



BAY MILLS
COMMUNITY COLLEGE
CHARTER SCHOOLS OFFICE

September 25, 2023

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

Dear Ms. Thompson:

Attached please Contract Amendment No. 2 for Star International Academy.

Please let me know if you have any questions, I can be reached at (906) 248-8446.

Sincerely,

A handwritten signature in purple ink that reads "Mariah Wanic".

Mariah Wanic, Director of Charter Schools

CONTRACT AMENDMENT NO. 2

BETWEEN

BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
(AUTHORIZING BODY)

AND

STAR INTERNATIONAL ACADEMY
(PUBLIC SCHOOL ACADEMY)

CONTRACT AMENDMENT NO. 2

STAR INTERNATIONAL ACADEMY

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 STAR INTERNATIONAL ACADEMY ("Academy") on July 1, 2018 ("Contract"), the parties agree to amend the Contract as follows:

A. Amend Schedules to Add the CTE Program for the 2023-2024 School Year.

1. Amend Contract Schedule 5: Description of Staff Responsibilities, by adding at the end of the schedule the CTE job descriptions, attached as Exhibit 1.
2. Amend Contract Schedule 6: Physical Plant Description, by deleting page 6-3 and replacing it with the materials attached as Exhibit 2.
3. Amend Contract Schedule 7c: Educational Program, by adding at the end of the schedule the Academy's High School Course Offerings Grades 9-12 2023-2024 Handbook with the CTE Program Description and Training Plan for Work-Based Learning Form, attached as Exhibit 3.
4. Amend Contract Schedule 7d: Curriculum, by adding at the end of the schedule the CTE Course Descriptions and Michigan Competency-Driven Core Curriculum for Nurses Aides, attached as Exhibit 4.
5. Amend Contract Schedule 7e: Methods of Pupil Assessment, by adding at the end of the schedule the CTE Course Descriptions and the Michigan Nurse Aide Testing Services Document, attached as Exhibit 5.

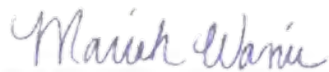
The changes identified in this Section shall have an effective date of August 28, 2023.

B. Amend Schedule 5 to Add the Amended Educational Service Provider Agreement.

1. Amend Contract Schedule 5: Description of Staff Responsibilities, by adding at the end of the schedule the Amended Educational Service Provider Agreement. Attached as Exhibit 1.

The changes identified in this Section shall have an effective date of March 10, 2020.

The amendments are hereby approved by the Collee Board and the Academy through their authorized designees and shall have the applicable effective date as set forth above.



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

Dated: 9-20-23



By: Fadek Alsaeed, President
Star International Academy
Designee of the Academy

Dated: 09-19-23

Exhibit 1

CONTRACT SCHEDULE 5

DESCRIPTION OF STAFF RESPONSIBILITIES

STAR INTERNATIONAL ACADEMY

STAFF RESPONSIBILITIES

TABLE OF CONTENTS

Accounting Assistant	5-1
Accounting Generalist	5-3
Administrative Assistant and Coordinator of Substitute Services.....	5-5
Administrative Assistant.....	5-7
Administrative Assistant – Support Center/Central Office	5-9
Administrative Assistant – Support Center/Central Office	5-11
Administrative Assistant to the Superintendent.....	5-13
Administrative Assistant.....	5-15
Assistant Cook and Lunch Server.....	5-17
Assistant Principal and District Coordinator of Curriculum.....	5-19
Assistant Principal and Instructional Coach	5-22
Bus Driver, Custodial and Hallway Monitor.....	5-25
Chief Cook and Lunch Aide	5-31
Chief Operating Officer	5-33
Coordinator of Curriculum Improvement and Instructional Coach.....	5-36
Coordinator of Curriculum, Instruction and Title I	5-38
Coordinator of Special Programs.....	5-40
Coordinator of Arabic Language Program	5-42
Coordinator of Tutorial, ESL and Title III Programs	5-44
Counselor	5-46
Custodian	5-48

Dean of Student Affairs and Family Engagement Liaison and Instructional Coach.....	5-50
Director of Accounting	5-53
Director of Athletic Program	5-55
Director of Buildings, Facilities and Transportation	5-57
Director of Data Analysis	5-59
Director of Food Services Program	5-61
Director of Human Resources.....	5-63
Director of Instructional Improvement	5-65
Director of Staff Mentoring and Coaching	5-67
Director of Talent Acquisition	5-69
District Support Liaison.....	5-71
Early Childhood Associate Teacher.....	5-73
Early Childhood Specialist SIA, UA, ULA	5-75
Family and Community Engagement Liaison	5-77
Family and Community Engagement Liaison	5-79
Food Service and Hallway Supervisor.....	5-81
Food Service Supervisor	5-83
Human Resources Compliance Administrator.....	5-85
Human Resources Data Generalist	5-87
Human Resources Data Specialist	5-89
Human Resources Generalist – Payroll	5-91
Interventionist Teacher	5-93
Lead Library Supervisor	5-95
Lead Nurse Aide	5-97
Library Aide.....	5-99

Lunch Aide and Monitor.....	5-101
Lunch Aide	5-103
Nurse Aide and Administrative Assistant.....	5-105
Nurse Aide – SIA.....	5-107
Office Manager and Pupil Accountant	5-109
Paraprofessional	5-111
PreK Support Aide.....	5-113
Principal and Assistant Superintendent	5-115
Principal	5-118
School Social Worker	5-120
Speech and Language Pathologist	5-122
Student Monitor	5-124
Substitute/Paraprofessional.....	5-126
System Administrator and Technical Support Specialist.....	5-128
Talent Acquisition Specialist	5-130
Teacher and Instructional Coach	5-132
Teacher.....	5-134
Technical Support and Implementation Assistant	5-136
Technical Support Coordinator.....	5-138
Technical Support Specialist.....	5-140
CTE Director.....	5-142
Teacher (CTE) & School Nurse.....	5-145
ESP Agreement.....	5-148
ESP Amended Agreement.....	5-170



Hamadeh Educational Services, Inc.

Job Description

Job Title: Accounting Assistant	Department: Accounting
Supervisor: Director of Accounting	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the Director of Accounting and Superintendent and HES President, performs a variety of quality accounting activities related to the payment and receipt of money, the maintenance of records, and the issuance of reports. The Accounting Assistant computes, classifies, records, and reconciles transactions into the Academies' financial accounting systems.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENT

- Assists in preparation and monitoring of budget; supports project and task management.
- Diligently reviews invoices and matches with purchase orders, packing lists, and shipping documents against vendor's invoices to ensure proper valid invoicing and proper receipt of materials or services prior to issuing payment.
- Prepares and tracks Account Payable and Account Receivable payment vouchers invoices to ensure the timely payment of outstanding invoices to prevent late fees or delayed services.
- Timely coordinates, compiles, and deposits accounts receivables as may be necessary to ensure compliance with the district policies and State requirements.
- Assists in developing effective methods of managing, compiling, organizing and tracking department documentation and performs related tasks as assigned by Supervisor

SUPERVISION AND IMPLEMENTATION

- Compiles and generates reports, spreadsheets, databases, and presentations as assigned by Supervisor.
- Maintains up-to-date records of projects, assignments and upcoming events/tasks.
- Follows up and ensure timely submission of assignments and reports.
- Internalizes and reflects upon Supervisor directives and stakeholder feedback to improve individual performance
- Participates in department improvement planning by sharing ideas and input to enhance operational procedures and internal controls

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends and/or plans the coordination and facilitation of staff meetings, training sessions, and school activities as may be needed.
- Plans goals for self-improvement consistent with the job requirements and/or Academy or HES needs.
- Utilizes training knowledge to implement new and effective strategies.
- Reflects upon supervisor directives and stakeholder feedback to improve performance.
- Plans and reaches own goals for self-improvement consistent with the job requirements and/or the Academies' needs.
- Follows department guidelines and ensures effective implementation of all HES and Academy policies.

RESULTS AND DATA MANAGEMENT

- Accurately completes invoices and deposits coding and account assignments consistent with the Academies' Accounting Manual.
- Selects correct account posts, verifies and balances debt and credit entries.
- Timely and efficient completion of tasks, payment of invoices, and making deposits.
- Timely follows through on outstanding transactions.
- Exercises time management, monitors deadlines, and ensures timely completion of assignments.

REPORTING AND COMPLIANCE

- Maintains accurate and updated records and files.
- Organizes and preserves paper and computer files for ready reference and efficient operation of the
- Prepares spreadsheets for various expenses, deposits and transactions, including credit card and money handling transactions.
- Accurately prepares journal entries, including all bank deposits/wire transfers, accruals, vouchers, adjustments etc.
- Utilizes detail-oriented approach to record expenditures, income, fund balances, reserves, and appropriations.

PROFESSIONAL QUALITIES

- Performs clerical duties, not limited to drafting letters, bookkeeping, copying, mailing, faxing, sending correspondence via email, and filing accounting documents.
- Collaborates with supervisor, staff, and stakeholder in a positive environment in the best interest of the staff and organization.
- Upholds the confidentiality of all and any information pertaining to the Academies, Board, Management, staff, vendors, contractors, and students.
- Represents the best possible impression of our organization when interacting with the community, prospective employees, current employees, and other industry professionals.
- Attends to assignments punctually and considers the impact of his/her attendance on organization efficiency.
- Performs all duties with quality, efficiency and dedication to the Academies and their Management.
- Performs other duties as may be assigned by the Supervisor, Superintendent or HES President.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operations Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary/Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION AND EXPERIENCE:

- Bachelor's degree in Accounting, Business Administration or similar field.
- Minimum two years' experience or training; or equivalent combination of education and experience.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions by sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title :	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Accounting Generalist	Department: Accounting
Supervisor: Director of Accounting	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the Director of Accounting and Superintendent and HES President, schedules, plans, organizes, assigns, and reviews HES Academies' accounting activities; performs related work as required; establishes and revises accounting procedures; conducts accounting analysis and prepares financial statements; and assists the Director of Accounting and Superintendent and the HES President in the Academies' budget preparation, planning, analysis, and monitoring as needed.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Plans and organizes the accounting services department work load, including but not limited to budget control records, proper receipt and disbursement of funds, cafeteria accounting, pupil attendance, special projects, internal auditing, and other fiscal activities.
- Assists in preparing financial reports and documents needed by the Academies' CPA firm.
- Plans, organizes, and coordinates a variety of technical business, accounting, and financial functions.
- Assists in preparing and reviewing the Annual Budgets and Budget Amendments as required by the Supervisor and the Board of Directors.
- Plans and implements automated systems for maintaining inventory and purchase orders using MIP modules.

SUPERVISION AND IMPLEMENTATION

- Recommends and assists in the formulation and implementation of policies and procedures related to fiscal activities including the completion of analytical studies required to assess performance.
- Assists in the processing of budget control records, and the proper receipt and disbursement of funds, cafeteria accounting, pupil attendance, special projects, internal auditing and other fiscal activities. Recommends updates to the department and procedures to ensure cost effective and timely accomplishment of goals and objectives.
- Identifies and recommends methods to improve operational procedures and internal control.
- Tracks invoices to ensure the timely payment of outstanding invoices to prevent late fees or delayed services.
- Works collaboratively with others engaged in various school business activities.
- Develops effective methods of managing, compiling, organizing and tracking department documentation. Performs related tasks as assigned by Supervisor.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Participates in financial meetings and activities as required.
- Collaborates in evaluating and recommending staff development needs.
- Plans and reaches own goals for self-improvement consistent with the job requirements and/or the Academy's needs.
- Fosters professional growth and provides professional assistance to staff as required.
- Attends staff meetings and training sessions as may be needed and implements new strategies accordingly.
- Ensures timely and complete participation in and documentation of training sessions including PLOs as needed.

RESULTS AND DATA MANAGEMENT

- Maintains records of expenditures and income, fund balances, reserves and appropriations.
- Assists in compiling data needed to prepare regular reports concerning district financial conditions.
- Prepares journal vouchers and entries and makes adjustments and closing entries.
- Prepares, plans, and supervises activities related to year-end closing and processes bank deposits and reconcile bank accounts and balance sheets with schools' accounting system.
- Enters accounts payable check requests and cash disbursements and tracks invoices to ensure prompt payments are made to prevent late fees or delayed services.
- Prepares general journal adjustments and accruals all in MIP, reviews trial balance in order to prepare monthly Financial Statements.

REPORTING AND COMPLIANCE

- Maintains uniformity in the use of the accounting systems/application by strictly using the MIP/SAGE application.
- Organizes all electronic records, databases, and supporting documentation all by year and category so that information is easily accessed.
- Maintains the integrity of the accounting systems/records. Assures that financial income and expenditure transactions and records are in compliance with Federal, State, and County rules, and regulations and requirements and that HES and Districts policies and procedures are met;
- Assists the Director of Accounting in the preparation and monitoring of the Academies' budgets.
- Assists in preparing a variety of district financial statements, conducts special audits or analytical studies to insure compliance.
- Reviews and updates financial reports, receipts, disbursement records, and computer print-outs to insure accuracy.
- Assists in compiling records and data required to develop monthly, quarterly, and annual budgets and amended budgets.
- Prepares annual reports as required by the Department of Education (school meals year-end reports, transportation expenditures reports, and special education actual cost reports).
- Prepares year-end financials and schedules needed by the CPA firm for audit and financial reviews.
- Submits yearly audited financial information online via FID (Financial Information Database).

PROFESSIONAL QUALITIES

- Follows an organizational system for documenting and communicating all Accounting issues and concerns with Supervisor.
- Represents the best possible impression of our organization when interacting with the community, current employees, and other industry professionals.
- Channels concerns to administration for solutions in the best interest of the organization.
- Communicates with vendors and employees to arrange payment or resolve discrepancies as necessary; assists assigned personnel with resolving accounting issues.
- Performs all duties with quality, efficiency and dedication to the Academies and their Management.
- Performs other duties as may be assigned by the Supervisor, Superintendent or HES President.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment. Student teachers and/or other volunteers are required to submit a criminal background check prior to the first day of service.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary/Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills.
- Experience with accounting, fiscal control, budgeting procedures and methods, internal auditing, purchasing, contract administration, management information systems, and records retention. Familiarity with laws applicable to financial procedures, funding in public schools, State and Federal funds, and the Michigan Department of Education Code provisions of school accounting; legal contracts and other binding agreements; experience with MIP is a plus.

EDUCATION /TRAINING

- Any combination equivalent to a Bachelor's Degree in Business Administration, Finance, Accounting or related field, preferably with a specialization in Public or School Administration.
- Must comply with all applicable laws related to business or CPA licensing is required.
- Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions by sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved By: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an Equal Opportunity Employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Administrative Assistant and Coordinator of Substitute Services	Department: Administration
Supervisor: Principal and Assistant Superintendent	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the Principal/Assistant Superintendent, to provide professional support as an Administrative Assistant to the Assistant Superintendent and Coordinator of Substitute Services; perform a broad range of secretarial and administrative functions; perform complex tasks and assume responsibilities using initiative, problem-solving skills and independent judgment in the interpretation and application of established district and department policies and procedures within HES. Coordinates and manage all substitute services for all the Academies.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Supports Assistant Superintendent and Principal for the purpose of providing assistance with their administrative functions
- Coordinates, manages and tracks all internal and external substitute services for all the academies
- Ensures all substitutes qualifications, permit requirements and finger printing are in place ahead of substitute placement including all substitutes meet MDE and HES qualification requirements..
- Participates in department improvement plan by sharing ideas and input to enhance services and program.
- Develops effective methods of managing, compiling, organizing and tracking department documentation of student records in an organized and accessible manner. Performs tasks as assigned by Supervisor.
- Sets clear objectives for department, participates in improvement plans by sharing ideas and input to enhance services and programs.
- Participates in department improvement plan by sharing ideas and input to enhance services and program.
- Assists in coordinating and managing calendar activities: conferences, school visits, seminars, workshops, speaking engagements, etc.
- Facilitates scheduling, enrollment activities and communications.
- Assists in ordering and maintaining supply inventory and stock, provides follow up on purchase orders, packing slips, and receipt of purchases.

SUPERVISION AND IMPLEMENTATION

- Monitors and coordinates school-wide purchase orders on Microix
- Maintains documents, files, and records for the purpose of providing up to date reference and audit trail for compliance. Performs variety of clerical duties as assigned by the Supervisor and the Superintendent.
- Sets up or coordinates the assignment of external substitutes in the classroom and instructs on general and school-wide policies and procedures.
- Assists in student admissions process, Main Office activities, and record keeping and pupil accountant documents such as count day reporting.
- Attends and records minutes at meetings. Prepares agendas, notices, and reports for meetings.
- Assists in the creation of reports, records and other paperwork as assigned by the Assistant Superintendent
- Effectively communicates with stakeholders; addresses their needs to ensure satisfactory customer service.
- Follows up with staff to collect assignments and reports and ensure compliance with the HES policies.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends all school events, meetings, seminars, workshops, and activities such as but not limited to Parent-Teacher Conferences, open houses, orientations, PTC, and assemblies as directed by the Supervisor, Office Manager, Principal, and/or the HES President.
- Records meeting minutes, maintains professional development binder, professional learning sessions documentation, and sign-in forms.
- Ensures timely and complete participation in and documentation of meeting and PLOs where applicable.
- Provides staff with training sessions as assigned by Supervisor or Principal.
- Guides staff, students and parents to ensure the smooth operation of the school.
- Plans personal development goals to be consistent with and supportive of job requirements and the Academy needs.

RESULTS AND DATA MANAGEMENT

- Creates spreadsheets, databases, presentations, and reports as assigned by Supervisor.
- Uses data to guide decision-making and formulation of recommendations and improvements for the Department.
- Organizes and preserves paper and computer files for efficient reference and operation.
- Scans, files, and processes mail and documents as requested by Supervisor.
- Records student data onto the computer generates statistical reports on: enrollment, transportation, purchases, directories (students and parents, staff, and vendors), and attendance.
- Provides a wide variety of complex and confidential administrative and secretarial support to the Assistant Superintendent.

REPORTING AND COMPLIANCE

- Maintains and insures the receipt of all substitute staffing personnel files and documentation
- Secures Substitute Permits for contracted substitutes
- Reports all complaints, actions, and issues related to school to Supervisor.
- Records staff attendance, and substitute timesheets and documentation

- Internalizes and reflects upon Supervisor directives and stakeholder feedback to improve individual performance; promotes positive working environment, operates professionally and courteously as exhibited by stakeholders' satisfaction.
- Assists in processing of all student enrollment and admissions documentation as may be required by local and State authorities, School Board and personnel, and the HES administration.
- Complies with all district, school, and departmental policies; upholds FERPA protections of confidentiality and proper daily operations.
- Uses expertly a variety of computer applications, including word processing, database, spreadsheets, and presentation software.

PROFESSIONAL QUALITIES

- Provides excellent customer service and imparts positive communication with all stakeholders.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts effectively
- Holds as confidential, all aspects of the job designated confidential by the Assistant Superintendent and Principal.
- Maintains professional appearance and behaves in manner appropriate to a public setting and the HES philosophy.
- Practices time management, performs all duties reliably, efficiently, with the highest ethics, and strong sense of dedication to the Academy and its Management.
- Follows organizational system for documenting and communicating student progress and/or concerns to stakeholders.
- Channels concerns to administration for solutions; performs other duties as assigned.
- Demonstrates flexibility in ensuring that assignments are completed in a timely manner
- Understands the school mission and adopts and works within the vision and pillars established by HES
- Performs all duties with quality, efficiency and dedication to the Academy and its Management.
- Performs other duties as may be assigned by the supervisor, Superintendent, and HES President or her/his designee.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academics' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION AND TRAINING:

- High school diploma or General Education Degree (GED).
- Minimum two years' experience or training; or equivalent combination of education and experience.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Administrative Assistant	Department: Administration
Supervisor: Office Manager and Pupil Accountant and Principal	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the Office Manager and Principal, to compile and keep records, issue reports, and perform clerical, administrative, and office tasks.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Assists in developing effective methods of managing, compiling, organizing and tracking department documentation as assigned by supervisors.
- Sets clear objectives for department, participates in improvement plans by sharing ideas and input to enhance services and programs.
- Assists in coordinating and managing calendar activities: conferences, school visits, seminars, workshops, speaking engagements, etc.
- Facilitates scheduling, enrollment activities, immunization updates, and communications.
- Assists in ordering and maintaining supply inventory and stock, provides follow up on purchase orders, packing slips, and receipt of purchases.

SUPERVISION AND IMPLEMENTATION

- Assists in monitoring student attendance by maintaining accurate timely records, generating hourly and daily attendance reports, and contacting parents and teachers when appropriate.
- Maintains up-to-date records of student packets, visitors, time cards, etc.
- Performs variety of clerical duties as assigned by Supervisor, Principal, and Superintendent.
- Assists in student admissions process, main office activities, and record keeping. Effectively communicates with stakeholders; addresses their needs to ensure satisfactory customer service including escalating situations that need action as necessary to the HES President and Superintendent.
- Follows up with staff to collect assignments and reports and ensure compliance with local and State requirements, Academy Board and HES administration.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends all school events, meetings, seminars, workshops, and activities such as but not limited to parent-teacher conferences, open houses, orientations, PTC, and assemblies as directed by the Office Manager, Principal, and/or the HES President.
- Records meeting minutes, maintains professional development binder, professional learning sessions documentation, and sign-in forms.
- Ensures timely and complete participation in and documentation of meeting and PLOs where applicable.
- Provides staff with training sessions as assigned by Supervisor or Principal.
- Guides staff, students and parents to ensure the smooth operation of the school.
- Attends school events as may be required such as parent-teacher conferences, open houses, and orientations, etc.
- Plans personal development goals to be consistent with and supportive of job requirements and the HES student well-being

RESULTS AND DATA MANAGEMENT

- Creates spreadsheets, databases, agenda's, notices, presentations, and reports as assigned and approved by Supervisors.
- Uses data to guide decision-making and formulation of recommendations and improvements for the Department.
- Organizes and preserves paper and computer files for efficient reference and operation.
- Scans, files, and processes mail and documents as requested by supervisors.
- Records student data onto the computer generates statistical reports on: enrollment, transportation, purchases, directories (students and parents, staff, and vendors), and attendance.
- Manages copy machine maintenance and records, routinely examines inventory of office machines, furniture, and supplies.

REPORTING AND COMPLIANCE

- Reports all complaints, actions, and issues related to school to Supervisors.
- Contemplates and reflects upon Supervisors directives and stakeholder feedback to improve individual performance; promotes positive working environment, operates professionally and courteously as to insure stakeholders' satisfaction.
- Assists in processing of all student enrollment and admissions documentation as may be required by local and State authorities, School Board, and the HES administration.
- Complies with all district, school, and departmental policies to uphold FERPA protections of confidentiality and mandatory daily operations.

- Records, tracks, and generate reports on student/staff attendance, late arrival, early dismissal, visitors, substitute/staff time cards as assigned; maintains accurate and updated database, records, reports, and checklists.

