However, the compensation of all employees working at the Academy shall be included in the Budget. Upon Board request, USLC shall disclose to the Board the level of compensation and fringe benefits provided by USLC to USLC employees working at the Academy. A criminal background check and unprofessional conduct search in compliance with applicable law shall be conditions for the hiring of or services provided by any person assigned by USLC under this Agreement to regularly and continuously work in any of the Academy's facilities or at program sites where the Services are delivered. USLC shall pay all salaries, wages, benefits, payroll and other taxes to or on account of its employees as well as worker's compensation, unemployment compensation and liability insurance. The Academy shall not be liable for the payment of any such salaries, wages, benefits, payroll or taxes thereon for or on behalf of any USLC employee, contractor or agent. USLC acknowledges and agrees that it is the sole and exclusive responsibility of USLC to make the requisite tax filings, deductions and payments to the appropriate federal, state and local tax authorities for and on behalf of all persons employed or engaged by USLC to provide Services under this Agreement. As applicable, USLC shall conduct employee evaluations consistent with Section 1249 and 1250 of the Code.

B. School Administrator. The school administrator (the "Administrator") shall be an employee of USLC and not the Board. The duties and tenets of the Administrator's employment shall be determined by USLC. The Administrator shall work with USLC in the operation and management of the Academy. The Administrator shall attend meetings of the Board and shall provide reports to the Board. The accountability of USLC to the Board is an essential foundation

of this Agreement. USLC shall have the authority, consistent with this Article, to select, hire, evaluate, assign, discipline, transfer and terminate the Administrator, and to hold the Administrator accountable for the performance of the Academy. Without limiting the foregoing, USLC shall consult with the Board prior to the placement and/or removal of the Administrator. Absent compelling circumstances, the consultation shall commence at least ninety (90) days prior to USLC placing and/or removing the Administrator. USLC shall give due consideration to the input of the Board or the Board's designated representative prior to making a formal decision regarding placement and/or removal of the Administrator. USLC shall remove the Administrator if the Board is reasonably dissatisfied with the Administrator's performance. Absent compelling circumstances, however, the Board shall give USLC and the Administrator six (6) months to correct the basis for the Board's reasonable dissatisfaction. The parties agree that the purpose of the above provisions is not to deny the Administrator the opportunity for growth and/or promotion within USLC. As the employer, USLC shall be solely responsible for the performance evaluation of the Administrator. USLC shall seek feedback from the Board prior to completing an annual Administrator performance evaluation.

C. Teachers. USLC shall, consistent with this Article, assign to perform Services at the Academy, teachers qualified to teach their assigned subjects and grade level. The curriculum taught by the teachers shall be consistent with the Educational Program. The teachers may, at the discretion of USLC, be assigned to work at the Academy on a full or part time basis. If assigned to work at the Academy on a part time basis, the teacher(s) may also be assigned to work at other schools for which USLC provides services. The cost for such teacher(s) shall be shared proportionately among the schools at which USLC has assigned the teacher(s) to work. Each teacher assigned to work at the Academy shall hold a valid teaching certificate issued by the state board of education or applicable state agency to the extent required by the Authorizing Law.

D. Support Staff. USLC shall, consistent with this Article, assign to perform Services at the Academy, qualified support staff as needed for USLC to operate the Academy in an efficient manner. The support staff may, at the discretion of USLC, be assigned to work at the Academy on a full or part time basis. If assigned to work at the Academy on a part time basis, the support staff may be assigned to work at other schools for which USLC provides services. The cost for such support staff shall be shared proportionately among the schools at which USLC has assigned the support staff to work. An individual assigned to work at the Academy that is not teaching, but for which a license is required under applicable law, shall have the appropriate license.

E. Training. USLC shall provide or procure training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall be required to obtain at least the minimum hours of professional development as required by applicable law. Non-instructional personnel shall receive training as USLC determines reasonable and necessary under the circumstances.

F. Background Checks and Qualifications. USLC shall comply with applicable law regarding background checks, unprofessional conduct searches and certification/licensure, as applicable, for all persons working in the Academy, the costs of which shall be included in the Budget.

G. Terms of Employment. No member of the staff at the Academy shall be subject to any covenant not to compete or other employment restriction as part of the terms of his or her employment with USLC for the Services.

H. Limitations on Discretion. All decisions made by USLC, and any discretion exercised by USLC, in its selection, hiring, evaluation, assignment, discipline, transfer, and termination of personnel, shall be consistent with the Budget, the Charter, the parameters adopted and included in the Educational Program, and applicable law.

ARTICLE IX INDEMNIFICATION

A. Indemnification of Parties. To the extent not prohibited by the Charter or applicable law, the Parties hereby agree to indemnify, defend, and hold the other (the "Indemnified Party"), harmless from and against any and all third-party claims, actions, damages, expenses, losses or awards which arise out of (i) the negligence or intentional misconduct of the indemnifying party, (ii) any action taken or not taken by the indemnifying party, or (iii) any noncompliance or breach by the indemnifying party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used herein, Indemnified Party shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. The Parties may purchase general liability, property, or other insurance policies. Notwithstanding anything in this Agreement to the contrary, the Board shall not be precluded by the terms of this Agreement from asserting or declining to assert a claim of governmental immunity.