PROFESSIONAL QUALITIES

- Provides excellent customer service and imparts positive communication with all stakeholders.
- Maintains professional appearance and behavior appropriate to a public setting and the HES philosophy.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts effectively
- Performs all duties with quality, efficiency and dedication to the Academy and its Management
- Follows organizational system for documenting and communicating student progress and/or concerns to stakeholders.
- Channels concerns to administration for solutions; performs other duties as assigned.
- Demonstrates flexibility in ensuring that assignments are completed in a timely manner
- Understands the school mission and adopts and works within the vision and pillars established by HES

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary \Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION AND TRAINING:

- High school diploma or General Education Degree (GED).
- Minimum two years' experience or training; or equivalent combination of education and experience.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Administrative Assistant – Support Center/Central Office (SC/CO)	Department: Administration
Supervisor: Director of Talent Acquisition and Director of Human Resources	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the Director of Talent Acquisition and the Director of Human Resources retrieves, compiles and keeps records, issues reports, and performs a variety of clerical, administrative, and office tasks.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Assists in developing effective methods of managing, compiling, organizing and tracking department documentation. Performs related tasks as assigned by Supervisor.
- Sets clear objectives for department, participates in improvement plans by sharing ideas and input to enhance services and programs.
- Under direction of Supervisor, maintains and updates HR calendar to ensure timely follow-up with compliance requirements and deadlines.
- Developing constructive and cooperative working relationships with others, and maintains them over time to ensure tasks are completed efficiently and in a timely manner.
- Facilitates scheduling of employment activities, audit and personnel updates, and communications.
- Under the direction of the Supervisor, orders and maintains supply inventory and stock, provides follow up on purchase orders, packing slips, receipt of purchases.

SUPERVISION AND IMPLEMENTATION

- Accurately assists new employees with the preparation and processing of employment documentation including unprofessional conduct releases, child abuse and neglect clearances and I-9 employment verification forms.
- Maintains up-to-date records of new hire packets, staff documentation, visitors, etc.
- Performs variety of clerical duties as assigned by Supervisors, COO, HES Vice President, and/or HES President.
- Assists in recruiting by conducting phone interviews, reference checks and other related tasks as requested by Supervisor.
- Follows up with staff to collect assignments and reports and ensure compliances with HES policies.
- Manages and maintains the supply room by maintaining inventory and organizes excess inventory in a clean and presentable fashion.
- Effectively communicates with stakeholders; addresses their needs to ensure satisfactory customer service including escalating situations that need action as necessary to the COO, HES Vice President, and/or HES President

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends all school events, meetings, seminars, workshops, and activities as directed by the Supervisor(s) and/or HES President.
- Records meeting minutes supporting documentation, name tags and sign-in sheets.
- Ensures timely and complete participation in and documentation of meeting and PLOs where applicable.
- Provides staff with training sessions as assigned by Supervisor.
- Guides staff, students, parents and guests to ensure the smooth operation of the Support Center
- Plans personal development goals to be consistent with and supportive of job requirements and HES mission and vision

RESULTS AND DATA MANAGEMENT

- Creates and maintains spreadsheets, databases, presentations, and reports as assigned by Supervisor.
- Uses data to guide decision-making and formulation of recommendations and improvements for the Department.
- Organizes and preserves paper and computer files for efficient reference and operation.
- Scans, files, and processes mail and documents as requested by Supervisor.
- Maintains up-to-date and accurate logs and records in Microsoft Excel and Outlook
- Manages copy machine maintenance and records, routinely examines inventory of office machines, furniture, and supplies.

REPORTING AND COMPLIANCE

- Reports all complaints, actions, and issues related to the Academies to Supervisor and maintains accurate records.
- Promotes positive working environment, operates professionally and courteously as to insure stakeholders' satisfaction.
- Internalizes and reflects upon Supervisor directives and stakeholder feedback to improve individual performance
- Assists in processing of all employment documentation as may be required by local and State authorities, school Board and personnel, and HES administration.
- Complies with all the District, Academy and departmental policies; upholds the employment and FERPA protections of confidentiality and proper daily operations.

- Effectively and timely screens and manages phone calls and visitors, and promptly channels concerns to administration for solutions.

PROFESSIONAL QUALITIES

- Provides excellent customer services, relies on positive communication with all stakeholders.
- Maintains professional appearance and d in a manner appropriate to a public setting and HES philosophy.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts effectively
- Performs all duties with quality, efficiency and dedication to the Academy and its Management
- Practices time management, performs all duties reliably, efficiently and with the highest ethics and strong sense of dedication to the Academics and their Management.
- Takes all necessary measures to ensure confidentiality of all staff information and HR activities.
- Follows organizational system for documenting and communicating progress and/or concerns to stakeholders.
- Performs other duties as assigned.
- Demonstrates flexibility in unscheduled assignments, understands, adopts, and works consistently with HES mission.
- Guides staff, students and parents to ensure the smooth operation of the Support Center/Central Office (SC/CO).

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academics' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION AND TRAINING:

- High school diploma or general education degree (GED).
- Minimum two years' experience or training; or equivalent combination of education and experience.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Administrative Assistant – Support Center/Central Office (SC/CO)	Department: Administration
Supervisor: Chief Operating Officer	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the Chief Operating Officer compiles and keeps records, issues reports, and performs a variety of clerical, administrative, and office tasks.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Assists in developing effective methods of managing, compiling, organizing, filing, and tracking department documentation. Performs related tasks as assigned by Supervisor.
- Sets clear objectives for department, participates in improvement plans by sharing ideas and input to enhance services and programs.
- Under the direction of the Supervisor, manages and updates Livescan forms and receipts, DFA documentation tracking, UPC processing, and other HR documentation as needed.
- Effectively and timely screens and manages phone calls and visitors, and promptly channels concerns to administration for solutions.
- Developing constructive and cooperative working relationships with others, and maintains them over time to ensure tasks are completed efficiently and in a timely manner
- Facilitates scheduling of pre-employment activities, and communications.
- Under the direction of the Supervisor, orders and maintains supply inventory and stock, processes and provides follow up on purchase orders, packing slips, receipt of purchases.

SUPERVISION AND IMPLEMENTATION

- Accurately assists new employees with the preparation of employment documentation including unprofessional conduct releases, child abuse and neglect clearances and I-9 employment verification forms.
- Schedules Support Center Conference Room usage and coordinates event planning materials and resources needed
- Performs variety of clerical duties as assigned by Supervisor, HES Vice President, and/or President.
- Manages and maintains the Support Center kitchen, coffee supplies and organization and cleanliness
- Follows up with staff to collect assignments and reports and ensure compliances with HES policies.
- Manages and maintains the supply room by maintaining inventory and organizes excess inventory in a clean and presentable fashion.
- Effectively communicates with stakeholders; addresses their needs to ensure satisfactory customer service including escalating situations that need action as necessary to the COO, HES Vice President, and/or HES President
- Guides staff, students, parents and guests to ensure the smooth operation of the Support Center

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends all school events, meetings, seminars, workshops, and activities as directed by the Supervisor and HES President.
- Records meeting minutes supporting documentation, name tags and sign-in sheets.
- Ensures timely and complete participation in and documentation of meeting and PLOs where applicable.
- Provides staff with training sessions as assigned by Supervisor.
- Plans personal development goals to be consistent with and supportive of job requirements and HES student well-being

RESULTS AND DATA MANAGEMENT

- Creates and maintains spreadsheets, databases, presentations, and reports as assigned by Supervisor.
- Uses data to guide decision-making and formulation of recommendations and improvements for the Department.
- Organizes and preserves paper and computer files for efficient reference and operation.
- Maintains up-to-date and accurate logs and records in Microsoft Excel and Outlook
- Manages copy machine maintenance and records, routinely examines inventory of office machines, furniture, and supplies.

REPORTING AND COMPLIANCE

- Reports all complaints, actions, and issues related to the Academics to Supervisor; maintains accurate records.
- Internalizes and reflects upon Supervisor directives and stakeholder feedback to improve individual performance
- Assists in processing of all employment documentation as may be required by local and State authorities, school Board and personnel, and HES administration.
- Complies with all the District, Academy and departmental policies; upholds the employment and FERPA protections of confidentiality and proper daily operations.
- Promotes a professional and positive work environment as evidenced by Supervisor's satisfaction and consistent with HES mission and Philosophy.

PROFESSIONAL QUALITIES

- Provides excellent customer services, relies on positive communication with all stakeholders.
- Maintains professional appearance and demonstrates self ethically and in a manner appropriate to a public setting and HES philosophy.
- Promotes a professional and positive work environment as evidenced by Supervisor's satisfaction and consistent with HES mission and Philosophy.
- Practices time management, performs all duties reliably, efficiently and with the highest ethics and strong sense of dedication to the Academies and their Management.
- Takes all necessary measures to ensure confidentiality of all staff information and HR activities.
- Follows organizational system for documenting and communicating student progress and/or concerns to stakeholders.
- Performs other duties as assigned. Demonstrates flexibility in unscheduled assignments, understands, adopts, and works consistently with HES mission.
- Guides staff, students and parents to ensure the smooth operation of the Support Center/Central Office (SC/CO).

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION AND TRAINING:

- High school diploma or general education degree (GED).
- Minimum two years' experience or training; or equivalent combination of education and experience.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Administrative Assistant to the Superintendent	Department: Administration
Supervisor: Superintendent/HES President	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Provides high level executive support to the Superintendent/HES president, including managing complex tasks and exercising discretion and independent judgment to complete various projects and initiatives.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Manages the day to day business activities of the Superintendent/HES President and demonstrates the ability to handle confidential information.
- Prioritizes and handles internal and external correspondence including screening incoming contacts in the most professional manner.
- Acts as a lead in developing and implementing school wide and department specific policies and procedures including process improvement and lean thinking consistent with HES and the Academics mission and vision, guidelines and requirements.
- Manages the initiation and accurate and timely completion of Board of Education meeting minutes including adhering to compliance with Local, State, Federal, Authorizers and District regulations and guidelines.
- Manages the development and processing of all marketing materials including collaborating with all departments to initiative cost savings and eliminating duplication of efforts.
- Manages and supervises the Academy uniform program including the monitoring and documentation of invoices and payments.

SUPERVISION AND IMPLEMENTATION

- Manages and oversees the Nawal Hamadeh Scholarship program, its development, processing, and procedures to enhance the program's operation.
- Compiles and organizes reports and materials for both external and internal compliance and reporting purposes.
- Supervises the development of school publications, including but not limited to student-parent handbook, school newsletters, student transcripts and fundraising forms in alignment with HES and Academy specifications.
- Supervises the HES money handling process including developing and implementing internal controls to ensure fidelity.
- Responsible for the development of the annual Academy calendar ensuring compliance with the Authorizers, State, and HES requirements and guidelines.

PROFESSIONAL LEARNING OPPORTUNITIES

- Assists in coordinating and conducting staff meetings related to various projects and initiatives
- Provides stakeholders with necessary professional development opportunities as may be directed by the Superintendent to enhance the outcomes of various initiatives to positively impact the outcomes of projects.
- Sets and reaches own goals for self-improvement consistent with the job requirements and/or school needs.
- Attends meetings and training as may be necessary and as may be directed by the supervisor to enhance the needed skills for this position.
- Ensures timely and complete participation in and documentation of PLOs where applicable.

RESULTS AND DATA MANAGEMENT

- Manages department activities with fidelity in compliance with all rules, regulations, policies, mandates, and standards
- Consistently evaluates department progress including initiating discussion to identify areas of need, process improvement and ensuring efficient operation of business activities
- Responsible for handling complex and confidential matters that are of significance to HES and the academies.
- Performs complex administrative duties and tasks to support projects and initiatives including using discretion and independent judgment to make decisions.
- Responsible for planning reporting activities and ensuring 100% compliance with the Authorizers Epicenter reporting requirements and meeting deadlines.

REPORTING AND COMPLIANCE

- Responsible for the audit of and compliance with HES guidelines department purchases including initiating and obtaining appropriate authorizations and approvals.
- Coordinates staff, school and community events and performs other duties as may be assigned by supervisor.
- Serves as a point of contact with Academy Board of Directors, Authorizers and other educational or community institutions

- Compiles various complex reports and data records to ensure accuracy, completeness, and timely submittal.
- Keeps the Supervisor informed of key developments including matters of significance to HES ensuring proper action is taken.

PROFESSIONAL QUALITIES

- Performs all duties with quality, efficiency, and dedication to the Academies and their Management.
- Demonstrates professionalism with the highest work ethics in handling confidential information and managing conflicts.
- Demonstrates flexibility and has a sense of urgency in prioritizing work and department activities.
- Maintains a professional and positive communication with all members of the Board of Directors, Academies staff, parents, students and community members.
- Performs other duties as may be assigned by the Superintendent/HES President or her designee.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION AND TRAINING:

- Bachelor's Degree in Business Administration, Education, or any related field.
- Minimum two years' experience or training; or equivalent combination of education and experience.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. Requires prolonged sitting or standing. Occasionally requires physical exertion to manually move, lift, carry, pull, or push heavy objects up to 25 pounds. Occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Administrative Assistant	Department: Human Resources
Supervisor: Vice President and Human Resources Data Specialist	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of Vice President and Human Resources Data Specialist to compile and keep records, issue reports, and perform a variety of compliance and administrative tasks.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Assists in developing effective methods of managing, compiling, organizing, filing, and tracking department documentation. Performs related tasks as assigned by Supervisor.
- Sets clear objectives for department, participates in improvement plans by sharing ideas and input to enhance services and programs.
- Facilitates scheduling of employment activities, audit and personnel updates, and communications.
- Under the direction of the Supervisor, orders and maintains supply inventory and stock, provides follow up on purchase orders, post office correspondence, packing slips, receipt of purchases.
- Oversees and processes all documentation for Volunteer, Chaperone or Visitor Packets and providing approved volunteer lists to the Academics
- Monitors, prepares and directs incoming and outgoing mail and communications and reroutes information appropriately
- Secures required ICHATS for all HES staff, contracted staff, volunteers, chaperones, visitors, and coaches.
- Assists with the coordination and review of documentation for the Academics athletic programs including annual coaching and transportation forms, budgets, student waivers and medical forms and other required documentation
- Assists with the coordination of required documentation for ACP, Homebound, Adult ESL, Family Literacy, STEM and other afterschool programs
- Assists and maintains accurate records of contract databases for follow up documentation regarding payroll, STIP reimbursement, and annual W-2 forms.
- Under the direction of the supervisor reviews and processes 401K documentation, STIP documents, verification of banking deposits and account matching to ensure accurate records and documentation.

SUPERVISION AND IMPLEMENTATION

- Maintains up-to-date records of projects, assignments and upcoming events/tasks.
- Contacts Academy's and staff as needed to collect and ensure receipt of needed documentation as directed by supervisor
- Assists the HR Department with coordinating the verification and completion of new hire and volunteer documentation for the Academics.
- Assists with scheduling internal audits to assist the Chief Operating Officer with evaluating preparedness and adherence to rules and regulations as established by the MDE, MSP, WCRESA, the authorizer, Academy, and HES.

PROFESSIONAL LEARNING OPPORTUNITIES

- Attends all school events, meetings, seminars, workshops, and activities as directed by the Supervisor, and HES President.
- Ensures timely and complete participation in and documentation of meeting and PLOs as needed
- Plans and reaches own goals for self-improvement consistent with the job requirements and/or the Academics' needs.
- Collaborates in evaluating and recommending staff development needs.
- Reflects upon supervisor directives and stakeholder feedback to improve performance.

RESULTS AND DATA MANAGEMENT

- Creates and maintains spreadsheets, databases, presentations, and reports as assigned by Supervisor.
- Uses data to guide decision-making and formulation of recommendations and improvements for the Department.
- Organizes and preserves paper and computer files for efficient reference and operation.
- Maintains up-to-date and accurate logs and records in Microsoft Excel and Outlook.
- Ensures timely and accurate update of personnel records by thoroughly reviewing assigned documentation.
- Analyzes HR Data to recommend data driven decisions related to the application of internal processes and procedures

REPORTING AND COMPLIANCE

- Reports all complaints, actions, and issues related to Academics to Supervisor; maintains accurate records.
- Provides excellent customer services, relies on positive communication
- Maintains professional appearance and demonstrates self ethically and in a manner appropriate to a public setting and HES philosophy.
- Internalizes and reflects upon Supervisor directives to improve individual performance.

- Assists in processing of all employment documentation as may be required by local and State authorities, school Board and personnel, and HES administration.
- Complies with all District, school, and Departmental policies; upholds the employment and FERPA protections of confidentiality and proper daily operations.
- Effectively and timely screens and manages phone calls and visitors, and promptly channels concerns to administration for solutions.

ADMINISTRATIVE QUALITIES

- Practices time management, performs all duties reliably, efficiently, with the highest ethics and strong sense of dedication to the Academies and Management.
- Promotes a professional and positive work environment as evidenced by Supervisor's satisfaction and consistent with HES mission and Philosophy.
- Performs variety of clerical duties as assigned by Supervisor, Chief Operating Officer, HES Vice President, and/or President.
- Takes all necessary measures to ensure confidentiality of all staff information and HR activities.
- Implements effective workflow systems for company-wide use.
- Follows a detailed organizational system for documenting and communicating all assigned tasks and projects
- Performs other duties as assigned. Demonstrates flexibility in unscheduled assignments, understands, adopts, and works consistently with HES mission.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION AND TRAINING:

- High school diploma or general education degree (GED).
- Minimum two years' experience or training; or equivalent combination of education and experience.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Assistant Cook and Lunch Server	Department: Food Services
Supervisor: Coordinator or Director of Food Services	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

To assist in ensuring that student and staff meals are timely prepared according to all applicable health standards, and to assist in serving meals to student and staff.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Assists in planning and coordinating the menu for all staff events taking into account the likely number of attendees and the nature of the events
- Assists in identifying and purchasing ingredients and supplies needed for the event, while staying within the allocated budget and following the approved purchase procedures
- Assists in planning, directing and supervising the activities of food service team throughout the preparation and execution of the event
- Redirects students and staff to remain in compliance with health, food, safety and hygiene requirements.
- Assists in preparation of meals, including but not limited to: washing, cutting, peeling vegetables, and cleaning, cutting and preparing meats, seafood and poultry. Stirs and strains soups and sauces. Carries pans, kettles and trays of food to and from work stations etc.
- Assists in the planning and management of inventory.
- Assembles food, dishes, utensils and supplies needed for timely meal preparation and ensures equipment is kept clean, maintained and used properly and safely.
- Assists in coordinating all the school functions involving food services with the Supervisor and the Principal.

SUPERVISION AND IMPLEMENTATION

- Operates kitchen equipment in a safe, clean and proper manner to assure safety as well as to avoid damage to the equipment.
- Ensures cleanliness of all lunchroom materials, kitchen, service line, and cafeteria area (wiping down tables, chairs, removing garbage, trays, etc.).
- Washes dishes, pots, pans and utensils using approved sanitation methods.
- Returns all items to their proper storage site.
- Completes routine maintenance of kitchen and equipment, including weekly deep cleaning.
- Serves staff and students on the service line in a professional and timely manner, while following portion control guidelines.
- Prevents hazardous situations by immediately cleaning up any spills when they occur, and following proper safety procedures
- Runs cash register on the service line if cashier is absent and/or handles monies properly and honestly.
- Assists if needed with production records, and inventory.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Performs routine self-evaluation to identify areas of strengths and needs and seek ways to improve and enhance work related skills consistent with the job requirements and/or school needs.
- Demonstrates motivation to improve own techniques reflective of stakeholder input.
- Participates in recommended training programs, conferences, meetings, seminars, workshops (MDE, MOR) and courses (Servsafe Certification Class) or other aspects of professional growth and effectively implements new strategies.
- Attends all Parent- Teacher Conferences, open houses, and orientations, as well as any other school events as required.
- Completes and submits all required reports per specifications.
- Utilizes feedback from school leaders based on professional methods in the best interest of students.

RESULTS AND DATA MANAGEMENT

- Measures and reads measuring devices when following recipes for the efficient and proper preparation and distribution of meals.
- Assists in conducting student/parent survey and utilizes the resulting data to make improvements to the food service program.
- Handles cooking in the absence of the cook.
- Assists in PowerSchool data count.
- Assists in filing all necessary paperwork.
- Directs students and staff in following pay and quantity serving policy.
- Ensures proper cleanliness of cafeteria before and after meals.

REPORTING AND COMPLIANCE

- Follows standardized recipes and prepares meals following established protocols

- Adheres to sanitation, safety and hygiene requirements as stated in the Michigan Food Code, HACCP guidelines and all standard food preparation and kitchen operations procedures.
- Communicates effectively with staff and students.
- Observes district, school, and department-wide policies on daily routines and guidelines during all activities.
- Monitors, reports, documents and redirects any concerns/issues coming from students, staff or parent to the supervisor.
- Participates in the documentation of PLOs where applicable.
- Immediately reports any concerns or observations regarding food health and safety.
- Utilizes supervisor directives and stakeholder feedback to improve performance.

PROFESSIONAL QUALITIES

- Establishes and maintains positive interpersonal relationships with all students, parents/guardians and fellow staff.
- Establishes and maintains positive team spirit amongst all staff.
- Communicates and documents concerns with stakeholders using an organizational system.
- Performs all duties with quality, efficiency and dedication to the Academy and its Management.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts.
- Performs other duties as assigned by the Supervisor, Principal or HES President or her designee.
- Demonstrates availability when needed.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academics' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION/TRAINING

- High School Diploma or equivalent
- Knowledge of Sanitation and Safety issues (Training sessions will be provided)

PHYSICAL DEMANDS:

Requires prolonged standing; physical exertion to manually move, lift, carry, pull or push heavy objects or materials up to 75 pounds at a time; stooping, bending and reaching; daily repetitive motion with hands and arms in food preparation and serving. Requires regular crouching occurs to retrieve items from lower shelves; regular reaching occurs to retrieve utensils and food items from storage shelves. Must be able to work in a noisy environment, Must be able to work in and around fumes and odors

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title :	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Assistant Principal & District Coordinator of Curriculum

Department: Administration

Supervisor: Principal

Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Assists in the operation, evaluation and modification of the Academy's programs offered by the Academy and strives to provide a safe and secure learning environment for all students and staff under the direction of the Principal. Assists the Principal in providing for proper instruction and supervision of students and staff in accordance with the stated mission and goals of the Academy; supervises the curriculum alignment committee for the Department; in the development of standards-based curriculum and assessment opportunities, research-based instructional methods and the aligning of materials and resources to curriculum outcomes.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Assists in the overall operation of all the Academy's activities and programs by ensuring safety, quality performance and implementation of all HES and the Academy's policies.
- Assists the Principal in leading and directing the overall planning, development, implementation, and evaluation of the Academy's instructional and staff development programs with particular focus on assessments and student achievement.
- Participates in the coordination, development, and implementation of the School Improvement Plan (SIP).
- Assists in overseeing the development, implementation and monitoring of the Achievement Campers Program (ACP) and summer plans and programs to ensure alignment with the SIP.
- Plans, evaluates, and recommends programs and student activities, special events, policies, goals and objectives ensuring their alignment with the SIP.
- Collaborates with district colleagues to construct benchmark lessons and to plan and manages the development of standards-based curriculum, instruction, assessment plans, and strategies.
- Ensures that all textbooks are used effectively as a resource to meet curriculum goals
- Assists in the coordination and in development of an Annual Department Improvement Plan with clearly stated goals and objectives.
- Assists in purchasing and requisition of instructional materials.
- Works collaboratively with others on curriculum and instructional planning, department planning, and will utilize and implement feedback from supervisor.

SUPERVISION AND IMPLEMENTATION

Assistant Principal

- Assists in the supervision, development, and implementation of the instructional program.
- Assists in defining and communicating the goals and expectations of the overall school program.
- Supervises and guides students consistent with Academy's policies and guidelines.
- Assists in the selection of textbooks, curriculum materials and resources, supplies and equipment.
- Assists in the coordination and administration of all standardized testing, formative and summative assessments.
- Leads student/class supervision and instruction as needed.

District Coordinator of Curriculum

- Serves as a resource to the School Improvement Committee and works with school administrators to develop, implement, and evaluate the school's Continuous Improvement Plan.
- Observes, provides guidance and supervision of assigned colleagues, and participates in the formal evaluation process.
- Coordinates communication and planning among all learning communities in all subject areas within the department.
- Leads the process of developing or reviewing the grades'/subject's scope and sequence of the curriculum, according to the Core Curriculum, Concepts and Academy curriculum expectations.
- Ensures that essential agreements are formulated for assessment, teaching, and learning language.
- Assists in the recruitment and interviewing of qualified personnel as may be needed.
- Demonstrates leadership qualities, setting personal example at high standards in all regards

PROFESSIONAL LEARNING OPPORTUNITIES (P.L.O.s)

Assistant Principal

- Recommends and directs committees and task teams as needed.
- Efficiently trains, supervises, and evaluates personnel assigned to area of responsibility, including P.L.O.s.
- Trains and supervises personnel assigned to area of responsibility.
- Plans, provides, or facilitates appropriate training and resources for students and staff as assigned by the Principal.
- Attends meetings, activities, and training and effectively implements new strategies.
- Attends staff meetings and school activities, and conferences as necessary, and completes proper documentation of all meetings.
- Conducts staff meetings, as necessary, for the proper functioning of the Academy.

District Coordinator of Curriculum

- Participates in and provides professional learning opportunities that will enhance student achievement through improved lesson planning, curriculum alignment, implementation, and student assessment.
- Assists in the coordination of all school-based professional learning opportunities linked to individual professional development plans, the School Improvement Plan, and individualized action plans.
- Assists with the training of Teachers, and curriculum coordinators.
- Provides staff with ongoing classroom observations, walkthroughs and evaluations and ensure a dependable environment for students' well-being.

RESULTS AND DATA MANAGEMENT

Assistant Principal

- Assists the Building Principal in supervising the local and State assessments.
- Ensures that parents are kept up-to-date of students' progress and concerns, as well as school events and activities.
- Supervises daily Academy operations, ensuring punctual student attendance, efficient operation of classrooms and subjects.
- Uses multiple sources of data to monitor and assess student achievement and effectively shape decision-making, goal formation, and student achievement recognition.
- Supervises and evaluates staff performance focusing on student achievement and ensuring accountability.
- Creates and maintains student and staff data in spreadsheets, databases, presentations, and reports as assigned by Supervisor

District Coordinator of Curriculum

- Collects data and establishes improvement plans based on the standardized tests results.
- Encourages and supports a process of properly reviewing and analyzing classroom assessment results, as well as sharing them with students and parents.
- Assesses curriculum alignment through analysis of standardized assessments data, district assessments, benchmarks, and Common Core State Standards (CCSS).

REPORTING AND COMPLIANCE

Assistant Principal

- Assists in the preparation of timely school reports to present to the Supervisor and the HES President.
- Submits such reports and records as required by law, Board policies, and administrative directives.
- Ensures that all HES, Academy Board and administration policies are effectively implemented.
- Keeps the Principal, Superintendent, and HES President informed of main issues and concerns.
- Is available when needed to ensure completion of tasks and the full safety of the Academy, students, staff, and parents.

District Coordinator of Curriculum

- Accurately completes and submits in a timely manner all required reports per specifications.
- Prepares and submits all documentation required for department authorization and evaluation.
- Establishes and maintains completed workshop attendance and school visits in order to ensure equality of opportunity and identify ongoing needs.
- Complies with all district, Academy, and department-wide policies and follows established rules/guidelines.
- Serves on the School Improvement Plan (SIP) and Total Quality Management (TQM) Committees.

PROFESSIONAL QUALITIES

- Follows an organizational system for documenting and communicating student progress and concerns.
- Serves as liaison for social, professional, civic, and other community agencies and groups interested in the Academy.
- Serves as role model, provides excellent customer service and positive communication with staff, students, parents, and community.
- Collaborates in school committees to contribute to an increased positive learning environment.
- Assists in the interview, selection, and assignment of personnel; both certified and classified employees.
- Demonstrates professionalism in work ethic, handling confidential information, and managing conflicts effectively.
- Performs all duties with quality, efficiency, and dedication to the Academy and its Management.
- Performs other duties as may be assigned by the Principal, Superintendent, and/or HES President or her designee.
- Provides for effective communication and relations between the administration and staff, and for building staff morale.
- Maintains department liaison with social, professional, civic, volunteer, and other community agencies and groups having an interest in the school within the department.
- Informs parents, staff, and students about the school programs' events and activities.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills
- Experience with Leadership, Supervision, Diplomacy, Conflict Resolution and serving a diverse student population and community.

EDUCATION/ TRAINING:

- Minimum of a Bachelor's degree in education or related field.
- Must have School Administration Certification or be enrolled in an accredited program in which a School Administrator Certification will be attained within 3 years.
- Thorough knowledge of Michigan Curriculum Standards.
- A minimum of three years professional experience in teaching and school administration combined.
- Must comply with all applicable laws related to the Administrator's Certificate.
- Must meet continuing education requirements as prescribed by rules promulgated by the State of MI, as applicable.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions by sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching. Must work indoors and outdoors year-round

Issued and Approved by: Name and Title:	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Assistant Principal and Instructional Coach	Department: Administration
Supervisor: Principal	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Assists in the operation, evaluation and modification of the Academy's programs offered by the Academy and strives to provide a safe and secure learning environment for all students and staff under the direction of the Principal.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Assists in the overall operation of all the Academy's activities and programs by ensuring safety, quality performance and implementation of all HES and the Academy's policies.
- Assists in the coordination of curriculum as assigned by the Principal including ensuring the adoption and completion of curriculum tasks and lesson planning by instructional staff.
- Assists the Principal in leading and directing the overall planning, development, implementation, and evaluation of the Academy's instructional and staff development programs with particular focus on assessments and student achievement.
- Participates in the coordination, development, and implementation of the School Improvement Plan (SIP).
- Assists in overseeing the development, implementation and monitoring of the Achievement Campers Program (ACP) and summer plans and programs to ensure alignment with the SIP.
- Plans, evaluates, and recommends programs and student activities, special events, policies, goals and objectives ensuring their alignment with the SIP.
- Proactively participates in department improvement plan by sharing ideas and input to enhance services and program.

Instructional Coach

- Serves as the coach and mentor in the core subject area(s) to facilitate differentiated instruction and collaboration among the teachers.
- Facilitates the proper construction of benchmark lessons; plans and manages the development of standards-based curriculum, instruction and assessment plans and strategies.
- Facilitates the effective use of all core subject(s) textbooks, resources and instructional materials to meet the curriculum goals and coordinates the creation/updating of themes/units within the core subject(s).
- Serves as the facilitator for the core subject(s) by identifying and assisting in the adoption of curriculum resources and maintaining inventory.
- Facilitates the development of an annual core subject(s) plan with clearly stated goals and objectives.
- Facilitates the purchase and requisition of instructional materials to support teachers and the SIP goals.
- Works collaboratively with other team members on curriculum and instructional planning, department planning, and will accept and act upon feedback from supervisor.
- Collaborates with administrators and teachers to ensure the proper implementation of the school's assessment program (Standardized and other types of assessments).

SUPERVISION AND IMPLEMENTATION

- Assists in the supervision, development, and implementation of the instructional program.
- Assists in defining and communicating the goals and expectations of the overall school program.
- Supervises and guides students consistent with Academy's policies and guidelines.
- Assists in the selection of textbooks, curriculum materials and resources, supplies and equipment.
- Assists in the coordination and administration of all standardized testing, formative and summative assessments.
- Leads student/class supervision and instruction as needed.

Instructional Coach

- Serves as a resource to the school improvement committees and works with administrators to develop, implement and evaluate the school's continuous improvement plan.
- Observes, provides guidance and support to assigned colleagues and participate in the formal evaluation process.
- Coordinates communication and planning among all learning communities and serve as the coordinator for the Academy's curriculum in the assigned subject area of specialty.
- Coaches and mentors the teachers based on classroom observations and on teaching practices/techniques on a continual basis.
- Demonstrates leadership qualities by setting a personal example at high standards in all regards.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Recommends and directs committees and task teams as needed.
- Efficiently trains, supervises, and evaluates personnel assigned to area of responsibility, including PLOs.
- Trains and supervises personnel assigned to area of responsibility.
- Plans, provides, or facilitates appropriate training and resources for students and staff as assigned by the Principal.
- Attends meetings, activities, and training and effectively implements new strategies.
- Attends staff meetings and school activities, and conferences as necessary, and completes proper documentation of all meetings.
- Conducts staff meetings, as necessary, for the proper functioning of the Academy.

RESULTS AND DATA MANAGEMENT

- Assists the Building Principal in supervising the local and State assessments.

- Ensures that parents are kept up-to-date of students' progress and concerns, as well as school events and activities.
- Supervises daily Academy operations, ensuring punctual student attendance, efficient operation of classrooms and subjects.
- Uses multiple sources of data to monitor and assess student achievement and effectively shape decision-making, goal formation, and student achievement recognition.
- Supervises and evaluates staff performance focusing on student achievement and ensuring accountability.
- Creates and maintains student and staff data in spreadsheets, databases, presentations, and reports as assigned by Supervisor

Instructional Coach

- Guides, mentors and supports staff and ensures timely follow up and accountability through ongoing classroom observations, walkthroughs and staff evaluations.
- Collects data, and establishes improvement plans based on varied student assessment results.
- Encourages and supports a process of properly reviewing and analyzing classroom assessment results, as well as sharing them with students and parents.
- Assesses curriculum alignment through analysis of standardized assessments, district wide assessment data, Michigan standard exams, benchmarks, and Common Core State Standards (CCSS).

REPORTING AND COMPLIANCE

- Assists in the preparation of timely school reports to present to the Supervisor and the HES President.
- Submits such reports and records as required by law, Board policies, and administrative directives.
- Ensures that all HES, Academy Board and administration policies are effectively implemented.
- Keeps the Principal, Superintendent, and HES President informed of main issues and concerns.
- Is available when needed to ensure completion of tasks and the full safety of the Academy, students, staff, and parents.

Instructional Coach

- Creates and maintains an accurate and organized system for documenting and communicating school and subject expectations and teacher evaluations.
- Accurately completes and submits in a timely manner all required reports per specifications.

PROFESSIONAL QUALITIES

- Follows an organizational system for documenting and communicating student progress and concerns.
- Serves as liaison for social, professional, civic, and other community agencies and groups interested in the Academy.
- Serves as role model, provides excellent customer service and positive communication with staff, students, parents, and community.
- Collaborates in school committees to contribute to an increased positive learning environment.
- Assists in the interview, selection, and assignment of personnel; both certified and classified employees.
- Demonstrates professionalism in work ethic, handling confidential information, and managing conflicts effectively.
- Performs all duties with quality, efficiency, and dedication to the Academy and its Management.
- Performs other duties as may be assigned by the Principal, Superintendent, and/or HES President or her designee.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills
- Experience with Leadership, Supervision, Diplomacy, Conflict Resolution and serving a diverse student population and community.

EDUCATION/ TRAINING:

- Minimum of a Bachelor's degree in education or related field.

- Must have School Administration Certification or be enrolled in an accredited program in which a School Administrator Certification will be attained within 3 years.
- Thorough knowledge of Michigan Curriculum Standards.
- A minimum of three years professional experience in teaching and school administration combined.
- Relative experience in community leadership and staff supervision.
- Must comply with all applicable laws related to the Administrator's Certificate.
- Must meet continuing education requirements as prescribed by rules promulgated by the State of MI, as applicable.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions by sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching. Must work indoors and outdoors year-round

Issued and Approved by: Name and Title:	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Bus Driver, Custodial and Hallway Monitor

Department: Student Services

Supervisor: Director of Buildings, Facilities and Transportation

Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Provide safe and efficient transportation, performs minor maintenance and repair duties, and monitor students' conduct in the hallways. Responsible for maintaining a clean, presentable, and orderly condition of the Academy building(s)

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Schedules days and times to conduct regular maintenance checking to ensure all equipment is running properly.
- Maintains cleanliness and order of school building at all times by monitoring interior and exterior of school campus including lunch areas, hallways, walkways, classrooms, restrooms, parking lots, waiting rooms and any other areas assigned.
- Schedules days and times to conduct regular custodial checking to ensure all areas are sanitary, clean, and free of vandalism.
- Utilizes special skills and techniques required in dealing with chemicals and waste in compliance with OSHA standards and HES and Academy policy.
- Participates in department improvement plan by sharing ideas and input to enhance services and program.
- Collaborates with the custodial team members to service students.
- Categorizes priorities and demonstrates attentiveness to work schedule.
- Demonstrates flexibility in unscheduled assignments and/or placements and understands, adopts and works towards the school mission.
- Plans and implements routine bus maintenance and inspections.
- Demonstrates understanding of the skills and techniques required for students in special programs, and reports all student issues to the Principal.

SUPERVISION AND IMPLEMENTATION

- Monitors and promptly reports maintenance issues, graffiti, and safety hazards to supervisor.
- Ensures that all classrooms have overhead projectors, TVS, and all necessary supplies such as desks, chairs, and bookcases.
- Delivers new textbooks and materials to classrooms.
- Repairs damages to school furniture and dry wall, and performs minor electrical and plumbing repairs.
- Installs pencil sharpeners in all classrooms, and repairs or replaces them as needed.
- Assists in painting the school building at the end of the school year.
- Maintains ground services as needed, disposes trash bags and waste properly.
- Replaces HVAC filters and maintains cleanliness of roof as needed.
- Cleans the buildings and maintains it in top condition throughout the day.
- Handles all equipment and cleaning chemicals properly in accordance with SDS/MSDS, Supervisor's directives and manufacturer's instructions.
- Ensures that paper products, soap and air fresheners are always available and properly stocked.
- Promptly and properly cleans unexpected spills and follows proper safety procedures to prevent hazardous situations.
- Clean, polishes and sanitizes bathrooms on a daily basis and as scheduled.
- Vacuums, dusts and cleans offices, classrooms, gymnasium, weight room and locker rooms as scheduled as needed.
- Monitors student behavior during lunch, travel, in hallways and in the athletic program.
- Supervises students' conduct while on board, and makes sure they are following safety procedures
- Transports students and staff to all athletic events and field trips.
- Inspects bus before operating, and report any problems to the Supervisor
- Maintains bus for proper cleanliness and operating condition
- Troubleshoots any minor bus problems on and off the road.
- Inspects the bus after trips and make sure students did not leave anything behind

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends staff meetings, activities and training sessions as required and seeks opportunities and mentoring for professional development.
- Participates in recommended training programs, conferences, courses or other professional development opportunities
- Attends all Parent-Teacher conferences, open houses, and orientations, as well as any other school events as required.
- Ensures timely and complete participation in and documentation of PLOs where applicable.
- Sets and reaches own goals for self-improvement consistent with job requirements and/or school needs.
- Participates in department improvement plan by sharing ideas and input to enhance services and program.

RESULTS AND DATA MANAGEMENT

- Observes and documents certain areas in the school that are in continuous need of repair or cleaning.
- Keeps a custodial log and documents any problems/concerns that may occur.
- Observes the higher traffic areas during the day and cleans as needed.
- Ensures school vehicles are maintained and kept cleaned and ready for use

- Ensures the transport process runs safely, smoothly, and timely.
- Keeps a transportation log and document trips, bus riders and any problems/concerns

REPORTING AND COMPLIANCE

- Reports and documents any building or bus maintenance problems to supervisor.
- Prevents hazardous situations by immediately cleaning up any spills and following proper safety procedures.
- Adheres to all established policies, procedures and code of ethics.
- Immediately reports any unusual circumstances, issues or observations regarding safety and compliance concerns to appropriate supervisor(s).
- Complies with all Academy, department, HES, State and local rules and guidelines concerning health and safety.
- Follows high standards of sanitation and safety procedures.
- Demonstrates professionalism in work ethics, handling confidential information, and managing conflicts.
- Demonstrates availability when needed.
- Communicates with supervisors any concerns about individual student's behavior, dress code or attitude which is not in line with school regulations, and/or reflects need for immediate intervention.

PROFESSIONAL QUALITIES

- Provides excellent customer service and imparts positive communication with all stakeholders Performs all duties with quality, efficiency and dedication to the Academies and their Management.
- Performs other duties as assigned by the Supervisor, Principal or HES President or her designee.
- Communicates effectively and positively with staff, students and parents as needed.
- Follows an organizational system for documents and communicating progress and concerns with stakeholders.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism and time management skills
- Ability to lift and manipulate heavy objects; Ability to operate a variety of equipment; Ability to safely perform minor maintenance procedures
- Ability to understand, follow, and enforce safety procedures.

EDUCATION/TRAINING

- High School Diploma or GED preferred; At least 1 year of work experience.
- Must have valid Michigan Commercial Driver's license with a School Bus Endorsement (S), no more than two moving violations and/or at-fault accidents on driving record in the past three years.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. Responsibilities include heavy lifting and carrying, walking and standing for extended periods of time, and working outside in all types of weather.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Bus Driver, Custodial and Hallway Monitor

Department: Student Services

Supervisor: Director of Buildings, Facilities and Transportation

Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Provide safe and efficient transportation, performs minor maintenance and repair duties, and monitor students' conduct in the hallways. Responsible for maintaining a clean, presentable, and orderly condition of the Academy building(s)

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Schedules days and times to conduct regular maintenance checking to ensure all equipment is running properly.
- Assists with preparation of meals and serving meals to students following established protocols and keeps work area around clean and safe.
- Assembles food, dishes, utensils and supplies needed for timely meal preparation
- Maintains cleanliness and order of school building at all times by monitoring interior and exterior of school campus including lunch areas, hallways, walkways, classrooms, restrooms, parking lots, waiting rooms and any other areas assigned.
- Schedules days and times to conduct regular custodial checking to ensure all areas are sanitary, clean, and free of vandalism.
- Utilizes special skills and techniques required in dealing with chemicals and waste in compliance with OSHA standards.
- Participates in department improvement plan by sharing ideas and input to enhance services and program.
- Categorizes priorities and demonstrates attentiveness to work schedule.
- Demonstrates flexibility in unscheduled assignments and/or placements and understands, adopts and works towards the school mission.
- Plans and implements routine bus maintenance and inspections.
- Demonstrates understanding of the skills and techniques required for students in special programs, and reports all student issues to the Principal.

SUPERVISION AND IMPLEMENTATION

- Monitors and promptly reports maintenance issues, graffiti, and safety hazards to supervisor.
- Ensures that all classrooms have overhead projectors, TVs, and all necessary supplies such as desks, chairs, and bookcases.
- Delivers new textbooks and materials to classrooms.
- Repairs damages to school furniture and dry wall, and performs minor electrical and plumbing repairs.
- Installs pencil sharpeners in all classrooms, and repairs or replaces them as needed.
- Assists in painting the school building at the end of the school year.
- Maintains ground services as needed, disposes trash bags and waste properly.
- Replaces HVAC filters and maintains cleanliness of roof as needed.
- Handles all equipment and cleaning chemicals properly in accordance with SDS/MSDS, Supervisor's directives and manufacturer's instructions.
- Ensures that paper products, soap and air fresheners are always available and properly stocked.
- Promptly and properly cleans unexpected spills and follows proper safety procedures to prevent hazardous situations.
- Clean, polishes and sanitizes bathrooms on a daily basis and as scheduled.
- Vacuums, dusts and cleans offices, classrooms as needed.
- Monitors student behavior during lunch, travel, in hallways.
- Supervises students' conduct while on board, and makes sure they are following safety procedures
- Transports students and staff to all athletic events and field trips.
- Inspects bus before operating, and report any problems to the Supervisor
- Maintains bus for proper cleanliness and operating condition
- Troubleshoots any minor bus problems on and off the road.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends staff meetings, activities and training sessions, seminars, workshops (MDE, MOR), and courses (Servsafe certification class) as required and seeks opportunities and mentoring for professional development.
- Participates in recommended training programs, conferences, courses or other professional development opportunities
- Attends all Parent-Teacher conferences, open houses, and orientations, as well as any other school events as required.
- Ensures timely and complete participation in and documentation of PLOs where applicable.
- Sets and reaches own goals for self-improvement consistent with job requirements and/or school needs.
- Participates in department improvement plan by sharing ideas and input to enhance services and program.

RESULTS AND DATA MANAGEMENT

- Observes and documents certain areas in the school that are in continuous need of repair or cleaning.
- Keeps a custodial log and documents any problems/concerns that may occur.
- Observes the higher traffic areas during the day and cleans as needed.
- Ensures the transport process runs safely, smoothly, and timely.
- Keeps a transportation log and document trips, bus riders and any problems/concerns

- Assists in PowerSchool data count.
- Assists in filing all necessary food service paperwork.

REPORTING AND COMPLIANCE

- Reports and documents any building or bus maintenance problems to supervisor.
- Prevents hazardous situations by immediately cleaning up any spills and following proper safety procedures.
- Adheres to all established policies, procedures and code of ethics.
- Immediately reports any unusual circumstances, issues or observations regarding safety and compliance concerns to appropriate supervisor(s).
- Complies with all Academy, department, HES, State and local rules and guidelines concerning health and safety.
- Follows high standards of sanitation and safety procedures.
- Demonstrates professionalism in work ethics, handling confidential information, and managing conflicts.
- Demonstrates availability when needed.
- Communicates with supervisors any concerns about individual student's behavior, dress code or attitude which is not in line with school regulations, and/or reflects need for immediate intervention.

PROFESSIONAL QUALITIES

- Provides excellent customer service and imparts positive communication with all stakeholders Performs all duties with quality, efficiency and dedication to the Academies and their Management.
- Performs other duties as assigned by the Supervisor, Principal or HES President or her designee.
- Communicates effectively and positively with staff, students and parents as needed.
- Follows an organizational system for documents and communicating progress and concerns with stakeholders.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism and time management skills
- Ability to lift and manipulate heavy objects; Ability to operate a variety of equipment; Ability to safely perform minor maintenance procedures
- Ability to understand, follow, and enforce safety procedures.