B. Indemnification of Authorizer. The parties acknowledge and agree that the Bay Mills Community College Board of Regents, Bay Mills Community College and its respective members, officers, employees, agents or representatives (all collectively referred to as "Bay Mills Community College") are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, USLC hereby promises to indemnify, defend, and hold harmless Bay Mills Community College against all claims, demands, actions, suits, causes of action, losses, judgments, damages, fines, penalties, forfeitures, or any other liabilities or losses of any kind, including costs, attorney fees, and related expenses, imposed upon or incurred by Bay Mills Community College 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 Bay Mills Community College, which arise out of or are in any manner connected with Bay Mills Community College Board of Regents' approval of the Academy's application, Bay Mills Community College Board of Regents' consideration of or issuance of a Charter Contract, USLC's preparation for and operation of the Academy, or which are incurred as a result of the reliance by Bay Mills Community College upon information supplied by USLC, or which arise out of the failure of USLC to perform its obligations under the Charter, this Agreement or Applicable Law, as applicable. The parties expressly acknowledge and agree that Bay Mills Community College, Bay Mills Community College Board of Regents and its members, and their respective officers, employees, agents or representatives, or any of them, may commence legal

action against USLC to enforce its rights as set forth in this Agreement.

ARTICLE X INSURANCE

A. Insurance Coverage. USLC and the Academy shall maintain such policies of insurance as required by the Charter, the Michigan Universities Self-Insurance Corporation ("M.U.S.I.C."), and applicable law. USLC's insurance is separate from and in addition to the insurance the Academy is required to obtain under the Charter. Each party shall, upon request, present evidence to the other and the Authorizer that it maintains the requisite insurance in compliance with the provisions of this Article. In the event that the Authorizer or M.U.S.I.C. requests any change in coverage, USLC agrees to comply with any change in the type and amount of coverage as requested within sixty (60) days after notice of the insurance coverage change is provided to USLC. Each party shall comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable. USLC's cost of procuring insurance coverage is a corporate cost to be paid by USLC.

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

ARTICLE XI REPRESENTATIONS & WARRANTIES

A. Board and School. The Board represents and warrants, for itself and on behalf of the School, that: (i) it is legally vested with all power and authority necessary to operate a charter school under the Authorizing Law; (ii) it is legally vested with all power and authority necessary to execute, deliver and perform this Agreement, including without limitation, the power and authority to contract with a private entity for the provision of educational, business administration and management services; (iii) its actions have been duly and validly authorized, and it has adopted any and all resolutions or expenditure approvals required for the execution of this Agreement; and (iv) there are no pending actions, claims, suits or proceedings, or, to its knowledge, threatened or reasonably anticipated against or affecting either the Board or the school, which if adversely determined, would have a material adverse effect on its ability to perform under this Agreement.

B. USLC. USLC represents and warrants that: (i) it is a corporation in good standing and is authorized to conduct business in the State of Michigan; (ii) it is legally vested with all power and authority necessary to execute, deliver and perform this Agreement; (iii) there are no pending actions, claims, suits or proceedings, or, to its knowledge, threatened or reasonably anticipated against or affecting USLC, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement; and (iv) it will comply with all registration and licensing requirements relating to conducting business under this Agreement, which the Board agrees to assist USLC in applying for such licenses and permits and in obtaining such approvals and consents.

**ARTICLE XII
MISCELLANEOUS**

A. Entire Agreement. This Agreement and any attachments hereto shall constitute the entire agreement of the Parties on the subject matter set forth herein. This Agreement supersedes and replaces any and all prior agreements and understandings regarding the subject matter set forth herein between the School and USLC.

B. Force Majeure. Except for payment obligations, and notwithstanding any other provisions of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God, war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with provisions contained herein if sufficient grounds exist as provided in the Article governing termination.

C. State Governing Law; Waiver of Jury Trial. This Agreement shall be construed, interpreted, governed and enforced pursuant to the laws of the State of Michigan, without regard to its conflict-of-laws principles. The Parties hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either USLC or the Academy against the other.

D. Notices. All notices and other communications required by this Agreement shall be in writing and sent to the Parties 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 if given by facsimile, upon the date of postmark if sent by certified or registered mail, or upon the date of delivery if given by personal delivery. For purposes of the foregoing, "personal delivery" shall include delivery by nationally recognized overnight courier (such as FedEx), if signed for by the recipient or a delegate thereof. Notices to the Academy shall be sent to the current address of the then current Board President, with a copy to the then current Board attorney. The addresses of the Parties for the purposes aforesaid, including the address of the initial Board President, are as follows:

The Board:

Life Skills Center of Pontiac, Inc.
C/O Clark Sanford
142 Auburn Ave.
Pontiac, MI 48342

WITH A COPY TO:

Nick Kovach
Shifman & Carlson, PC
34705 W. 12 Mile Rd., Suite 160
Farmington Hills, MI 48331

USLC:

U.S. Learning Corporation
28212 Kelly Johnson Parkway Suite 195
Valencia CA 91355

WITH A COPY TO:

Adam Miller
Miller Law Office, PC
25000 Ave Stanford Suite 172
Valencia CA 91355

E. Assignment. USLC may assign this Agreement with the prior written approval of the Board and in a manner consistent with the Authorizer's policies; provided, however, this Agreement shall not be assignable without prior written notification to Authorizer.