EDUCATION/TRAINING

- High School Diploma or GED preferred; At least 1 year of work experience.
- Must have valid Michigan Commercial Driver's license with a School Bus Endorsement (S), no more than two moving violations and/or at-fault accidents on driving record in the past three years, and Food Handlers Permit (as may be required by the local Health Department)

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. Responsibilities include heavy lifting and carrying, walking and standing for extended periods of time, and working outside in all types of weather.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Bus Driver, Maintenance and Hallway Monitor	Department: Student Services
Supervisor: Director of Buildings, Facilities and Transportation	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Provide safe and efficient transportation, performs maintenance and repair duties, and monitor students' conduct in the hallways. Responsible for maintaining a clean, a presentable and orderly condition of the school building(s)

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Schedules days and times to conduct regular maintenance checking to ensure all equipment is running properly.
- Maintains cleanliness and order of school building at all times by monitoring interior and exterior of school campus including lunch areas, hallways, walkways, classrooms, restrooms, parking lots, waiting rooms and any other areas assigned.
- Utilizes all applicable safety skills and techniques required in dealing with chemicals and waste in compliance with OSHA standards and HES and Academy policy.
- Participates in department improvement plan by sharing ideas and input to enhance services and program
- Categorizes priorities and demonstrates attentiveness to work schedule.
- Demonstrates flexibility with unscheduled assignments and ensures that assignments are completed in a timely manner
- Understands the school mission and adopts and works within the vision and pillars established by HES
- Plans and implements routine bus maintenance and inspections.
- Demonstrates understanding of the skills and techniques required for students in special programs, and reports all student issues to the Principal.

SUPERVISION AND IMPLEMENTATION

- Monitors and promptly reports maintenance issues, graffiti, and safety hazards to supervisor.
- Ensures that all classrooms have overhead projectors, TVs, and all necessary supplies such as desks, chairs, and bookcases.
- Delivers new textbooks and materials to classrooms.
- Repairs damages to school furniture and dry wall, and performs minor electrical and plumbing repairs.
- Installs pencil sharpeners in all classrooms, and repairs or replaces them as needed.
- Assists in painting the school building at the end of the school year.
- Maintains ground services as needed, disposes trash bags and waste properly.
- Replaces HVAC filters and maintains cleanliness of roof as needed.
- Ensures that paper products, soap and air fresheners are always available and properly stocked.
- Promptly and properly cleans unexpected spills and follows proper safety procedures to prevent hazardous situations.
- Cleans, polishes and sanitizes all assigned bathrooms on a daily basis and as scheduled.
- Vacuums, dusts and cleans offices, classrooms, gymnasium, weight room and locker rooms as scheduled as needed.
- Monitors student behavior during lunch, travel, in hallways and during athletic events.
- Supervises students' conduct during travel, and makes sure they are following all applicable safety procedures
- Transports students and staff to all athletic events and field trips.
- Inspects bus before operating, and report any problems to the Supervisor
- Maintains buses for proper cleanliness and operating condition
- Troubleshoots any minor bus problems on and off the road.
- Inspects the bus after trips and make sure students did not leave anything behind

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends staff meetings, activities and training sessions as required and seeks opportunities and mentoring for growth and professional development.
- Participates in recommended training programs, conferences, courses or other aspects of professional growth.
- Attends Parent-Teacher Conferences, open houses, and orientations, as well as any other school events as directed by supervisor.
- Ensures timely and complete participation in and documentation of PLOs where applicable.
- Sets and reaches own goals for self-improvement consistent with job requirements and/or school needs.
- Participates in department improvement plan by sharing ideas and input to enhance services and program.

RESULTS AND DATA MANAGEMENT

- Observes and documents certain areas in the school that are in continuous need of repair or cleaning.
- Keeps a custodial log and documents any problems/concerns that may occur.
- Observes the higher traffic areas during the day and cleans as needed
- Ensures school vehicles are well-maintained.
- Ensures the transport process runs safely, smoothly, and timely.
- Keeps a transportation log and document trips, bus riders and any problems/concerns.

REPORTING AND COMPLIANCE

- Reports and documents any building or bus maintenance problems to supervisor.
- Immediately reports any unusual circumstances, issues or observations regarding safety and compliance concerns to appropriate supervisor(s).
- Complies with all Academy, department, HES, State and local rules and guidelines concerning health and safety.
- Follows high standards of sanitation and safety procedures.
- Demonstrates professionalism in work ethics, handling confidential information, and managing conflicts.
- Communicates with supervisors any concerns about individual student's behavior, dress code or attitude which is not in line with school regulations, and/or reflects need for immediate intervention.

PROFESSIONAL QUALITIES

- Provides excellent customer service and imparts positive communication with all stakeholders Performs all duties with dedication to the Academy and its Management.
- Performs other duties as assigned by the Supervisor, Principal or HES President or her designee.
- Communicates effectively and positively with staff, students and parents as needed.
- Follows an organizational system for documents and communicating progress and concerns with stakeholders.
- Demonstrates availability when needed.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academics' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism and time management skills
- Ability to lift and manipulate heavy objects; Ability to operate a variety of equipment; Ability to safely perform minor maintenance procedures
- Ability to understand, follow, and enforce safety procedures.

EDUCATION/TRAINING

- High School Diploma or GED preferred; At least 1 year of work experience.
- Must have valid Michigan Commercial Driver's license with a School Bus Endorsement (S), no more than two moving violations and/or at-fault accidents on driving record in the past three years.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. Responsibilities include heavy lifting and carrying, walking and standing for extended periods of time, and working outside in all types of weather.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Chief Cook and Lunch Aide	Department: Food Services
Supervisor: Coordinator or Director of food Services	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

To ensure that student and staff meals are timely prepared according to all applicable health standards, and to assist in serving meals to student and staff.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Participates in department improvement plan by sharing ideas and input to enhance services and programs.
- Assists in planning and coordinating the menu for all staff events taking into account the likely number of attendees and the nature of the events
- Assists in identifying and purchasing ingredients and supplies needed for the event, while staying within the allocated budget and following the approved purchase procedures
- Assists in planning, directing and supervising the activities of food service team throughout the preparation and execution of the event
- Adheres to sanitation and safety procedures as stated in the Michigan Food Code, HACCP guidelines and all standard food preparation and kitchen operations procedures and directs students and staff to remain in compliance with the mandated rules and regulations.
- Assists in preparation of meals, including but not limited to: washing, cutting, peeling vegetables. Cleaning, cutting and preparing meats, seafood and poultry. Stirring and straining soups and sauces. Carrying pans, kettles and trays of food to and from work stations, etc.
- Assembles food, dishes, utensils and supplies needed for timely meal preparations and ensures equipment is kept clean, maintained, and used properly and safely.
- Assists in coordinating all school functions involving food service with the school supervisor and the Principal.
- Collaborates with the food services team members to meet the scheduled service timely and efficiently.
- Sets clear goals and objectives for the department and participates in departmental improvement plans by sharing ideas and input to enhance services and programs.

SUPERVISION AND IMPLEMENTATION

- Supervises Assistant Cooks(s) and the food service team.
- Prepares meals following established protocols and keeps work area around clean and safe.
- Follows standardized recipes.
- Operates kitchen equipment in a proper manner to assure safety as well as to avoid damage to the equipment.
- Ensures cleanliness of kitchen, service line, and cafeteria area including lunch equipment, floors, lunch tables, chairs, etc.
- Oversees routine maintenance of kitchen and equipment, including weekly deep cleaning.
- Ensures all items are returned to their proper storage site.
- Assists if needed with production records and inventory.
- Serves staff and students on the service line in a professional and timely manner, while following portion control guidelines.
- Runs cash register on the service line if cashier is absent and/or handles monies properly and honestly.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Performs routine self-Evaluation to identify areas of strengths and needs and seek ways to improve and enhance work related skills
- Plans own goals for self-improvement consistent with the job requirements and/or school or HES needs.
- Utilizes school leader feedback on professional methods in the best interest of the students and school.
- Participates in recommended training programs, conferences, courses or other aspects of professional growth and effectively implements new strategies.
- Attends all Parent-Teacher Conferences, open houses, and orientations, as well as any other school events as may be directed.
- Attends meetings, activities, training programs, conferences, seminars, workshops (MDE, MOR), and courses (Servsafe Certification Class) as required and seeks opportunities and mentoring from designated staff for growth and professional development.
- Demonstrates self-motivation for improving own techniques, reflections and effectiveness based on stakeholder input.

RESULTS AND DATA MANAGEMENT

- Measures and reads measuring devices when following recipes and prepares meals following established protocols.
- Assists in PowerSchool data count.
- Assists in filing all necessary paperwork.
- Ensures cleanliness of cafeteria before and after meals.
- Ensures food is distributed efficiently and properly.
- Redirects staff and students to follow pay and quantity serving policy.
- Exemplifies quality customer service per stakeholder satisfaction as exhibited in surveys and input.

REPORTING AND COMPLIANCE

- Communicates effectively with staff and students.
- Follows and remains in compliance with all district, school, department-wide policies and daily routines and guidelines.
- Monitors, reports, documents and redirects any concerns/issues coming from students, staff or parent to the supervisor.

- Immediately reports any, unusual circumstances, issues or observations regarding food health, safety and compliance concerns to appropriate supervisor(s).
- Utilizes supervisor directives and stakeholder feedback to improve performance.
- Adheres to sanitation and safety procedures as stated in the Michigan Food Code, HACCP guidelines and all standard operating procedures.
- Participates in documentation of P.I.Os where applicable.
- Establishes and follows standardized recipes.
- Participates in school activities and contributes to a more positive learning environment.
- Completes and timely submits all required reports per specifications.

PROFESSIONAL QUALITIES

- Maintains good customer service and positive communication with administration, staff, students, parents and community.
- Establishes and maintains positive team spirit among all staff and school community creating a more efficient work environment.
- Performs all duties with quality, efficiency and dedication to the Academies and their Management.
- Performs other duties as assigned by the Supervisor, Principal or HES President or her designee.
- Attends to assignments punctually and considers the impact of his/her attendance on student achievement.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts.
- Communicates effectively and positively with staff, students and parents as needed.
- Demonstrates availability when needed.
- Follows an organizational system for documents and communicating progress and concerns with stakeholders.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the IIR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION/TRAINING

- High School Diploma or equivalent
- Knowledge of Sanitation and Safety issues (Training sessions will be provided)

PHYSICAL DEMANDS:

Requires prolonged standing; physical exertion to manually move, lift, carry, pull or push heavy objects or materials up to 75 pounds at a time; stooping, bending and reaching; daily repetitive motion with hands and arms in food preparation and serving. Requires regular crouching occurs to retrieve items from lower shelves; regular reaching occurs to retrieve utensils and food items from storage shelves. Must be able to work in a noisy environment and must be able to work in and around fumes and odors.

Issued and Approved by: Name and title :	Signature:
Employee Name and title :	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Chief Operating Officer (COO)	Department: Administration
Supervisor: HES President/HES Vice President	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the HES President or her/his delegate HES Vice President (VP) oversees and provides the leadership, management necessary to ensure that the company has the proper operational controls, administrative and reporting procedures and people systems in place to effectively grow the organization and to ensure financial strength and operating efficiency.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Working in partnership with the HES President and Vice President creates the strategic five year plan and implements new processes and approaches to achieve it.
- Works with each department at the Central Office/Support Center to ensure that 1 year targets and 3 years targets are developed and achieved on an annual basis.
- Oversees risk management and legal activities including vendor contracts, separation agreements and other legal circumstances related to the efficient operation of human resources.
- Analyzes operations to evaluate performance of a company or its staff in meeting objectives or to determine areas of potential cost reduction, program improvement, or policy change.
- Identifies complex problems and reviews related information to develop and evaluate options and implements solutions including the adoption of technology to increase efficiency.
- Researches, recommends and implements new technology tools that align with the strategic vision of the organization to increase the performance and productivity of the HR department.

SUPERVISION AND IMPLEMENTATION

- Directs human resources activities, including the approval of human resource plans or activities, the selection of directors or other high-level staff, or establishment or organization of major departments.
- Establishes departmental responsibilities and coordinates functions among departments and sites including developing strong and efficient processes for the effective operation of HES.
- Provides day-to-day leadership and management to the organization that mirrors the adopted mission and core values of the company.
- Develops comprehensive strategic recruiting and retention plans to meet the human capital needs of strategic goals.
- Spearheads the development, communication and implementation of effective growth strategies and processes.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends meetings, school events, and training as may be needed or assigned to enhance performance.
- Plans own goals for self-improvement consistent with the job requirements and/or school or HES needs.
- Ensures timely and complete participation of all staff in and documentation of training and mentoring sessions including PLOs as needed.
- Evaluates and recommends key staff development needs to increase productivity and performance.
- Acts as a subject matter expert and a mentor for various senior leaders and works with managers to develop career paths for future leaders.

RESULTS AND DATA MANAGEMENT

- Responsible for the measurement and effectiveness of all processes internal and external.
- Provides timely, accurate and complete reports on the operating condition of the company.
- Ensures that each department is achieving specified targets as established during the annual strategic planning process.
- Ensures that HR Processes are continuously being reviewed and improved to ensure that the company can continue to streamline operations and provide best in class services.
- Collaborates with the HES President and Vice President to ensure that department developed budgets are implemented with fidelity and funds are spent in the best interest of HES.

REPORTING AND COMPLIANCE

- Complies with all HES and District, school, department-wide policies, daily routines, authorizers, and State and Federal guidelines.
- Functions as a strategic business advisor to the management of each department regarding key organizational and management issues.
- Keeps the HES President and Vice President informed of ongoing issues and concerns requiring their immediate attention.
- Ensures that HES remains in compliance with stakeholders guidelines and expectations.
- Takes all necessary measures to ensure confidentiality of all staff information and HR activities.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Cook and Lunch Aide	Department: Food Services
Supervisor: Coordinator or Director of Food Services	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

To ensure that student and staff meals are timely prepared according to all applicable health standards, and to assist in serving meals to student and staff.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Participates in department improvement plan by sharing ideas and input to enhance services and programs.
- Assists in planning and coordinating the menu for all staff events taking into account the likely number of attendees and the nature of the events
- Assists in identifying and purchasing ingredients and supplies needed for the event, while staying within the allocated budget and following the approved purchase procedures
- Assists in planning, directing and supervising the activities of food service team throughout the preparation and execution of the event
- Adheres to sanitation and safety procedures as stated in the Michigan Food Code, HACCP guidelines and all standard food preparation and kitchen operations procedures and directs students and staff to remain in compliance with the mandated rules and regulations.
- Assists in preparation of meals, including but not limited to: washing, cutting, peeling vegetables. Cleaning, cutting and preparing meats, seafood and poultry. Stirring and straining soups and sauces. Carrying pans, kettles and trays of food to and from work stations, etc.
- Assembles food, dishes, utensils and supplies needed for timely meal preparations and ensures equipment is kept clean, maintained, and used properly and safely.
- Assists in coordinating all the Academy's functions involving food services with the Supervisor and the Principal.
- Collaborates with the food services team members to meet the scheduled service timely and efficiently.
- Sets clear goals and objectives for the department and participates in departmental improvement plans by sharing ideas and input to enhance services and programs.

SUPERVISION AND IMPLEMENTATION

- Prepares meals following established protocols and keeps work area around clean and safe.
- Follows standardized recipes.
- Operates kitchen equipment in a proper manner to assure safety as well as to avoid damage to the equipment.
- Ensures cleanliness of kitchen, service line, and cafeteria area including lunch equipment, floors, lunch tables, chairs, etc.
- Oversees routine maintenance of kitchen and equipment, including weekly deep cleaning.
- Ensures all items are returned to their proper storage site.
- Assists if needed with production records and inventory.
- Serves staff and students on the service line in a professional and timely manner, while following portion control guidelines.
- Runs cash register on the service line if cashier is absent and/or handles monies properly and honestly.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Performs routine self-evaluation to identify areas of strengths and needs and seek ways to improve and enhance work related skills
- Plans own goals for self-improvement consistent with the job requirements and/or the Academy's needs.
- Utilizes supervisor's feedback on professional methods in the best interest of the students and the Academy.
- Participates in recommended training programs, conferences, courses or other aspects of professional growth and effectively implements new strategies.
- Attends all Parent-Teacher Conferences, open houses, and orientations, as well as any other school events as may be directed.
- Attends meetings, activities, training programs, conferences, seminars, workshops (MDE, MOR), and courses (Servsafe certification class) as required and seeks opportunities and mentoring from designated staff for growth and professional development.
- Demonstrates self-motivation for improving own techniques, reflections and effectiveness based on stakeholder input.

RESULTS AND DATA MANAGEMENT

- Measures and reads measuring devices when following recipes and prepares meals following established protocols.
- Assists in PowerSchool data count.
- Assists in filing all necessary paperwork.
- Ensures cleanliness of cafeteria before and after meals.
- Ensures food is distributed efficiently and properly.
- Redirects staff and students to follow pay and quantity serving policy.
- Exemplifies quality customer service per stakeholder satisfaction as exhibited in surveys and input.

REPORTING AND COMPLIANCE

- Follows and remains in compliance with all the district, Academy, department-wide policies and daily routines and guidelines.
- Monitors, reports, documents and redirects any concerns/issues coming from students, staff or parent to the supervisor.

- Immediately reports any, unusual circumstances, issues or observations regarding food health, safety and compliance concerns to appropriate supervisor(s).
- Utilizes supervisor directives and stakeholder feedback to improve performance.
- Adheres to sanitation and safety procedures as stated in the Michigan Food Code, HACCP guidelines and all standard operating procedures.
- Participates in documentation of PLOs where applicable.
- Establishes and follows standardized recipes.
- Participates in school activities and contributes to a more positive learning environment.
- Completes and timely submits all required reports per specifications.

PROFESSIONAL QUALITIES

- Maintains good customer service and positive communication with administration, staff, students, parents and community.
- Establishes and maintains positive team spirit among all staff and school community creating a more efficient work environment.
- Performs all duties with quality, efficiency and dedication to the Academy and its Management.
- Performs other duties as assigned by the Supervisor, Principal or HES President or her designee.
- Attends to assignments punctually and considers the impact of his/her attendance on student achievement.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts.
- Communicates effectively and positively with staff, students and parents as needed.
- Demonstrates availability when needed.
- Follows an organizational system for documents and communicating progress and concerns with stakeholders.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates; which a Covenantant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION/TRAINING

- High School Diploma or equivalent
- Knowledge of Sanitation and Safety issues (Training sessions will be provided)

PHYSICAL DEMANDS:

Requires prolonged standing; physical exertion to manually move, lift, carry, pull or push heavy objects or materials up to 75 pounds at a time; stooping, bending and reaching; daily repetitive motion with hands and arms in food preparation and serving. Requires regular crouching occurs to retrieve items from lower shelves; regular reaching occurs to retrieve utensils and food items from storage shelves. Must be able to work in a noisy environment; -Must be able to work in and around fumes and odors.

Issued and Approved by: Name and title :	Signature:
Employee Name and title :	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Coordinator of Curriculum Improvement and Instructional Coach	Department: Academic – Curriculum and Instruction
Supervisor: Principal and Assistant Superintendent	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

The Coordinator of Curriculum Improvement and Instructional Coach is responsible for mentoring and coaching instructional staff to ensure that the curriculum is implemented with fidelity in addition to providing job-embedded support. The Coordinator of Curriculum Improvement and Instructional Coach is responsible for introducing practices into classrooms by working with teachers and administrators with the goal of increasing student engagement, improving student achievement, and building teacher capacity.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENT

Coordinator of Curriculum Improvement

- Develops Professional Developments (PD) and/or interventions with teachers, instructional and support administrators to maximize teachers' potential.
- Trains instructional staff to develop and implement instructional strategies that target student needs and enhance student achievement.
- Facilitates the development/improvement of the HES academies core subject(s) plans/curriculum with clearly stated goals and objectives.
- Facilitates, in collaboration of the Title I coordinator, the development/revision of the school improvement plan at all HES academies ensuring that accurate and meaningful data, curriculum and information is used

Instructional Coach

- Serves as the coach and mentor in the core subject area(s) to facilitate differentiated instruction and collaboration among the teachers.
- Facilitates the proper construction of benchmark lessons; plans and manages the development of standards-based curriculum, instruction and assessment plans and strategies.
- Facilitates the effective use of all core subject(s) textbooks, resources and instructional materials to meet the curriculum goals and coordinates the creation/updating of themes/units within the core subject(s).
- Serves as the facilitator for the core subject(s) by identifying and assisting in the adoption of curriculum resources and maintaining inventory.
- Facilitates the development of an annual core subject(s) plan with clearly stated goals and objectives.
- Facilitates the purchase and requisition of instructional materials to support teachers and the SIP goals.
- Works collaboratively with team members on curriculum and instructional planning, department planning, and will accept and act upon feedback from supervisor.
- Collaborates with administrators and teachers to ensure the proper implementation of the school's assessment program (Standardized and others types)

SUPERVISION AND IMPLEMENTATION

Coordinator of Curriculum Improvement

- Collaborates with the Principals and the Assistant Superintendent in the development, review and implementation of the School Improvement Plan (SIP) including the Professional Development Plan (PDP) as relevant to areas of responsibility

Instructional Coach

- Serves as a resource to the school improvement committees and works with administrators to develop, implement and evaluate the school's continuous improvement plan.
- Observes, provides guidance and support to assigned colleagues and participate in the formal evaluation process.
- Coordinates communication and planning among all learning communities and serve as the coordinator for the Academy's curriculum in the assigned subject area of specialty.
- Coaches and mentors the teachers based on classroom observations and on teaching practices/techniques on a continual basis.
- Demonstrates leadership qualities by setting a personal example at high standards in all regards.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Participates in and provides professional learning opportunities focused on data analysis that will enhance student achievement through improved lesson planning, curriculum alignment, implementation, and student assessment.
- Assists in the coordination of all school based PLOs linked to individual professional development plans, the SIP and individualized action plans.
- Participates in the SIP activities consistent with the SIP and the Academy's mission and guidelines.
- Attends and consistently contributes to the success of staff meetings, professional development sessions and action items.
- Follows feedback from supervisor and school leaders based on professional methods consistent with the SIP, Academy's mission, best practices and Michigan expectation.
- Sets and reaches own goals for self-improvement consistent with the job requirements and/or school needs.

RESULTS AND DATA MANAGEMENT

- Guides, mentors and supports staff and ensures timely follow up and accountability through ongoing classroom observations, walkthroughs and staff evaluations.
- Collects data, and establishes improvement plans based on varied student assessment results.
- Encourages and supports a process of properly reviewing and analyzing classroom assessment results, as well as sharing them with students and parents.
- Assesses curriculum alignment through analysis of standardized assessments, district wide assessment data, Michigan standard exams, benchmarks, and Grade Level Content Expectations (GLCES).
- Reviews the local and state student assessment programs for the academies and recommends programs and strategies designed to enhance instruction delivery methods in order to improve student performance.

REPORTING AND COMPLIANCE

- Develops presentations for supervisor on results for evaluation and reporting purposes.
- Keeps the supervisor informed of main issues and concerns in areas of responsibility.
- Complies with all district, Academy, and department-wide policies and follows established rules/guidelines.

Instructional Coach

- Creates and maintains an accurate and organized system for documenting and communicating school and subject expectations and teacher evaluations.
- Accurately completes and submits in a timely manner all required reports per specifications.

PROFESSIONAL QUALITIES

- Participates in school committees that contribute to a more positive learning environment.
- Attends all Parent-Teacher conferences, Open Houses, and Orientations.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts.
- Promotes objective and professional approach to data-driven decision-making.
- Establishes and maintains positive interpersonal relationships with all children, parents/guardians, and fellow staff.
- Performs all duties with quality, efficiency, with the highest ethics, and dedication to the Academies and their Management.
- Performs other duties as may be assigned by the Principal or Superintendent or her designee.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or A filiates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills and thorough knowledge of Michigan Core Curriculum.

EDUCATION/TRAINING:

- Minimum of a Master's degree in education or related field or an equivalent combination of education and experience.
- Thorough knowledge of Michigan Core.
- A minimum of three years professional experience in an educational setting.
- Appropriate Michigan State Teaching Certification or eligibility for such certification

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title:	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Coordinator of Curriculum, Instruction and Title I	Department: Administration – Instruction
Supervisor: Principal	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Assists the Principal in providing for proper instruction and supervision of students and staff in accordance with the stated mission and goals of the Academy; supervises the Curriculum Alignment Committee; in the development of standards-based curriculum and assessment opportunities, research-based instructional methods, aligning of materials and resources to curriculum outcomes, and the supervision of teachers; and serves as the instructional leader of the academy.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Collaborates with colleagues to construct benchmark lessons and to plan and manages the development of standards-based curriculum, instruction, assessment plans, and strategies.
- Ensures that all textbooks are used effectively to meet curriculum goals and coordinates and/or supervises the creation/updating of themes/units within the department.
- Serves as the coordinator for the elementary curriculum in the all subject areas by identifying and assisting in the adoption of curriculum resources, maintaining inventory and ensuring effective implementation of curriculum resources.
- Oversees the implementation of Title I programs in compliance with all applicable policies, and guidelines
- Assists in the coordination and in development of an Department Improvement Plan with clearly stated goals and objectives.
- Assists in purchasing and requisition of instructional materials.
- Works collaboratively with others on curriculum and instructional planning, department planning, and will utilize and implement feedback from supervisor.
- Assists with the coordination of the school's testing program, the writing of grants to aid in meeting the goals of the Continuous Improvement Plan, and other duties as may be assigned.

SUPERVISION AND IMPLEMENTATION

- Serves as a resource to the School Improvement Committee and works with school administrators to develop, implement, and evaluate the school's Continuous Improvement Plan.
- Observes, provides guidance and supervision of assigned colleagues, and participates in the formal evaluation process.
- Coordinates communication and planning among all learning communities in all subject areas within the department.
- Provides continual feedback to teachers, based on classroom observations and teaching practices/techniques.
- Leads the process of developing or reviewing the grades'/subject's scope and sequence of the curriculum, according to the Core Curriculum, Concepts and State of Michigan Guidelines (Grade Level Content Expectations, Content Expectations).
- Ensures that essential agreements are formulated for assessment, teaching, and learning language.
- Assists in the recruitment and interviewing of qualified personnel as may be needed.
- Assists in the administration of Title I budget in compliance with federal, state and local guideline
- Supervises students during passing time, lunch, recess, arrival and dismissal if needed.
- Demonstrates leadership qualities, setting personal example at high standards in all regards.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Participates in and provides professional learning opportunities that will enhance student achievement through improved lesson planning, curriculum alignment, implementation, and student assessment.
- Assists in the coordination of all school-based professional learning opportunities linked to individual professional development plans, the School Improvement Plan, and individualized action plans.
- Assists with the training of early Associate and Professional Teachers, other Lead Teachers, and Mentor Teachers.
- Provides staff with ongoing classroom observations, walkthroughs and evaluations and ensure a dependable environment for students' well-being.
- Supports the teachers responsible for, and the students involved in, the, and assists teams or individuals in developing units of inquiry.

RESULTS AND DATA MANAGEMENT

- Collects data and establishes improvement plans based on the standardized tests results.
- Encourages and supports a process of properly reviewing and analyzing classroom assessment results, as well as sharing them with students and parents.
- Prepares, reviews and submits reports as required for Title I compliance purposes.
- Assesses curriculum alignment through analysis of standardized assessments data, district assessments, benchmarks, Common Core State Standards (CCSS) and Grade Level Content Expectations (GLCES).
- Ensures Title I funding is properly and effectively expended.

REPORTING AND COMPLIANCE

- Accurately completes and submits in a timely manner all required reports per specifications.
- Prepares and submits all documentation required for department authorization and evaluation.
- Establishes and maintains completed workshop attendance and school visits in order to ensure equality of opportunity and identify ongoing needs.
- Complies with all district, Academy, and department-wide policies and follows established rules/guidelines.
- Serves on the School Improvement Plan (SIP) and Total Quality Management (TQM) Committees.

PROFESSIONAL QUALITIES

- Provides for effective communication and relations between the administration and staff, and for building staff morale.
- Maintains department liaison with social, professional, civic, volunteer, and other community agencies and groups having an interest in the school within the department.
- Informs parents, staff, and students about the school programs' events and activities.
- Performs all duties with quality, efficiency, and dedication to the Academy and its Management.
- Performs other duties as may be assigned by the Principal, HES President or her designee.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills and thorough knowledge of Michigan Core Curriculum.

EDUCATION/TRAINING:

- Minimum of a Bachelor's degree in education or related field or an equivalent combination of education and experience.
- Must have School Administration Certification or be enrolled in an accredited program in which a School Administrator Certification will be attained within 3 years
- Must have had a minimum of 3 years teaching and supervisory experience.
- Must comply with all applicable laws related to the Administrator's certificate.
- Must meet continuing education requirements as prescribed by rules promulgated by the State of MI, as applicable.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions by sitting, standing and/or walking for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title:	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Coordinator of Special Programs	Department: Administration – Instructional
Supervisor: Principal	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Assists, coaches and supports the Special Education Programs at the Academies by providing instructional support to students and staff of Special Education Program to ensure effective individualized instructional services within the department, to enhance the teaching and learning environment and achievement based on students Individualized Educational Plans (IEP's) and best practices, and to ensure compliance with the law.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Assists and recommends changes and improvements to enhance the Special Needs Programs
- Assists in the implementation of proactive, individualized instruction and services to accelerate the students' comprehension and to aid students in acquiring lacking skills.
- Integrates assistive technology as may be necessary per the students IEP's and provides staff with the most effective strategies and approaches to comply with the individualized IEP's goals and objectives.
- Collaborates with core subject teams, coaches, leaders, teachers, and the ACP program staff to implement best practices for effective instruction.
- Assists with student schedules and attends IEP meetings and Parent-Teacher Conferences for the department.
- Provides support to ensure timely IEP updates, and compliance with IDEA and other State and Federal requirements.
- Recommends requisitions and keeps inventory of supplies and equipment for the Special Education Department.

SUPERVISION AND IMPLEMENTATION

- Reviews and provides coaching with lesson plans, daily activities on an ongoing basis as may be needed for effective special needs services.
- Assists and provides support in Special Education scheduling for compliance, effectiveness and accountability.
- Assists in making recommendations for materials and resources to the Special Education staff as may be needed.
- Coaches the staff in effectively addressing students' discipline and the implementation of the classroom and school discipline policies related to the department.
- Conducts walkthroughs and observations for effective coaching of staff, open communication, and effective instruction in the best interests of students.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Contributes to the SIP and meeting AYP requirements by enhancing Special Education students' skills.
- Assists in maintaining accurate records of department meetings, training sessions, workshops and all PLOs activities.
- Attends staff meetings, training sessions, school events and activities as may be directed or assigned by supervisor.
- Assists in coordinating and facilitating Special Education Departments meetings and training sessions.
- Assists in planning, organizing, and recommending training programs and scheduling of training sessions
- Assists in coordinating and implementing an incentive program to positively impact student learning and expected progress.
- Attends professional learning opportunities and uses knowledge gained to train and coach staff and foster professional growth.

RESULTS AND DATA MANAGEMENT

- Assists in making data-informed improvements by analyzing standardized and departmental test results
- Assists in the coordination of an effective Special Education Program as evidenced by the various summative and formative assessment data.
- Coordinates and implements an effective incentive program based on student data and results to celebrate successes.
- Documents all academic activities and re-evaluates their effectiveness.

REPORTING AND COMPLIANCE

- Assists in creating and maintaining an accurate and organized system for timely documenting and communicating school and department expectations.
- Accurately and timely completes and submits all required reports per specifications.
- Establishes and maintains completed planners, workshop attendance and school visits in order to ensure equality of opportunity and identify ongoing needs.
- Timely and accurately prepares and submits any documentation required for authorization and evaluation.
- Assists in the planning, development and implementation of the ACP and summer programs to ensure alignment with the school academic programs and student needs.
- Documents all workshop attendance and school visits to ensure equality of opportunity and identify ongoing needs

PROFESSIONAL QUALITIES

- Assists in serving as a liaison with social, professional, civic, volunteer, and other community agencies including groups having an interest in the school within the department.
- Follows an organizational system for documenting and communicating student progress and concerns. (Parent Communication Log)
- Sets up systems for communication and collaboration among all staff members involved in implementing special programs.
- Assists in publishing articles pertaining to the program in school newsletter and on the school web site.
- Responds, applies and circulates all relevant information received for Special Education.
- Promotes and models a cooperative interaction of the entire professional staff, parents, students, and community members in the implementation of the Special Education Program, across all schools as necessary.
- Performs other duties as may be assigned by the Principal, the Superintendent and HES President or her/his designee.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills and thorough knowledge of Michigan Core Curriculum and Special Education laws, guidelines and requirements.

EDUCATION/TRAINING:

- Minimum of Master's degree in Special Education or related field or an equivalent combination of education and experience.
- Must have School Administration Certification or be enrolled in an accredited program in which a School Administrator Certification will be attained within 3 years
- Thorough knowledge of Michigan Core Curriculum and special needs program.
- A minimum of three years teaching experience in an educational setting.
- Must comply with all applicable laws related to the Administrator's certificate as may be required by MDE.
- Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions by sitting, standing and/or walking for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title:	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Coordinator of the Arabic Language Program	Department: Administration - Instructional
Supervisor: Principal	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Serves as the department's instructional leader and guide, coordinates, develops and supervises the implementation of the Arabic Language Programs consistent with the Academy, State, and National foreign language and common core standards, as well as the Academy's mission and vision.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Coordinates the development of the Arabic curriculum in alignment with the Academy, State and National standards for Arabic Languages.
- Assists in the coordination, preparation, and purchase of the departments' curriculum materials and resources for Pre-K-12 education.
- Collaborates with the department's instructional teachers to plan and implement units that best meet the learning needs of students.
- Coaches and evaluates the departmental staff to ensure optimal performance and that best delivery of instruction via the monitoring of and the completion of responsibilities.
- Monitors latest research, trends, and developments in curriculum and instruction, and disseminates such information to appropriate personnel with intent of providing philosophical direction to curriculum development.
- Directs academic contests and activities for department fairs and events.

SUPERVISION AND IMPLEMENTATION

- Provides guidance and develops resources and activities that enhance the effectiveness of the learning experience within the department.
- Conducts weekly review of lesson plans and monitor the implementation of the curriculum, as well as the student learning and progress.
- Monitors, supervises, and evaluates the Arabic language instruction, teachers, and the implementation of programming, lesson plans, grade books, and attendance records.
- Ensures that essential agreements are formulated for assessment and for teaching and learning language.
- Assists in the recruitment of qualified personnel and recommends hiring, dismissal, and transfer of personnel.
- Sets clear goals and expectations for self and staff members, and maintains professional accountable environment.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Coordinates the teacher-mentoring program within the department.
- Provides teachers with training individually or by groups as needed in Understanding by Design, as a strategy to increase student understanding of the information they are learning.
- Recommends, directs and/or coordinates in-services by curriculum and instructional technology vendors or subcontractors.
- Coordinates staff meetings as needed, as well as attend other staff meetings or school events as may be required.

RESULTS AND DATA MANAGEMENT

- Assists the Principal and teachers in foreign language testing proficiency/standardized testing and other student evaluation methods.
- Assists with the coordination of the School Improvement Plan (SIP) and the academic accreditation process.
- Collects data, and establishes improvement plans based on the standardized and other test results.
- Develops and supports a process of proper review of student levels and ensures proper grouping of students based on their performance and assessment results, as well as sharing them with students, staff and parents.
- Collects data, and establishes improvement plans based on the standardized and other test results to provide guidance and develop resources and activities that enhance effectiveness.

REPORTING AND COMPLIANCE

- Accurately completes and submits in a timely manner all required reports per specifications.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts.
- Serves on SIP Committee.
- Establishes and maintains completed planners, workshop attendance, and school visits in order to ensure equality of opportunity and identify ongoing needs.
- Conducts effective teacher evaluations and creates and maintains an accurate and organized system for documenting and communicating school and department expectations.
- Prepares and submits all documentation required for Arabic Department authorization and evaluation as needed.

PROFESSIONAL QUALITIES

- Translates communication to disseminate necessary information to parents and community in the Arabic Language.
- Provides community support and student services for the department to enhance student learning and parental participation.
- Establishes and maintains positive interpersonal relationships with students, parents/guardians, and fellow staff.
- Demonstrates flexibility and availability when needed
- Performs all duties with quality, efficiency and dedication to the Academy and its Management
- Performs other duties as may be deemed necessary by the Principal and HES President.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills
- Proficiency in the Arabic Language (Speaking, Reading, Comprehension, and Writing)
- Thorough knowledge of Foreign Language Standards.
- A minimum of three years professional experience in an educational setting.
- Ability to work well in culturally diverse setting

EDUCATION/TRAINING:

- Minimum of a Bachelor's Degree in Education or related field or an equivalent combination of education and experience.
- Must have School Administration Certification or be enrolled in and accredited program in which a School Administrator Certification will be attained within 3 years.
- A minimum of three years teaching and supervisory experience
- Must comply with all applicable laws related to the Administrator's Certificate.
- Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions by sitting, standing and/or walking for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title:	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Coordinator of Tutorial, ESL and Title III Programs	Department: Administration – Instruction
Supervisor: Principal	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the Principal, to oversee and direct all aspects of the Tutorial and ESL Programs at the Academy, by providing proper instruction and supervision for staff and students in need of tutorial services and acceleration in the English language acquisition based on the same principle of individualized instruction.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Serves as the educational leader for students in need of Tutorial and ESL programs and staff by developing, supervising, and evaluating the Academy's instructional programs including the evaluation of tutorial staff.
- Participates in department improvement plans by sharing ideas and input to enhance services and programs and recommends changes and improvements as may be needed, including the formulation of curriculum objectives and the selection, development, and revision of curriculum materials.
- Participates in the development and implementation of the before and after school programs.
- Plans, evaluates, and recommends programs, policies, goals and objectives in area of responsibility.
- Reviews all curriculum guides and materials in the Tutorial and ESL Program Department ensuring they are aligned with State and National standards and ready for distribution to instructional support staff, parents, etc.
- Develops student and staff schedules in a manner that is most conducive to learning with focus on student achievement.
- Oversees the implementation of Title III programs in compliance with all applicable policies and guidelines
- Plans and implements school activities that are aligned with the School Improvement Plan (SIP) for all stakeholders.
- Coordinates the teacher-substitute program and maintains records of the departments' staff attendance.

SUPERVISION AND IMPLEMENTATION

- Supervises inventories of textbooks and other educational materials and recommends requisitions for the department.
- Monitors and oversees the daily operation of the Tutorial and ESL program classrooms and subjects, and supervises the scheduling of the tutorial program staff.
- Monitors the progress of all assessments and develops, communicates, and oversees implementation of strategies for improvement by instructional staff.
- Assists in the administration of Title III budget in compliance with Federal, State and local guidelines
- Reviews Tutorial and ESL lesson plans provided by teachers on a weekly and/or daily basis.
- Observes, provides guidance and supervision of assigned colleagues and participates in the formal evaluation process.
- Ensures that all requirements of program and procedures are carried out properly/deadlines are met.
- Supervises students during passing time, lunch, recess, arrival and dismissal if needed.
- Sets clear goals and expectations for self and staff members, and maintains professional, accountable environment.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Coordinates, participates, and oversees all educational team meetings and team activities.
- Plans, organizes, recommends and directs in-service training and development, department meetings and/or training as well as school-wide staff meetings consistent with the SIP and departmental needs
- Fosters professional growth and provides professional assistance and mentoring to staff as required and ensures training sessions, including PLOs, are completed and documented in a timely manner.
- Coordinates and attends all school meetings, activities, and training sessions as required and seeks opportunities and mentoring from designated staff for growth and professional development.
- Serves on School Improvement Plan (SIP) and Total Quality Management (TQM) Committees.

RESULTS AND DATA MANAGEMENT

- Prepares timely school reports to present to the Principal, Superintendent, and HES President, and submits such reports and records as required by law, Board Policies, and administrative directives.
- Prepares, reviews and submits reports as required for Title III compliance
- Analyzes student achievement as evidenced by grades, standardized test data, curriculum and curriculum modification and individualized instruction records within the Tutorial and ESL programs and uses results for improvement.
- Uses data to effectively impact decision-making, goal setting, planning and awarding student achievement.
- Evaluates students' academic performance in the Tutorial and ESL programs by reviewing report cards and progress reports.
- Orders testing materials and supervises the distribution and return of test documents, obtains required purchase order approvals
- Administers required standardized testing and analyzes data and uses results for improvement.
- Plans and implements department guidelines and procedures including lesson plans, communication, meetings, etc.

REPORTING AND COMPLIANCE

- Accurately completes and timely submits all required reports per specifications.
- Prepares and submits all documentation required for department authorization and evaluation.
- Establishes and maintains completed workshop attendance and school visits in order to ensure equality of opportunity and identify ongoing needs.
- Complies with all district, school, and department-wide policies and follows established rules/guidelines.
- Assists in the planning, development and implementation of the ACP and summer programs to ensure alignment with the school academic programs and student needs.

PROFESSIONAL QUALITIES

- Follows an organizational system for documenting and communicating student progress and concerns with stakeholders.
- Collaboratively participates in school committees including the SIP's to facilitate a more positive learning environment.
- Performs all duties with quality, efficiency and dedication to the Academy and its Management.
- Promotes and models a cooperative interaction of the entire professional staff, parents, students, and community members in the implementation of where applicable.
- Performs other duties as may be assigned in writing by the immediate supervisor, the Superintendent, and the HES President or her/his designee.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills
- Ability to work well in a culturally diverse setting and proficiency in the Arabic Language is a plus (Speaking, Reading, Comprehension, and Writing)
- Thorough knowledge of the Michigan Core Curriculum standards;

EDUCATION/TRAINING:

- Minimum of a Bachelor's degree in education or related field or an equivalent combination of education and experience; must have had a minimum of 3 years teaching and supervisory experience; and must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions by sitting, standing and/or walking for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title:	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Counselor

Department: Student Affairs

Supervisor: Principal

Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Utilizing leadership, advocacy, and collaboration, the Academy counselor promotes student success, provides preventive services, and responds to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Participates in department improvement plan by sharing ideas and input to enhance services and program.
- Plans academic counseling activities that are aligned with the Academy, State, National standards and individualized student needs.
- Provides instruction, team teaching, or assistance in teaching the school guidance curriculum, learning activities or units in classrooms, the career center, or other school facilities.
- Participates in interdisciplinary teams to develop and refine guidance curriculum that is integrated across the curriculum.
- Develops rapport with students to facilitate and conduct planned small group activities to respond to students' identified needs or interests. Such topics may include balancing friendship and responsibilities, time management, and careers, providing information, counsel and/or referrals
- Utilizes tests and other data as the basis for advising and helping students develop and review their EDPs.
- Assists students in evaluating their abilities, interest, talents, and personality characteristics in order to develop realistic, academic and career goals.
- Monitors students who are achieving a "D" or lower and devise and implements motivational strategies for students and teachers.
- Participates in Individualized Educational Programs (IEP) meetings, offering support, suggestions and resources to maximize student achievement.
- Researches, promotes, disseminates, and actively participates in assisting students with their scholarship programs, Dual enrollment, career planning and personal growth
- Counsels students and their parents on matters relating to the student's adjustment, progress, achievement and aptitude in school; plans/implements appropriate measures to address and effectively coordinate crisis situations.
- Develops student schedules in a way that maximizes students' potential consistent with the Academy's guidelines.

SUPERVISION AND IMPLEMENTATION

- Serves as student advocate and consults with parents, guardians, teachers, other educators, and community agencies regarding strategies to assist students and families.
- Provides small group or individual counseling (short and long term as needed) for students experiencing difficulties dealing with relationships, personal concerns, or normal developmental tasks to help them identify problems, causes, alternatives, and possible consequences so they can take appropriate action and provides prevention, intervention, and follow-up.
- Uses referral sources to deal with crises such as suicide ideation, violence, abuse, depression, and family difficulties. These referral sources may include mental health agencies, employment and training programs, juvenile services and other social and community services.
- Collaborates with supervisor during student crises to ensure effective outcomes and positive resolutions for all parties involved.
- Trains students as peer mediators, conflict managers, tutors, and mentors to help them engage positively with each other.
- Implements a guidance curriculum through teaching/integrating individualized and group activities to further students' career, academic and social development.
- Contributes to the Academy's mission through consultation, collaboration, program coordination, and teamwork.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends school professional development training to maintain licensure and to ensure skills are updated in the areas of curriculum development, technology, and data analysis and implements new strategies.
- Conducts workshops and informational sessions for parents or guardians to address the needs of the school community and to reflect on the student school guidance curriculum.
- Assists, redirects and guides staff, students and parents, to ensure the smooth operation of the counseling program.
- Utilizes supervisor directives and stakeholder feedback to improve individual and department performance.
- Participates in PLO's where applicable and completes proper documentation of meetings.
- Plans individual goals for self-improvement, consistent with the job requirements and/or the Academy and HES needs.

RESULTS AND DATA MANAGEMENT

- Analyzes student achievement/progress and counseling program-related data to evaluate the counseling program.
- Conducts research on student activity outcomes for addressing gaps that may exist between different groups of students.
- Uses data to effectively impact decision-making, goals setting, and planning and make recommendations and improvements to the department and the Academy as needed and to ensure each student obtain educational equity and access.

- Maintains database and reports of all students assigned to counselor ensuring student transcripts and Power School reports are accurate and up-to-date.
- Shares data and their interpretation with staff and administration to ensure each student have educational equity and access.

REPORTING AND COMPLIANCE

- Creates and maintains an accurate and organized system for documenting and timely communicating school and department expectations, teacher evaluations and timely and accurately submits required reports.
- Establishes and maintains completed planners, workshop attendance and school visits.
- Complies with all the district, Academy, and department-wide policies, daily routines and guidelines.