F. Amendment. This Agreement shall not be altered, amended, modified or supplemented except by memorandum approved by the Board and signed by both an authorized officer of the Academy and USLC and in manner consistent with the Authorizer's policies.

G. 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.

H. Costs 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 attorneys' fees and costs of suit.

I. Severability. If any term or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the terms and provisions set forth herein shall remain in full force and effect and shall in no way be affected, impaired or invalidated, and the Parties shall use their best efforts to find and employ an alternative means to achieve the same or substantially the same result as that contemplated by such term or provision.

J. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to USLC powers or authority of the Board which are not subject to delegation by the Board under the Charter or applicable law.

K. Compliance with Law. Each party will comply with the Charter and laws applicable to the performance of such party's obligations hereunder.

L. Time of Essence. The Parties understand and agree that time is of the essence in performing their respective responsibilities under this Agreement.

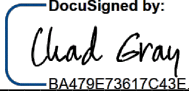
M. Governmental Immunity. Nothing in this Agreement shall be construed to restrict the Board from waiving its governmental immunity or to require the Board to assert, waive or not waive its governmental immunity.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the Effective Date.

[Signatures of the following page]

USLC:

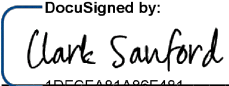
U.S. Learning Corporation

By:  BA479E73617C43E...
Chad Gray

Its: CEO

BOARD:

Life Skills Center of Pontiac

By:  1DFCFA01A86F401...
Clark Sanford

Its: Authorized Agent

AMENDMENT TO SERVICES AGREEMENT

This Amendment to Services Agreement is made effective as of the 6th day of December 2022 by and between **U.S. LEARNING CORPORATION (USLC)**, and **FLEX HIGH SCHOOL OF PONTIAC** (the “Academy”), a Michigan public school academy.

WHEREAS, the Academy entered into a Services Agreement for educational and managerial services with the USLC effective August 31, 2022; and

WHEREAS, the Academy has changed its corporate name from “Life Skills Center of Pontiac” to “Flex High School of Pontiac”;

WHEREAS, the Academy and USLC desire to amend the Services Agreement to reflect the corporate name change.

NOW, THEREFORE, IT IS AGREED AS FOLLOWS:

1. All references to “Life Skills Center of Pontiac” in the Services Agreement shall refer to “Flex High School of Pontiac.”
2. Except for the provisions of this Amendment, all the terms, covenants and conditions of the Services Agreement shall remain in full force and effect, and are not otherwise altered, amended, revised or changed.

The parties have executed this Amendment as of the day and year first above written.

USLC

By *Valerie J. Chase*
Authorized Agent

FLEX HIGH SCHOOL OF PONTIAC

By *Clark D. Sanford*
Clark D. Sanford (Apr 6, 2023 16:23 EDT)
President, Board of Directors










First Amendment to ESP Agreement with USLC

Final Audit Report

2023-04-06

Created:	2023-04-06
By:	Andy Holmes (aholmes@llac.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAUIVikDrg_WPAoB3yRJZd34jsoONAm0_

"First Amendment to ESP Agreement with USLC" History

-  Document created by Andy Holmes (aholmes@llac.org)
2023-04-06 - 7:29:15 PM GMT- IP address: 73.161.48.230
-  Document emailed to clark.sanford@gmail.com for signature
2023-04-06 - 7:30:36 PM GMT
-  Email viewed by clark.sanford@gmail.com
2023-04-06 - 8:22:43 PM GMT- IP address: 66.102.8.145
-  Signer clark.sanford@gmail.com entered name at signing as Clark D. Sanford
2023-04-06 - 8:23:52 PM GMT- IP address: 97.70.105.189
-  Document e-signed by Clark D. Sanford (clark.sanford@gmail.com)
Signature Date: 2023-04-06 - 8:23:54 PM GMT - Time Source: server- IP address: 97.70.105.189
-  Document emailed to Valerie Chase (vchase@llac.org) for signature
2023-04-06 - 8:23:56 PM GMT
-  Email viewed by Valerie Chase (vchase@llac.org)
2023-04-06 - 10:59:17 PM GMT- IP address: 104.53.137.21
-  Document e-signed by Valerie Chase (vchase@llac.org)
Signature Date: 2023-04-06 - 10:59:54 PM GMT - Time Source: server- IP address: 104.53.137.21
-  Agreement completed.
2023-04-06 - 10:59:54 PM GMT

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