PROFESSIONAL QUALITIES

- Demonstrates professionalism in work ethics, handling confidential information, and conflict management.
- Provides significant contributions to the Academy's mission through consultation, collaboration and program coordination.
- Coordinates school and community resources on behalf of all students and those requiring additional and unique services.
- Consults with the school social worker to provide activities designed to improve and support the emotional, behavioral, and social skills development of students.
- Flexible to work occasional evenings
- Provides classroom and community/ PTC presentations concerning a variety of topics (friendship, stress reduction or current trends.).
- Performs all duties with quality, efficiency, and dedication to the Academy and its Management.
- Performs other duties as may be assigned by the immediate supervisor, the Superintendent or her designee

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling, ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills. Experience in individual, group and family counseling with adolescents; Experience working in schools;

EDUCATION/TRAINING:

Master's Degree in School Counseling, or related field; Must be certified or certifiable in state of Michigan as a school counselor; Must comply with all applicable laws related to the State of Michigan School Administrator requirements; Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions by sitting, standing and/or walking for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title:	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Custodian	Department: Student Services
Supervisor: Director of Buildings, Facilities and Transportation	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

- To perform minor maintenance and repair duties; and monitor students' conduct in the hallways.
- To maintain a clean, presentable and orderly condition of the school building(s).

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Maintains cleanliness and order of the school building at all times by monitoring interior and exterior of school campus including lunch areas, hallways, walkways, classrooms, restrooms, parking lots, waiting rooms and any other assigned areas.
- Schedules days and times to conduct regular custodial inspection to ensure all areas are clean, sanitary and free from graffiti.
- Utilizes special skills and techniques required in dealing with chemicals and waste in compliance with OSHA, HES and Academy policies and standards
- Participates in department improvement plan by sharing ideas and input to enhance services and program.
- Collaborates with the custodial team members to service students.
- Categorizes priorities and demonstrates attentiveness to work schedule.
- Demonstrates flexibility in unscheduled assignments and/or placements and understands, adopts and works towards the school mission.

SUPERVISION AND IMPLEMENTATION

- Cleans the buildings and maintains it in top condition throughout the day.
- Handles all equipment and cleaning chemicals properly in accordance with SDS/MSDS, Supervisor's directives and manufacturer's instructions.
- Ensures that paper products, soap and air fresheners are always available and properly stocked.
- Disposes trash bags and waste properly.
- Promptly and properly cleans unexpected spills and messes and follows proper safety procedures to prevent hazardous situations
- Cleans, polishes, and sanitizes bathrooms on a daily basis and as scheduled.
- Vacuums, dusts and cleans offices and classrooms as scheduled and when needed.
- Cleans gymnasium, weight room and locker rooms as scheduled and when needed.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends staff meetings, activities and training sessions as required and seeks opportunities and mentoring for professional development.
- Participates in recommended training programs, conferences, courses or professional development opportunities
- Attends all Parent- Teacher conferences, open houses, and orientations, as well as any other school events as required.
- Sets and reaches own goals for self-improvement consistent with job requirements and/or school needs.

RESULTS AND DATA MANAGEMENT

- Keeps a custodial log and documents any problems/concerns that may occur.
- Observes the higher traffic areas during the day and cleans these areas as needed
- Observes and documents certain areas in the school that are in continuous need of cleaning.

REPORTING AND COMPLIANCE

- Immediately reports any unusual circumstances, issues or observations regarding safety and compliance concerns to appropriate supervisor(s).
- Complies with all Academy, department, HES, State and local rules and guidelines concerning health and safety Follows high standards of sanitation and safety procedures.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts.
- Demonstrates availability when needed.
- Adheres to all established policies, procedures and code of ethics

PROFESSIONAL QUALITIES

- Provides excellent customer service and imparts positive communication with all stakeholders Establishes and maintains positive interpersonal relationships with all children, parents/guardians and fellow staff.
- Performs all duties with dedication to the Academy and its Management.
- Performs other duties as assigned by Supervisor, Principal or HES President or her/his designee.
- Attends to assignments punctually and considers the impact of his/her attendance on student achievement.
- Communicates effectively and positively with staff, students and parents as needed.
- Follows an organizational system for documenting and communicating progress and concerns with stakeholders.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academics' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism and time management skills
- Ability to lift and manipulate heavy objects; ability to operate a variety of equipment; ability to safely perform minor maintenance procedures
- Ability to understand, follow, and enforce safety procedures

EDUCATION/TRAINING

- High School Diploma or GED preferred
- At least 1 year of work experience

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job.

Ability to lift 75 pounds, climb to high and difficult places and work at those places. Repetitive motion with wrists, hands and fingers; frequent bending, carrying, hearing, lifting and stooping; occasional climbing and crawling
Occasionally use of special clothing and protective devices. Walking and standing for extended periods of time and working outside in all types of weather.

Issued and Approved by:	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Dean of Student Affairs and Family Engagement Liaison and Instructional Coach	Department: Administration – Discipline
Supervisor: Principal	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Dean of Student Affairs and Family Engagement Liaison

Assists the Principal in managing all Student affairs related matters by providing for school-wide leadership in accordance with the stated mission and goals of the Academy and serves as a Liaison with students, parents, teachers to successfully address issues of concerns or areas in need of improvement and implementing strategic methods for obtaining student improvement. **Instructional Coach** is responsible for mentoring and coaching instructional staff to ensure that the curriculum is implemented with fidelity in addition to providing job-embedded support with the goal of increasing student engagement, improving student achievement, and building teacher capacity. The Instructional Coach works as a colleague with classroom teachers to support student learning. Duties will focus on individual and group professional development that will develop the understanding of researched-based instruction.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

Dean of Student Affairs and Family Engagement Liaison

- Coordinates the development of effective discipline techniques and strategies for teachers to use in the classroom.
- Effectively assists in the formulation and implementation of policies and procedures related to parental involvement activities.
- Coordinates the parent/family involvement and helps evaluate effectiveness through surveys, documentation of activities held, attendance sheets, etc.
- Effectively develops and recommends ongoing list of community resources that are needed and useful to students and parents.
- Recommends changes to the department and procedures as needed to ensure achievement of goals and objectives.
- Collaborates with Social Worker and teachers to identify areas of needs in discipline and develop strategies for improvement.
- Coordinates the school-wide safety program and the crisis assessment and intervention team
- Assists in coordination of staff and student mentoring program.
- Prepares the necessary classroom and hallway postings for fire exits and safety prevention.
- Prepares fire, tornado, and lockdown drill schedule and oversees its implementation
- Schedules busing and field trip as may be directed by the Principal.
- Organizes, advertises and facilitates parent meetings/events.

Instructional Coach

- Serves as the coach and mentor in the core subject area(s) to facilitate differentiated instruction and collaboration among the teachers.
- Facilitates the proper construction of benchmark lessons; plans and manages the development of standards-based curriculum, instruction and assessment plans and strategies.
- Facilitates the effective use of all core subject(s) textbooks, resources and instructional materials to meet the curriculum goals and coordinates the creation/updating of themes/units within the core subject(s).
- Serves as the facilitator for the core subject(s) by identifying and assisting in the adoption of curriculum resources and maintaining inventory.
- Facilitates the development of an annual core subject(s) plan with clearly stated goals and objectives.
- Facilitates the purchase and requisition of instructional materials to support teachers and the SIP goals.
- Works collaboratively with team members on curriculum and instructional planning, department planning, and will accept and act upon feedback from supervisor.
- Collaborates with administrators and teachers to ensure the proper implementation of the school's assessment program (Standardized and others types)

SUPERVISION AND IMPLEMENTATION

Dean of Student Affairs and Family Engagement Liaison

- Supervises student discipline and oversees the implementation of the classroom and the Academy's discipline to support teachers and promote a positive learning environment
- Assists teachers in providing and promoting positive learning environment that motivates students to be active learners.
- Monitors outside/community resources and programs and evaluates their effectiveness on student and parental involvement.
- Evaluates current program guidelines that are in effect to reach optimal quality and efficiency.
- Monitors the effectiveness of parental surveys, PD's, activities and communications.
- Effectively interprets and implements the rules, State and Federal regulations, and policies of the Board of Education, as they relate to assigned areas of responsibility.
- Tracks and records stakeholders' suggestions for new program and activities for possible future implementation.
- Coordinates and properly manages the student uniform distribution and locker assignments.
- Provides students with counseling, guidance and proper supervision as needed.
- Assists in the effective monitoring the daily operation of all classrooms, subjects, and hourly attendance.
- Consults with all departments on use of equipment, fire prevention and safety program.

- Supervises students during lunch, recess, school events, safety drills, assemblies, arrival, dismissal and after-school events.
- Coordinates the development of and implementation of student safety patrol, student government, and alumni programs if applicable

Instructional Coach

- Serves as a resource to the school improvement committees and works with administrators to develop, implement and evaluate the school's continuous improvement plan.
- Observes, provides guidance and support to assigned colleagues and participate in the formal evaluation process.
- Coordinates communication and planning among all learning communities and serve as the coordinator for the Academy's curriculum in the assigned subject area of specialty.
- Coaches and mentors the teachers based on classroom observations and on teaching practices/techniques on a continual basis.
- Demonstrates leadership qualities by setting a personal example at high standards in all regards.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends staff meetings and seminars or conferences in areas related to job responsibilities as needed.
- Provides staff with classroom management, and behavior management workshops
- Provides staff with www.disciplinehelp.com, Core Values, and ISAFE workshops.
- Coordinates the school discipline committee. Recommends programs and activities to improve the school discipline, safety and health of students.
- Participates in and provides professional learning opportunities that will enhance student achievement through improved lesson planning, curriculum alignment, implementation and relating to student affairs
- Assists in the coordination of all school based PLOs linked to individual professional development plans, the SIP and individualized action plans.
- Participates in and provides Professional Learning Opportunities focused on data analysis of student achievement.
- Participates in the SIP activities consistent with the SIP and the Academy's mission and guidelines.
- Attends and consistently contributes to the success of staff meetings, professional development sessions and action items.
- Follows feedback from supervisor and school leaders based on professional methods consistent with the SIP, Academy's mission, best practices and Michigan expectation.
- Sets and reaches own goals for self-improvement consistent with the job requirements and/or school needs.

RESULTS AND DATA MANAGEMENT

Dean of Student Affairs and Family Engagement Liaison

- Tracks hourly and daily students' attendance by printing Absentee Reports periodically and following up on cases where students are suspected of cutting classes and/or excessive absenteeism.
- Tracks and monitors suspensions, time spent in the Reflection Room, as well as all other disciplinary actions.
- Encourages students referred for disciplinary actions to create an action plan and oversees its implementation.
- Works closely with all parties involved in students' affairs by constantly monitoring, evaluating and discussing progress/needs.
- Continuously evaluates and makes recommendations to assessments and surveys.
- Observes, records, and recommends programs/activities to parents for improving student achievement and behavior.
- Uses Data to guide decision-making, analyzes data and issues reports monthly to evaluate progress and recommends programs for improvements.

Instructional Coach

- Guides, mentors and supports staff and ensures timely follow up and accountability through ongoing classroom observations, walkthroughs and staff evaluations.
- Collects data, and establishes improvement plans based on varied student assessment results.
- Encourages and supports a process of properly reviewing and analyzing classroom assessment results, as well as sharing them with students and parents.
- Assesses curriculum alignment through analysis of standardized assessments, district wide assessment data, Michigan standard exams, benchmarks, and Grade Level Content Expectations (GLCES).

REPORTING AND COMPLIANCE

Dean of Student Affairs and Family Engagement Liaison

- Formulates general safety policies and procedures to be followed in the academy in compliance with local, State, and Federal OSHA rules and regulations
- Inputs data and records of disciplinary referrals and infraction slips into the computer.
- Reports all necessary reports required by regulatory agencies to the HES Vice President and Central Office.
- Participates in the investigation and recording of accidents and injuries on Academy premises.
- Complies with all district, school, and department-wide policies and follows established rules and guidelines in daily operations
- Coordinates, maintains and submits accurate and up-to date signed handbook forms, checklists and databases as required for efficient performance of assignments

Instructional Coach

- Creates and maintains an accurate and organized system for documenting and communicating school and subject expectations and teacher evaluations.
- Accurately completes and submits in a timely manner all required reports per specifications.

PROFESSIONAL QUALITIES

- Organizes and files all disciplinary referrals, suspension notices, and negotiation forms on a routine basis.
- Attends and assists in coordinating and directing school activities as may be directed by the Principal or Superintendent and the HES President, such as Parent-Teacher Conferences, open houses, orientations, PTC meetings, athletic meetings, events, etc.
- Maintains the privacy of students and their families by keeping all cases confidential and sharing with concerned parties only.

- Maintains open communication and positive interpersonal relationships with parents, teachers and administrators, and promptly inform parents of any concerns and/or situations involving their children.
- Backs up the Principal during her/his absence and/or as needed.
- Performs other duties as may be assigned by the Principal, the Superintendent, and the HES President or her designee.
- Participates in committees that contribute to a positive learning environment.
- Performs all duties with quality, efficiency, with the highest ethics, and dedication to the Academics and their Management.
- Performs all duties with quality, efficiency, with the highest ethics, and loyalty to the School and its Management.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academics' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenanter may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION / TRAINING:

- Minimum of a Master's degree in education or related field or an equivalent combination of education and experience.
- Thorough knowledge of Michigan Core Curriculum
- A minimum of three years professional experience in an educational setting.
- Appropriate Michigan State Teaching Certification or eligibility for such certification

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions by sitting, standing and/or for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title:	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Director of Accounting	Department: Accounting
Supervisor: HES President/Chief Operating Officer(COO)	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the HES President and COO, schedules, plans, organizes, assigns, reviews, and manages Academics' accounting and financial services activities; performs related work as required; establishes and revises accounting procedures; conducts accounting analysis and prepares financial statements; and assists the HES President and COO in all aspects of the academies budget preparation, planning, analysis, and monitoring.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Organizes the work of the accounting staff within the accounting services department, including: budget control records, proper receipt and disbursement of funds, cafeteria accounting, pupil attendance, special projects, internal auditing, and other fiscal activities.
- Responsible for the Accounting Department strategic planning.
- Collaborates and prepares financial reports and documents needed by the Academies' CPA firm and documents may be needed by the Auditor.
- Plans, organizes, manages, and coordinates a variety of technical business, accounting, and financial functions.
- Develops the Annual Budgets and Budget Amendments as required by the Supervisors, the Board of Directors and Authorizers.
- Plans and implements automated systems for maintaining inventory and purchasing using preapproved modules.
- Ensure the financial reports are maintained in compliance with HES and the Academies policies as well as US GAAP.

SUPERVISION AND IMPLEMENTATION

- Advises senior management, including the Board of Directors, HES President, Vice President and COO concerning District accounting and financial services, budget, fiscal stability of District programs, and internal control.
- Supervises and evaluates the work of the accounting staff within the Accounting Department, including but not limited to budget control records, and the proper receipt and disbursement of funds, cafeteria accounting, pupil attendance, special projects, internal auditing and other fiscal activities.
- Recommends updates to the department and procedures to ensure cost effective and timely accomplishment of goals and objectives.
- Recommends and assists in the formulation and implementation of policies and procedures related to fiscal activities.
- Performs analytical studies in the formulation and implementation of new policies and procedures. Identifies and recommends methods to improve operational procedures and internal control.
- Organizes, motivates, directs and/or supervises the activities of others engaged in various school business activities.
- Establishes priorities and delegates effectively.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Coordinates, participates, and oversees all the Accounting Department meetings and activities.
- Plans, organizes, recommends, and directs in-service training and development, including determining training needs for the Accounting department staff.
- Plans and sets own goals for self-improvement consistent with the job requirements and/or the Academic needs.
- Ensure timely documentation of meeting minutes and PLOs where applicable.
- Evaluates and recommends PLOs needs for accounting staff.
- Interprets and implements the rules, State and Federal regulations, and policies of HES and the academies Board of Education, as they relate to assigned areas of responsibility.

RESULTS AND DATA MANAGEMENT

- Maintains records of expenditures and income, fund balances, reserves and appropriations, and prepares regular reports concerning District financial conditions and develops and administers a large, complex budget and Chart of Accounts, uses data to guide in decision makings.
- Prepares journal vouchers and entries and makes adjustments and closing entries; prepares, plans, and supervises activities related to year-end closing and processes bank deposits and reconcile bank accounts and balance sheets with the Academies' accounting system.
- Oversee the payroll and employee benefits entries.
- Enters accounts payable check requests and cash disbursements and tracks invoices to ensure prompt payments are made before late fees incur or service is delayed.
- Prepares general journal adjustments and accruals all in MTP, reviews trial balance in order to prepare monthly Financial Statements.
- Ensure the accuracy and efficiency with all accounting transaction.

REPORTING AND COMPLIANCE

- Maintains uniformity in the use of the accounting systems/application by strictly using the MIP/SAGE application and organizes all electronic records, databases, and supporting documentation all by year and category so that information may be easily accessed.
- Maintains the integrity of the accounting systems/records. Assures that financial income and expenditure transactions and records are in compliance with Federal, State, and County rules, and regulations and requirements and that HES and Districts policies and procedures are met; Ensures compliance with HES, District and audit policies, procedure and requirements.
- Assists the supervisors in the preparation and monitoring of the academies budgets.
- Prepares a variety of District financial statements and conducts special audits, or analytical studies to assist in the compliance with policies and regulations of new or revised programs.

- Reviews financial reports, receipts, disbursement records, and computer print-outs to assure accuracy and completeness; makes corrections and adjustments as necessary.
- Reconcile the receipt of all revenue and expenses in accordance of authority policies.
- Ensure all vendor payments in compliance with the State and Federal bidding regulation.
- Prepares other yearly reports as required by the Department of Education (School Meals year-end Report, Transportation Expenditures Report, and Special Education Actual Cost Report – GSRP- FID – US Bank).
- Oversees the Academy's purchasing process and activities

PROFESSIONAL QUALITIES

- Maintains communication with various Districts, county departments, personnel to respond to inquiries, obtain information, resolve issues and provide information concerning related accounting functions.
- Maintains communication with the Supervisor of main issues and concerns as they arise.
- Communicates with vendors and employees to arrange payment or resolve discrepancies as necessary; assists assigned personnel with difficult and complex issues, and engages in public speaking with large groups, explains complex concepts in a clear and coherent manner.
- Performs all duties with quality, efficiency and dedication to the Academy and its Management.
- Performs other duties as may be assigned by the immediate Supervisor or her designee.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenanter may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills
- Experience with Accounting and Fiscal Control Procedures and Methods; Theory and Practice of Modern School Management applicable to s Accounting, Payroll, Budget, Internal Auditing, Purchasing, Contract Administration, Management Information Systems, Records Retention; Organization, Personnel Supervision, Staff Training, and Management Development Techniques; Fiscal and Budgeting Principles of Practices; Financial Analysis and Record Keeping Techniques; Laws applicable to Financial Procedures, Funding in Public Schools, State and Federal Funds, and the Michigan Department of Education Code Provisions of School Accounting; Legal Contracts and other Binding Agreements; and the Use of Financial Applications, Preferably MIP.

EDUCATION /TRAINING

- Any combination equivalent to a Bachelor's degree in business administration, finance, accounting or related field, with a specialization in public or school administration.
- Minimum of three years of experience in administrative positions with financial management/accounting responsibilities for a school district with multiple business functions or on organization or firm with at least 100 employees.
- Specific financial management experience in three or more of the following areas would be desirable: accounting, budgeting, auditing, finance, insurance, or information systems.
- Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved By: Name and Title:	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an Equal Opportunity Employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Director of Athletic Program	Department: Administration
Supervisor: Principal	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Coordinates, implements and supervises the Athletic Program, where all students will have the opportunity to receive the proper guidance and instruction needed to promote their physical, social, and mental well-being.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Supervises and coordinates the Athletic Department sports and activities
- Coordinates the department safety program and the crisis assessment and intervention team
- Plans, coordinates and guides student activities and special events ensuring their alignment with the SIP.
- Researches and recommends and updates programs and activities to improve the safety, discipline and health of students.
- Recommends and implements programs; in modification and utilization of the building, physical facilities, and school grounds.
- Coordinates and plans the athletic budgets and ensure all sports and students have an equal opportunity and secures equipment and resources for an effective program within the approved budget.

SUPERVISION AND IMPLEMENTATION

- Evaluates, develops, and reviews the Athletic and Physical Education Program curricular offerings and at the Academy and supervises their implementation.
- Provides students with counseling, guidance and proper supervision as needed.
- Consults with all departments on use of equipment, fire prevention and safety program.
- Develops coaching assessments in collaboration with the Principal and communicates the assessment performances.
- Collaboratively addresses problems of discipline concerning athletics with Coaches and Principal.
- Ensures that Athletic department staff and student athletes understand and follow proper safety and accountability procedures and provides guidance and proper supervision including supervision of discipline.
- Plans and implements Athletic Awards Programs in collaboration with Principal and Head Coach.
- Assists in the recruitment and interviewing of qualified athletic staff if needed.
- Assists in the supervision and evaluation of staff performance focusing on student achievement and ensuring accountability.
- Recommends requisitions and adequate supplies and equipment.
- Arranges transportation of all athletic teams in conjunction with the Coaches.

PROFESSIONAL LEARNING OPPORTUNITIES

- Participates in the School Improvement Plan (SIP) activities consistent with the SIP and the Academy's mission and guidelines.
- Attends and consistently contributes to the success of staff meetings, professional development sessions, and action items.
- Attends meetings and training when needed and effectively implements new strategies.
- Follows feedback from the supervisor, the Academy leaders and stakeholders based on professional methods consistent with the SIP, the Academy's mission, best practice and Michigan expectations to improve own and department performance.
- Plans and reaches own goals for self-improvement consistent with the job requirements and/or Academy needs.
- Plans, provides, or facilitates appropriate training and resources for students and staff consistent with the requirements.
- Ensures a safe, orderly and positive learning environment using safety guidelines and procedures.

RESULTS AND DATA MANAGEMENT

- Assists the Principal with the SIP to develop, supervise and evaluate the Academy's athletic program, and recommending such changes and improvements as may be needed, including the formulation of curriculum objectives and selection, curriculum alignment, curriculum development and revision of curriculum materials for the Athletic Department.
- Analyzes disciplinary data and issues reports monthly to evaluate progress and recommends programs for improvements.
- Assists in the development, recommendation, and administration of the athletic budget.
- Uses multiple sources of data to monitor and assess student achievement and effectively impact decision-making, goal setting, planning and qualifying to enroll in the Athletic Program.
- Ensures fiscal viability of the Athletic Program and manages all funds according to the HES policies and the Academy's guidelines.

REPORTING AND COMPLIANCE

- Formulates and oversees general safety policies and procedures to be followed in the academy in compliance with local, State, and Federal Occupational Safety and Health Administration (OSHA) rules and regulations
- Electronically inputs data, records, and reports disciplinary referrals and infraction slips.
- Keeps the Principal and HES President informed and timely submits to the Vice President/Central Office accident reports required by regulatory agencies.
- Participates in the investigation and recording of accidents and injuries on Academy premises.
- Adheres to all established policies, procedures and code of ethics.

- Assists in the timely preparation and submission of school reports and records as required by law, Board policies, and HES Policies.
- Timely and accurately provides the Central Office with properly completed athletic enrollment and insurance forms of students and coaching staff.
- Ensures that all the Academy's Board and administration policies are effectively explained and implemented.

PROFESSIONAL QUALITIES

- Follows an organizational system for documenting and communicating student progress and concerns.
- Maintains liaison with Coaches, athletic clubs, social, professional, civic, volunteer, and other community agencies and groups having an interest in the school.
- Collaboratively participates in school committees that contribute to a positive learning environment.
- Performs all duties with quality, efficiency and dedication to the Academies and their Management.
- Performs other duties as may be assigned by the Principal or HES President or her/his designee.
- Keeps the Principal and HES President informed of main issues and concerns.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academics' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills
- Fundamental knowledge and skills in major sports such as baseball, softball, football and basketball and basic knowledge of other sports; comprehensive knowledge of modern principles and practices of athletic and sports planning and organization; ability to plan and supervise athletic programs; ability to solve difficult athletic problems.

EDUCATION/ TRAINING:

- Must hold at least a Bachelor's Degree
- Experience in the promotion of athletic activities and experience with a college/university athletic programs of recognized standing, with major work in physical education, sports management or recreation; or any equivalent combination of experience and training
- Full State Certification in the subject and/or grade level(s) being assigned to teach including passing state mandated comprehensive skill assessment and all other examination(s) required by Section 1531 of the revised school code

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. Must occasionally lift and/or move up to 25 pounds. May frequently require bending, twisting, walking, stooping and turning. Must work indoors and outdoors year round. Requires prolonged sitting or standing.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Director of Buildings, Facilities and Transportation

Department: School Administration

Supervisor: HES President or Designée

Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Manages and maintains the school buildings and properties in order to ensure operating excellence, cleanliness, and safety within the recommended budget. Maintains school facilities operations and transportation in compliance with State and Federal guidelines and regulations as well as provide such services effectively and within available resources.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Coordinates and administers the services related to facilities planning and construction, maintenance and safety, and facilities custodial services and transportation maintenance.
- Establishes and administers schedules and procedures for the daily, on-going preventive maintenance of facilities, grounds, and equipment and routine custodial care of the facilities and grounds.
- Establishes guidelines for minor in-school repairs and emergency repairs.
- Advises school Principals on technical matters concerning projects in their schools.
- Develops documents and oversees an inspection plan for all facilities and grounds reporting the condition of the facilities in collaboration with the Superintendent.
- Develops, recommends and implements approved health and safety procedures and plans regarding openings and closings of school buildings insuring security for all staff, students, and vendor and visitors

SUPERVISION AND IMPLEMENTATION

- Coordinates and administers the services related to facilities' planning and construction, maintenance, safety, remodeling, renovation, custodial services, and transportation maintenance.
- Assigns and supervises all custodial, maintenance, and grounds personnel, contractors, or subcontractors.
- Inspects and ensures completions of tasks of maintenance and/or custodial employees and/or contractors and/or subcontractors.
- Audits and evaluates custodial and maintenance staff and provides timely, accurate and useful feedback.
- Organizes, supervises, and schedules custodial services, summer cleaning, renovation and maintenance programs including summer project work on school grounds.
- Recruit, screen, evaluate, and recommend for hire vendors, contractors, and support staff to maintain the facilities and grounds in a safe and cost effective manner.
- Arranges for necessary contracted repair and/or maintenance of all school transportation.
- Supervises the planning and construction of additions or remodeling of existing facilities.
- Maintains adequate inventory of maintenance and custodial supplies, equipment and tools.
- Negotiates and coordinates lease agreements for building support services.
- Supervises the overall system for energy management programs.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Plans, organizes and facilitates appropriate training and development programs including resources for all custodial and maintenance personnel consistent with the requirements.
- Plans and reaches own goals for self-improvement consistent with the job requirements and/or Academy needs.
- Attends staff meetings, training and school events as required and effectively implements new strategies.
- Coordinates, holds and keep minutes of departments' staff meetings and training sessions as may be required.
- Coordinates and attends all school events and activities as may be directed, such as Parent-Teacher conferences, orientations, etc.
- Ensures timely and complete participation in and documentation of training and PLOs where applicable.

RESULTS AND DATA MANAGEMENT

- Prepares required documentation for supervisor's approval on all payments to contractors or subcontractors for work completed.
- Performs purchasing duties such as obtaining quotes, Requests For Proposals (RFPs), negotiating prices, and ensuring proper documentation of statements requesting construction, maintenance, remodeling and renovation
- Ensures custodial services are on schedule, in compliance with procedures, evaluated, maintained, reported and on budget.
- Plans, develops and oversees department budget, inventory and purchases, and current future project objectives are aligned within the established budget.
- Assists in the supervision and evaluation of staff performance focusing on student safety and ensuring accountability.

REPORTING AND COMPLIANCE

- Demonstrates availability when needed and is on call in case of emergencies that may threaten the Academy's property or equipment including transportation.
- Keeps and submits monthly reports and database to immediate supervisor of all activities of building maintenance, custodial services, and transportation maintenance.

- Adheres to all established policies, procedures and code of ethics.
- Complies with all district, Academies, department-wide policies and daily routines and guidelines.
- Channels concerns/issues related to maintenance, facility and transportation to the Superintendent/HES President.

PROFESSIONAL QUALITIES

- Follows an organizational system for documenting and communicating progress and concerns.
- Assumes other reasonable and equitable job related duties as assigned by the immediate supervisor.
- Maintains professional appearance and behaves in a manner appropriate to a public setting.
- Keeps the Superintendent and HES President informed of main issues and concerns.
- Attends to assignments punctually and considers the impact of his/her attendance on departmental and school achievement.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts effectively.
- Performs all duties with quality, efficiency and dedication to the Academy and its Management.
- Performs other duties as may be assigned by the Superintendent and the HES President or her/his designee.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION/TRAINING:

- Minimum of a High School Degree
- Minimum of five years of experience in school building maintenance and custodial services.
- Knowledge and ability to read and interpret blue prints.
- Knowledge of the building trades and applicable functions, State and Local building codes, policies and requirements.
- Must comply with all applicable laws related to building and transportation codes and regulations
- Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting, standing and/or walking for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, kneeling, crawling and reaching. Must work indoors and outdoors year-round

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title :	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Director of Data Analysis

Department: Administration

Supervisor: HES President and Assistant Superintendent

Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

To provide strong leadership in the supervision of the department's functional units of program evaluation and testing and assessments in order to produce and deliver highest quality of professional services and informational products in support of the district's strategic mission and goals.

RESPONSIBILITIES:

DEPARTMENT PLANNING

- Reviews and updates weekly, monthly, quarterly, and annual plans to prepare for the next week, month, quarter, and year
- Maintains updated district documentation of evaluation methods, models and procedures.
- Ensures evaluations (educator and program) run as planned consistent with federal and state regulations.
- Assists in establishing the program evaluation for the school year (Superintendent's approval required).
- Designs needed assessments, implementation and follow-up as applicable to district and school program evaluations
- Designs and supervises the delivery of customized evaluation models as may be needed for teachers and schools.
- Monitors the student assessment programs through ongoing site visits and data and reporting monitoring to ensure proficient and timely administration of all state and district level assessments.

SUPERVISION AND IMPLEMENTATION

- Works closely with the school principals to ensure proper supervision of the activities and productivity of the program evaluations, testing, and assessments to achieve district and department goals and objectives. Serves as an internal consultant to schools and other departments regarding program evaluations, testing and assessments technical issues.
- Monitors alignment of assessments and standards as needed
- Monitors the student assessment programs to ensure proficient and timely administration of all state and district level assessments. Coordinates the integration of advanced internet technology and evaluation and assessment.
- Works closely with the supervisor and provides supervisory direction as designated, to achieve and maintain proficient and efficient district-wide testing administration, test material security and accountability.
- Works closely with the supervisor to design data collection instruments and customized assessment reports to communicate district and schools performances on state and local assessments.
- Supervises the selection and implementation of evaluation designs, evaluation activities, data analysis, results reporting and communication.
- Conducts and analyzes the results of required assessments, implementation, formative, summative and follow-up as applicable to district and school program evaluations.
- Assists with on-going efforts to improve and integrate electronically test administration, scoring and reporting at the classroom and district levels.
- Assists in item analysis studies for M-STEP, NWEA, SAT, PSAT, WIDA, SLO's and all other district assessment-tested subjects and identifies strengths and needs for all assessments where beneficial
- Supervises the delivery of customized evaluation models as appropriate for teachers and schools.
- Assists the Principals in reviewing and improving annually the District-wide Assessment and Testing Program.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends training sessions and conferences as may be assigned by the supervisor.
- Stays updated in the areas of Assessments, Research, and Evaluation in Education to ensure proper implementation of the assessment program, and continued compliance.
- Teaches statistical methods and databases that staff members can use to extract more information from current data.
- As applicable, provides professional and technical training for assigned staff in the areas of assessments and the tools that are used by the school and district to enhance student performance and meet the SIP and DIP goals.
- Promotes objective and professional approach to data-driven decision-making.

RESULTS AND DATA MANAGEMENT

- Ensures data security
- Submits reports in a timely manner
- Work has evidence of creativity and authenticity
- Uses evaluation quality checklist to ensure accuracy and completeness of evaluation processes and reports.
- Maintains site visitation logs and notebooks as an integral part of the evaluation process.
- Effectively communicates the results of needs assessments, implementation, and follow-up as applicable to and as may be needed for district and school program evaluations.
- Reports findings for assessments data analysis for grants, standardized assessments, and internal data (i.e. grades, attendance, etc.)
- Assists and evaluates annually the accuracy and completeness of District Testing Schedule
- Supports the SIP and DIP teams and provides them with required data analyses and communicates findings as needed to meet the state reporting requirements for the SIP and DIP.
- Analyzes assessment data and shares with staff to help improve their instruction to close the achievement gap.

REPORTING AND COMPLIANCE

- Works with the Director of Improvement and Accountability in monitoring trends in data pertaining to and affecting the Academics Scorecard.
- Provides evaluation technical assistance to schools and other district units to meet evaluation needs as would be required by schools and grant-sponsoring agencies.
- Serves, as assigned, as liaison between the district and other external educational agencies regarding improvement opportunities and/or issues related to district/school performance and accountability.
- Maintains updated compiled reports of active and instructionally related programs and projects of schools requiring some method of evaluation.
- Completes and submits annual education reports, CRDC reports and other state required administrative evaluations.
- Ensures rosters are uploaded and ready for testing before test windows begin or otherwise.

PROFESSIONAL QUALITIES

- Works closely with schools and district administrators to share information pertinent to program or project evaluations.
- Follows an organizational system for documenting and communicating student progress and concerns.
- Maintains confidentiality and security of data and findings.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts.
- Promotes objective and professional approach to data-driven decision-making to serve the best interests of students.
- Assists in preparing communications regarding data from evaluations for parents and/or community members' stakeholders as directed by supervisor.
- Performs all duties with quality, efficiency and dedication consistent with the Academies and HES mission and vision.
- Performs other duties as may be assigned by the immediate supervisor, the HES President/Superintendent or her designee

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, Advanced computer literacy, keyboard skills, and time management skills

EDUCATION/TRAINING

- Minimum Master's Degree in Education in any of the following: Evaluation and Research, School Assessments and Evaluations, Curriculum and Instruction or an equivalent in a related field.
- Minimum of three years of experience or training in education and school administration; or equivalent combination of education and experience.
- Must be a Certified Teacher and have 3 years teaching experience in the State of Michigan.

PHYSICAL DEMANDS

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved By: Name and Title:	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an Equal Opportunity Employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Director of Food Services Program	Department: Food Services
Supervisor: Principal	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Manages and oversees all aspects of the Food Services Program at the Academics in a manner that is efficient and in line with the district's guidelines, procedures and nutrition policies.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Prepares and plans school-meal menus to meet the USDA nutritional requirements.
- Plans and oversees preparation and cooking of meals following established protocols and guidelines.
- Adheres to sanitation and safety procedures as stated in the Michigan Food Code, HACCP guidelines and all standard food preparation and kitchen operations procedures.
- Plans and prepares alternative menus for students with special needs, in accordance to their medical care provider's recommendations and in collaboration with the parents.
- Places orders for all necessary food services supplies and products.
- Coordinates all school functions involving food service with the Academy Principal.
- Handles free and reduced lunch applications, MOR cooperative, prepares food service bids and oversees Request For Proposal (RFP) process.
- Maintains an organized food service calendar.
- Participates in department improvement planning by sharing ideas and input to enhance service and programs.
- Effectively manages and supervises staff by establishing a environment of accountability and promoting performance that takes into consideration the best interests of the students and Academy.

SUPERVISION AND IMPLEMENTATION

- Supervises and manages all food preparation and line service.
- Supervises, trains and evaluates assigned lunch server staff
- Supervises student lunch service consistent with the school policies and guidelines.
- Observes and assesses student's preferences, to continuously improve the Food Service Program
- Monitors lunch equipment and facility use and coordinates maintenance and repairs with the appropriate school personnel.
- Coordinates special events with the HES President, Principals and/or other key personnel.

PROFESSIONAL LEARNING OPPORTUNITIES

- Participates in recommended training programs, conferences, courses or other aspects of professional growth.
- Attends all Parent-Teacher Conferences, open houses, and orientations, as well as any other school events as directed by supervisor.
- Attends meetings, activities, training programs, conferences, seminars, workshops (MDE, MOR), and courses (Servsafe certification class) as required and effectively implements new strategies.
- Demonstrates self-motivation for improving own techniques, reflections and effectiveness based on stakeholder input.
- Awards and promotes staff progress as evidenced by staff's satisfaction and awards.

RESULTS AND DATA MANAGEMENT

- Conducts student/parent surveys and utilizes the resulting data to make improvements to the Food Service Program.
- Performs self-evaluation and department assessment to ensure efficiency and effectiveness of the Food Service Program and redirects staff to ensure accountability and compliance with the employment policies.
- Collects and analyzes data in providing guidance towards decision makings.
- Conducts Power School lunch data counts.
- Manages Food Services Department budget, purchases and fees as evidenced by program savings.
- Manages all aspects of Food Service Program in compliance with code of ethics, State, local, MDE requirements/regulations and health and safety guidelines.
- Collects and reports all lunch money and files reimbursements with MEIS.

REPORTING AND COMPLIANCE

- Ensures quality meals are served to all students while overseeing all aspects of the food service operations.
- Completes and submits all reports concerning lunch program including daily production records, monthly reports, and yearly reports due to MDE, CNAP, MEIS in a timely manner per specifications.
- Prepares year end reports, monthly-internal reporting, on-site reviews, snack reviews, and free-reduced meals applications in a timely manner per specifications.

- Complies with HES, Academy, department, district, State and local policies and guidelines concerning health and safety on daily routines.
- Manages all aspects of Food Service Program in compliance with MDE requirements and regulations.
- Maintains compliance with audit reports and funding reimbursement requirements.
- Collects and reports all lunch money per school and HES money handling policy.
- Adheres to all established policies, procedures and code of ethics.

PROFESSIONAL QUALITIES

- Cancels lunch and/or deliveries when required and during school closings.
- Develops effective methods of managing, compiling, organizing and tracking department documentation of student records in an organized and accessible manner.
- Maintains an organized food service calendar and documentation.
- Provides and maintains excellent customer service and positive communication with administration, staff, students, parents and community.
- Performs all duties with quality, efficiency and dedication to the Academies and their Management.
- Performs other duties as may be assigned by the Principal or HES President or her/his designee.
- Keeps the Principal and HES President informed of issues and concerns.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts
- Participates in school committees that contribute to a positive learning environment.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills, knowledge of Food Service Program requirements, and leadership skills

EDUCATION/TRAINING:

- High School Diploma or Equivalent and Food Handlers Permit (as may be required by the local Health Department)

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Requires prolonged standing; physical exertion to manually move, lift, carry, pull or push heavy objects or materials up to 75 pounds at a time; stooping, bending and reaching; daily repetitive motion with hands and arms in food preparation and serving. Requires regular crouching occurs to retrieve items from lower shelves; regular reaching occurs to retrieve utensils and food items from storage shelves. Must be able to work in a noisy environment and must be able to work in and around fumes and odors.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Director of Human Resources	Department: Human Resources (HR)
Supervisor: HES President/Vice President/Chief Operating Officer (COO)	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the HES President, Superintendent, and/or Vice President, and Chief Operating Officer (COO) oversees and maintains all aspects of Human Resources management excluding talent acquisition, payroll and benefits administration.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Oversees all staff qualifications including teachers, teacher substitutes, paraprofessionals, food service handlers, bus drivers, administrators, etc. to insure compliance and act as a resource for Talent Acquisition and HR Management Team concerning compliance issues as delegated.
- Assists with establishing new employee procedures, Employee Handbook updates and distribution of changes.
- Develops and implements department improvement plan by sharing ideas and input to enhance services and program in alignment with district SIP and HES mission and vision.
- Acting as a point of contact for staff members for resources or concerns and relaying including relaying issues to HES HR Management Team
- Works in conjunction with HR Management Team to increase employee retention, engagement and satisfaction
- Reviews Academy class schedules for appropriate staff qualifications for new hire recommendations

SUPERVISION AND IMPLEMENTATION

- Works in conjunction with administration regarding post-evaluation procedures and evaluation of HR Compliance staff.
- Oversees, prepares, processes and maintains personnel compliance records to include updating records as needed.
- Coordinates the development, implementation, revising, distribution and collection of job descriptions and performance evaluations including review for accurate completion per requirements
- Coordinates the Staff Monetary Incentive Program and appreciation programs in partnership with the HR Management Team
- Assists current supervisors with innovative and effective methods to increase productivity and performance.
- Reviews, observes, evaluates and redirects the human resources compliance staff and leads their improvement plan for more effectiveness.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOS)

- Attends and/or coordinates meetings, activities and training sessions, as may be needed and seeks opportunities and mentoring from designated staff for growth and professional development.
- Evaluates and recommends staff development needs including staff career and leadership development for future HES staffing needs.
- Performs self-professional development to increase productivity and performance and plans own goals for self-improvement consistent with the job requirements and/or Academies or HES needs.
- Trains, supervises and evaluates personnel assigned to areas of responsibility.
- Plans, provides or facilitates appropriate training and resources for staff consistent with the requirements.
- Coordinates the collection, tracking and completion of Tri-Annual all staff Professional Development Logs
- Ensures timely and complete participation in and documentation of training sessions including PLOs as needed.
- Plans own goals for self-improvement consistent with the job requirements and HES needs.

RESULTS AND DATA MANAGEMENT

- Oversees and prepares vacation, sick, FMLA and personal time in collaboration with the HR Management Team including orchestrating HES important occasion responses to staff.
- Maintains bulletin boards of required employee postings and general information and maintaining documentation of updates and postings including maintaining historical records.
- Oversees the Academies' schedule for compliance consistently with staff qualifications including substitutes and outside contractors.
- Collaborates with building maintenance leadership on general safety programs to include conducting periodic inspections and safety programs on a yearly basis to insure compliance.
- Coordinates safety training for staff members including BBP, CPR, AED, ADA and others may be required. Reports all unsafe practices to Management
- Ensures employee procedures and policies are clear, documented, communicated and audited.
- Assists with compiling terminated, new, and active staff lists and ensures that Transparency binders are up-to date and available for easy reference.
- Assists with the completion of employment verification forms, recommendations, various documentation and correspondence as directed by HR Management Team
- Prepares and compiles HR information for quarter/annual personnel reports and successfully completes the personnel audits per all requirements.

REPORTING AND COMPLIANCE

- Completes and oversees reporting and compliance requirements regarding staff qualifications to MDE, WCRESA, LARA, the authorizer, and the HES President.
- Secures teaching permits, personnel approvals, and licenses as needed and notifies staff in writing of all the procedures and requirements to maintain employment and compliance.

- Ensures staff training and certification are current and aligned with guidelines and policies.
- Complies with all HES and district, school, department-wide policies, daily routines and State and Federal guidelines.
- Completes and timely submits all required reports and communication per specifications.
- Reports issues and concerns to HES Management Team
- Demonstrates availability when needed.

PROFESSIONAL QUALITIES

- Takes all necessary measures to ensure confidentiality of all staff information.
- Follows an organizational system for documenting and communicating progress and concerns.
- Represents the best possible impression of our organization when interacting with the community, prospective employees, current employees, and other industry professionals.
- Performs all duties with quality, efficiency and dedication to the Academies and their Management.
- Communication reflects commitment to the greater HES community to the best interest of the Academies and students.
- Performs other duties as may be assigned by the Supervisor.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenanter may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Must have advanced oral comprehension & expression skills, advanced written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, and highly developed organization and planning skills
- Must exhibit exemplary professionalism, accomplished computer literacy skills, and time management skills.
- Requires experience with Leadership, Supervision and Diplomacy
- Must have advanced conflict resolution skills, negotiation and persuasion skills and experience working under pressure

EDUCATION/TRAINING:

- Minimum a Bachelor's Degree in Human Resources or related field or an equivalent combination of education and experience.
- Thorough understanding of Michigan Human Resource regulations and requirements
- A minimum of three years professional experience in Human Resources and/or supervision
- Must comply with all applicable laws related to Human Resources
- Must comply with all applicable laws related to the Administrator's certificate where applicable.
- Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions by sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching

Issued and Approved by: Name and Title:	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Director of Instructional Improvement	Department: Mentoring and Coaching
Supervisor: Superintendent and HES President	Employer: Hamadeh Educational Services, Inc. (HES)

BASIC FUNCTION:

To provide instructional support and leadership in the implementation and delivery of mentoring and coaching services to produce and deliver the highest quality of professional services and to enhance students' achievement in support of HES and the district's strategic mission and goals.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Develops Professional Developments (PD) and/or interventions with teachers, instructional and support administrators to maximize teachers' potential.
- Works collaboratively with other team members on curriculum and instructional planning, department planning and will accept and act upon feedback from supervisor.
- Collaborates with administrators and teachers to ensure the proper implementation of the Academy's assessment program (Standardized and other types of assessments.)
- Trains instructional staff to develop and implement instructional strategies that target student needs and enhance student achievement.
- Provides mentoring, coaching, and direction to the ESL Program Implementation Coordinator, Early Childhood Specialist, and Coordinator of Special Programs to increase productivity and efficiency.

SUPERVISION AND IMPLEMENTATION

- Plans the activities and productivity of the staff mentoring and coaching programs to achieve district and department goals.
- Serves as an internal consultant to the academies regarding staff mentoring and coaching programs, and makes recommendations for improvements as needed to meet the academies' goals and objectives.
- Provides high-level support to the Principals by assisting in various means including observations, and walk-through.
- Serves as a resource to the school improvement committee and works with the Academy administrators to develop, implement and evaluate the Academy's continuous improvement plan.
- Collaborates with the Principals and the Director of Improvement and Accountability (DIA) in the development, review and implementation of the School Improvement Plan (SIP) including the Professional Development Plan (PDP) as relevant to areas of responsibility.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Advises building PD SIP committees as may be needed.
- Trains, personnel assigned to area of responsibility.
- Conducts a program of supplemental in-service education for assigned personnel.
- Plans, provides, or facilitates appropriate training and resources for staff on mentoring and coaching.
- Participates in staff meetings as necessary, to the support implementations of the supplemental mentoring program.

RESULTS AND DATA MANAGEMENT

- Evaluates staff mentoring and coaching programs and reports findings to the Superintendent and HES President, making recommendations for improvement as applicable to meet the Academies' goals as defined in the SIP.
- Reviews research that pertains to best practices and changes in legislation and keeps the supervisor abreast of the new changes and requirements and makes recommendations to ensure compliance with the updates.
- Reviews the local and state student assessment program for the academies and recommends programs and strategies designed to enhance instruction delivery methods in order to improve student performance.

REPORTING AND COMPLIANCE

- Keeps the Superintendent and HES President informed of issues and concerns in areas of responsibility.
- Creates and maintains an accurate and organized system for documenting and communicating school and subject expectations
- Accurately completes and submits in a timely manner all required reports per specifications.
- Develops presentations for Superintendent on results for evaluation and reporting purposes.

PROFESSIONAL QUALITIES

- Participates in school committees that contribute to a positive learning environment.

- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts.
- Promotes objective and professional approach to data-driven decision-making.
- Establishes and maintains positive interpersonal relationships with all children, parents/guardians, and fellow staff.
- Assists in preparing communications for parents, staff and/or community members as may be required.
- Performs all duties with quality, efficiency and dedication to the Academies and their Management.
- Performs other duties as may be assigned by the Superintendent and HES President or her/his designee.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION AND EXPERIENCE:

- Minimum Master's Degree in Education in any of the following: School Assessments and Evaluations, Curriculum and Instruction or an equivalent in a related field.
- Minimum of three years of experience or training in education and school administration; or equivalent combination of education and experience.
- Must have School Administration Certification or be enrolled in and accredited program in which a School Administrator Certification will be attained within 3 years.
- Must comply with all applicable laws related to the State of Michigan School Administrator requirements.
- Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions by sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title :	Signature:
Employees Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Director of Staff Mentoring and Coaching	Department: Central Office/Support Center
Supervisor: HES President and Chief Operating Officer (COO)	Employer: Hamadeh Educational Services, Inc. (HES)

BASIC FUNCTION:

To provide strong leadership in the development and implementation of the supplemental mentoring and coaching program for the instructional staff to develop and deliver highest quality of professional services and to enhance student achievement in alignment with the HES Pillars and the Districts' School Improvement Plan (SIP) and the District Improvement Plan (DIP) mission and vision.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS:

- Reviews instructional staff evaluations and collaborates with the teachers and instructional administrators, and provides them with feedback to enhance their understanding of the evaluation tools' elements and standards in order to improve their performance and student achievement.
- Develops professional development activities and/or interventions to support teachers and instructional administrators to maximize their potential.
- Trains instructional staff to develop and implement instructional strategies that target student needs and enhance student achievement.
- Collaborates with HES and Academics' instructional leaders to ensure the completion of district and school-wide professional development plan aligned with HES mission and vision and the academics' SIP and DIP.
- Collaborates in formulating and implementing customized mentoring and coaching activities that meet the specific needs of instructional staff to enhance student achievement.
- Responsible for the development of the department strategic plan aligned with the HES Pillars and Academics' SIP and DIP mission and vision.

IMPLEMENTATION OF SUPPLEMENTAL COACHING AND MENTORING:

- Plans and monitors the mentoring and coaching of instructional staff to achieve district and department goals.
- Serves as an internal consultant to the academics regarding staff mentoring and coaching programs, and makes recommendations for improvements as needed to meet the academics' goals and objectives.
- Provides high-level support and guidance to ensure effective instructional staff evaluations thru various means including effective formal and informal observations, walk-throughs, and evaluations.
- Collaborates with the Principals and HES President and COO in the development, review and implementation of the SIP and DIP as relevant to the areas of responsibility.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs):

- Advises Academics' Supplemental Professional Development (SPD) teams on the SIT (School Improvement Team) as may be needed.
- Trains Academics' instructional staff in the areas of responsibility.
- Plans and attends research-based and best practice professional developments (PDs) for the professional refinement in developing own performance effectiveness in the areas of responsibilities.
- Participates in meetings of the instructional staff, as are necessary, to support the implementation of the supplemental mentoring program, and the areas of responsibilities.
- Reviews research that pertains to the best practices and changes in legislation and keeps the supervisor abreast of the new changes and requirements and makes recommendations to ensure compliance with the changes in the areas of responsibilities.

RESULTS AND DATA MANAGEMENT:

- Evaluates staff mentoring and coaching programs and reports findings to the HES President and COO.
- Recommends areas for improvement as applicable to meet the Academics' goals as defined in the SIP and the DIP.
- Reviews the local and state student assessment program for the academics and recommends programs and strategies designed to enhance instruction delivery methods in order to improve student performance.
- Mentors the Principals on the supervision and evaluation of teachers' performance with the focus on student achievement and ensuring instructional staff accountability.
- Analyzes instructional staff evaluation results and recommends improvements to Academics' leaders to enhance the professional performance of their instructional staff.

REPORTING AND COMPLIANCE:

- Keeps the HES President and COO informed of main issues and concerns in areas of responsibility
- Develops presentations for HES President and COO on results of program review for evaluation and reporting purposes.
- Prepares written reports including developing recommendations for corrective action and presents reports and recommendations to HES President and COO, as applicable.

- Collaborates with school principals and Human Resource Department to ensure compliance and fidelity of instructional staff evaluation and mentoring.
- Works closely with school principals and district administrators to secure relationships and to commonly share information pertinent to program or project evaluations.

PROFESSIONAL QUALITIES:

- Demonstrates professionalism in work ethics, handling confidential information, and managing conflicts.
- Promotes objective and professional approach to data-driven decision-making.
- Plans, prepares and keeps pertinent documentation of necessary and relevant communications as may be needed.
- Performs all duties with quality, efficiency and dedication to the Schools and HES.
- Performs other duties as may be assigned by the HES President, COO, or designee.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing, strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION AND EXPERIENCE:

- Minimum Master's Degree in Education in any of the following: School Assessments and Evaluations, Curriculum and Instruction or an equivalent in a related field.
- Minimum three years' experience or training in education and school administration; or equivalent combination of education and experience.
- Must have School Administration Certification or be enrolled in and accredited program in which a School Administrator Certification will be attained within 3 years
- Must comply with all applicable laws related to the State of Michigan School Administrator requirements.
- Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions by sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title :	Signature:
Employees Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Director of Talent Acquisition	Department: Human Resources (HR)
Supervisor: President/HES Vice President/Chief Operating Officer	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the HES President or her/his delegate, HES Vice President (VP) or Chief Operating Officer (COO) oversees and maintains all aspects of talent acquisition and recruitment.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Recruits, interviews and hires qualified and needed staff for HES and its academies under the direction of the Supervisor, HES President and Vice President.
- Coordinates the overall IIR Recruitment process including attending job fairs and the careful selection of prospective employees.
- Ensures the Talent Acquisition department adheres to established recruitment policies and procedures.
- Manages external recruitment postings and advertisements as needed.
- Oversees new staff qualifications including teachers, teacher substitutes, paraprofessionals, food service handlers, bus drivers, administrators, etc.
- Assists with establishing new employee procedures, Operations & Procedure Manual updates and distribution of changes.
- Maintains a wide range of recruitment poll and databases and makes recruitment and selection recommendations to the Supervisor, HES President and Vice President.
- Coordinates external job announcements and assists with internal announcements and related procedures. Coordinates department improvement plans in alignment with HES and its Academies' School Improvement Plan (SIP), HES mission and vision, by sharing ideas and input to enhance services and program.

SUPERVISION AND IMPLEMENTATION

- Works in conjunction with the Supervisor regarding evaluation of Talent Acquisition staff.
- Oversees, prepares, processes, and maintains new employee application process and personnel records to maintain compliance and ensuring all onboarding documents are received
- Evaluates and recommends Talent Acquisition staff development needs.
- Reviews and coordinates Talent Acquisition staff incentive and appreciation programs.
- Applies innovative and effective methods to increase productivity and performance within the Talent Acquisition Department.
- Reviews, observes, evaluates and redirects the Talent Acquisition staff and leads their improvement plan for more effectiveness.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends and/or coordinates meetings, activities and training sessions, as may be needed.
- Seeks opportunities and mentoring from designated staff for growth and professional development.
- Performs self-professional development to increase productivity and performance
- Plans personal development goals to be consistent with and supportive of job requirements and HES Academy needs
- Ensures timely and complete participation in and documentation of training sessions including PLOs as needed.

RESULTS AND DATA MANAGEMENT

- Oversees absentee records of department staff to include recording hours and notifying management of time away from work.
- Oversees the school schedule for compliance consistently with staff qualifications.
- Ensures Talent Acquisition employee procedures and policies are clear, documented, communicated and implemented.
- Ensures all position openings and vacancies are timely filled with qualified candidates that are a good fit to the organization.
- Ensures new hire announcements are conducted in a timely manner. Completes and oversees all new hire employment verification forms, recommendations, various documentation and correspondence.
- Prepares, compiles, and maintains new hire information for quarter/annual personnel reports and disseminates it to the HR department.

REPORTING AND COMPLIANCE

- Completes and administers reporting and compliance requirements regarding new staff qualifications to the Supervisor, HES President and Vice President.
- Provides documentation for permits and licenses to Supervisor, HR Director, HES President and Vice President as needed and notifies new staff in writing of all the procedures and requirements to maintain employment and compliance.
- Ensures new staff training and certification are current and aligned with guidelines and policies.

- Complies with all HES and District, school, department-wide policies, daily routines and State and Federal guidelines.
- Completes and timely submits all required reports and communication per specifications to Supervisor, HES President and Vice President
- Reports issues and concerns to Supervisor and HES President and Vice President.
- Demonstrates availability and flexibility in unscheduled assignments, understands, adopts, and works consistently with HES mission.

PROFESSIONAL QUALITIES

- Complies with all District, school, and departmental policies; upholds the employment and FERPA, confidentiality and proper daily operations.
- Follows a detailed organizational system for documenting and communicating progress and concerns.
- Represents the best possible impression of our organization when interacting with the community, prospective employees, current employees, and other industry professionals.
- Performs all duties with quality, efficiency and dedication to the Academies and their Management.
- Performs other duties as may be assigned by the Supervisor.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION AND TRAINING:

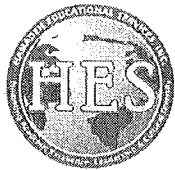
- Minimum a Bachelor's Degree in Human Resources or related field or an equivalent combination of education and experience.
- Thorough understanding of Michigan Human Resource regulations and requirements
- A minimum of three years professional experience in Human Resources and/or supervision
- Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: District Support Liaison	Department: Administration
Supervisor: Superintendent/HES President	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Collaborates with the Superintendent/HES President in the development and implementation of various initiatives including, the monitoring of internal controls and the development and distribution of programs, policies and procedures.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Collaborates with HES leaders to identify areas of need to develop and implement practices for better communication around upcoming projects, activities and initiatives.
- Manages the Academy calendar and helps prioritize commitments and projects including planning for near-term and future events and needs.
- Provides timely, accurate information about meeting participants and meeting purposes including preparing agendas and monitoring progress of assignments and outcomes to ensure completion.
- Acts as a project manager to support the Superintendent/HES President to plan, develop and implement multiple projects, initiatives and presentations.
- Effectively assists in the formulation and implementation of policies and procedures related to Academy activities in alignment with HES and the Academies' vision, mission, strategic and School Improvement Plan (SIP).

SUPERVISION AND IMPLEMENTATION

- Effectively interprets and implements policies including State and Federal regulations, and policies of the Board of Education, as they relate to assigned areas of responsibility.
- Tracks and records stakeholders' suggestions for new program and activities for possible future implementation.
- Coordinates with internal resources and third parties/vendors for the seamless execution of projects.
- Monitors projects to ensure guidelines are complied with and deadlines are achieved successfully.
- Communicates with stakeholders to clarify the desired outcomes of various projects ensuring compliance, quality and efficiency.
- Responds to and initiates inquiries (questions regarding purchasing, personnel, facilities, administration, specialized programs, etc.) Explains policies, answer questions, and independently resolve problems whenever feasible.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Assists in coordinating and conducting staff meetings related various projects and initiatives
- Provides stakeholders with necessary professional development opportunities to enhance the outcomes of various initiatives to positively impact the outcomes of projects.
- Plans personal development goals to be consistent with and supportive of job requirements and HES Academy needs
- Attends meetings and training as may be necessary and as may be directed by the supervisor to enhance the needed skills for this position.
- Ensures timely and complete participation in and documentation of PLOs where applicable.

RESULTS AND DATA MANAGEMENT

- Uses data to guide decision-making, analyzes data and issues reports monthly to evaluate progress and recommends programs for improvements.
- Performs complex administrative duties and tasks to support projects and initiatives including using discretion and independent judgment to make decisions.
- Performs statistical calculations on data for reports and presentations including composing and preparing data for presentation to senior leadership.
- Reviews and analyzes the academies security systems to support the academies safety program in compliance with local, state, and federal guidelines and regulations and reports safety concerns to supervisor.
- Collaborates with various stakeholders to analyze data to promote process improvement and lean thinking
- Follows up with stakeholders to ensure various projects and initiatives are implemented and completed with fidelity.

REPORTING AND COMPLIANCE

- Participates in the investigation and documenting of various accidents and injuries on Academy premises and reports them to the Vice President and Supervisor for required regulatory reporting.
- Complies with all districts, academy, and department-wide policies and follows established rules and guidelines in daily operations.
- Maintains and submits accurate and up-to date checklists and databases as required for efficient performance of assignments.
- Provides the Superintendent/HES President with support as assigned in matters involving district initiatives and projects including keeping stakeholders abreast of key developments.
- Maintains accurate records keeping and ensures all documentation is organized and preserved for efficient reference and operations.

PROFESSIONAL QUALITIES

- Performs all duties with quality, efficiency, with the highest ethics, and dedication to the Academics and their Management.
- Demonstrates professionalism with the highest work ethics in handling confidential information and managing conflicts.
- Maintains a professional and positive communication with all members of the Board of Directors, Academics staff, parents and Community members.
- Demonstrates efficient time management, performs all duties reliably, efficiently, with the highest ethics, and strong sense of commitment to the Academics and Management.
- Demonstrates flexibility in unscheduled assignments, understands, adopts, and works consistently with HES mission.
- Performs other duties as may be assigned by the Superintendent/HES President or her designee.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION / TRAINING:

- Bachelor's Degree in Administration, Communications or any related field or a combination of education and experience. Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions by sitting, standing and/or walking for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title:	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Early Childhood Associate Teacher	Department: Academic – Instruction
Supervisor: Early Childhood Specialist	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the supervision of the classroom teacher, assists in the smooth and efficient operation of the Pre-K classroom in a team teaching model and assists with implementing curriculum, child assessments, home visits, and supporting parent engagement activities.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Assists the classroom teacher in creating an orderly classroom environment conducive to learning and appropriate to the appropriate developmental levels of the Pre-K students.
- Partners with the classroom teacher to proactively plan and deliver effective large group, individual and small group instructional activities to that are consistent with students developmental levels, interests and abilities.
- In Collaboration with the Lead Pre-K teacher to create lesson plans and maintains a detailed documentation as may be required.
- Collaborates with Lead Pre-K teacher with common goals to increase student development.
- Reports to duties on time and contributes to effectively ensuring student safety, orderly behavior and maintaining classroom routines.
- Performs job duties to support student development consistent with the job description.

SUPERVISION AND IMPLEMENTATION

- Collaborates with the Lead Pre-K teacher to effectively implement lesson plans consistent with the needs and abilities of students
- Assists with snack time, meal time, rest time, transitions, physical activities and indoor and outdoor activities
- Handles confidential/sensitive information appropriately.
- Uses appropriate interventions when responding to student behaviors.
- Enforces the Academy's Pre-K student discipline policies clearly and consistently.
- Insures that Adult to student ratios are continually maintained

PROFESSIONAL LEARNING OPPORTUNITIES

- Performs routine self-evaluation to identify areas of strengths and needs and seeks ways to improve and enhance work related skills.
- Attends meetings, conferences, courses and other training sessions as may be needed for professional growth and development and effectively implements new strategies.
- Ensures timely and complete participation in and documentation of training and PLOs where applicable.
- Attends all parent- teacher conferences, open houses, and orientations, as well as any other school events as required.
- Utilizes supervisor's directives and stakeholder feedback to improve performance.
- Sets and reaches own goals for self-improvement consistent with the job requirements and/or Academy needs.

RESULTS AND DATA MANAGEMENT

- Maintains and updates student files and documentation per GSRP and Academy requirements.
- Evaluates student progress review of child assessment data and provides feedback to Lead Pre-K teacher on recommendations best suited for student.
- Tracks students' developmental progress and evaluates growth improvements as indicated by GSRP and curriculum guidelines.
- Uses data to inform decision-making; analyzes disciplinary data; evaluates progress; recommends programs for improvements; awards progress and achievement.
- Ensures lessons are effectively followed and student achievement is evident.

REPORTING AND COMPLIANCE

- Accurately completes and timely submits all required paperwork and up-to-date reports per specifications including records of individualized student activities.
- Demonstrates positive support to the School Improvement Plan (SIP). Documents students' progress and achievement in daily interactions.
- Complies with all Academy and department-wide policies, daily routines and guidelines.
- Collaboratively participates in Academy committees that contribute to a positive learning environment.

PROFESSIONAL QUALITIES

- Maintains good customer service and positive communication with all students, parents and stakeholders.
- Fosters teamwork and demonstrates flexibility as to unscheduled assignments and/or placements and understands and works towards the Academy's mission.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts effectively.
- Attends to assignments punctually and considers the impact of his/her attendance on student achievement.
- Follows an organizational system for documenting and communicating student progress and concerns.
- Performs all duties with quality, efficiency and commitment consistent with the Academy's mission.
- Performs other duties as may be assigned in writing by the Supervisor, Principal and Superintendent or her designee.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenanter may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION/TRAINING:

- Must have a valid CDA or Associates Degree in Early Childhood Education or Child Development from one or more regionally accredited two- or four-year colleges or universities (Accredited by either a regional accrediting agency or by the National Council for the Accreditation of Teacher Education (NCATE) or or an existing MDE 120 hour approval
- Official Transcripts must be provided. Transcripts from a foreign University must be evaluated by an MDE accredited evaluation entity for US credit/degree equivalency.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching. Ability to work indoors and outdoors year round

Issued and Approved By: Name and Title :	Signature:
Employee Name and Title :	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer



Hamadeh Educational Services, Inc.

Job Description

Job Title: Early Childhood Specialist SIA, UA, ULA	Department: Administration
Supervisor: Principal	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the Principal, serves as a consultant/resource person as well as an instructor of the early childhood students and facilitates appropriate instruction and effective intervention strategies to maximize students' potential and achievement.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Serves as the coordinator for the Early Childhood department.
- Serves as an instructional resource for students and staff in the Pre-K Program and assists with the Kindergarten Program by developing, supervising and evaluating the early childhood instructional programs.
- Assists in coordinating the development of the Early Childhood Program curriculum in alignment with the Michigan standards of early childhood.
- Recommends changes and improvements as may be needed, including the formulation of curriculum objectives and the selection, development and revision of curriculum materials.
- Collaborates with teachers to plan and implement units that best meet the learning needs of students.
- Plans, processes purchases for the early childhood department and tracks expenditures consistent with the budget.

SUPERVISION AND IMPLEMENTATION

- Assists in monitoring and overseeing the daily operation of the Early Childhood Program classrooms and subjects.
- Provides for mentoring of the teachers and paraprofessionals in the Early Childhood Program to ensure effective academic program implementation as needed.
- Schedules, facilitates and conducts student home visits, parent/teacher conferences, and maintenance of the classroom assessment toolkit (Creative Curriculum).
- Supervises and evaluates staff performance focusing on student achievement and ensuring accountability.
- Provides students with counseling, guidance and proper supervision as needed.
- Plans, coordinates, prepares, and processes purchases of curriculum materials, resources, and other necessary needs for Pre-K and keeps track of all expenditures consistent with the approved budget.
- Recommends requisitions of adequate supplies, resources and equipment.
- Plans academic contests, activities, and concerts, fairs, and parents events.

PROFESSIONAL LEARNING OPPORTUNITIES

- Coordinates, participates, and oversees all educational team meetings and team activities.
- Plans, organizes, recommends and directs in-service training and development including determining training needs, programs and schedules.
- Provides teachers with training individually or by groups as needed in "Understanding by Design" as a strategy to increase student understanding of the information they are learning.
- Fosters professional growth and provides professional assistance and mentoring to staff as may be needed.
- Attends staff meetings and training sessions as may be needed
- Plans and conducts department meetings and/or training as well as school-wide staff meetings and trainings when required.
- Coordinates and attends all school events and activities as may be directed, such as Parent-Teacher Conferences, Open Houses, Orientations, and PTC Meetings.
- Serves on School Improvement Plan (SIP) and Total Quality Management (TQM) committees.

RESULTS AND DATA MANAGEMENT

- Analyzes data within the Pre-K and Kindergarten Programs and uses results for improvement.
- Evaluates students' performance in Pre-K by reviewing report cards, progress reports and the results of formative and summative assessments.
- Develops, recommends, and administers the department budget.
- Monitors latest research, trends and developments in curriculum and instruction and disseminates information to the appropriate personnel with intent of providing philosophical direction to curriculum development.
- Submits reports and records needed and as required by law, Board policies, and administrative directives.

REPORTING AND COMPLIANCE

- Prepares, submits, and maintains accurate, complete and correct records, licenses and permits needed as required by law, district policies, and administrative regulation.

- Assists the administration in implementing all policies and/or rules governing student life and conduct.
- Develops reasonable rules and procedures for classroom behavior and maintains order in the classroom in a fair and just manner.
- Maintains accurate and up-to-date records of students' work and results by constantly updating students' portfolios and Power School records.
- Completes and submits all required updated reports per specifications (lesson plans, student attendance, portfolios, correspondence, grade book, lesson plan records, Progress Reports, logs, purchases, inventory, etc.)
- Complies with all district, school, department-wide policies and daily routines and guidelines.

PROFESSIONAL QUALITIES

- Participates in Academy committees that contribute to a positive learning environment.
- Participates collaboratively in school functions, activities, and committees and attends Parent-Teacher conferences, open houses, and orientations.
- Assists in the interview, selection and assignment of personnel, certified and classified employees for the Pre-K Program.
- Attends to assignments punctually and considers the impact of his/her attendance on student achievement.
- Performs all duties with quality, efficiency and dedication to the Academies and their Management.
- Performs other duties as may be assigned in writing by the Principal, Superintendent, and HES President or her/his designee.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills and thorough knowledge of Creative Curriculum

EDUCATION / TRAINING

- Minimum of a Master's Degree in the study of Early Childhood Education
- A current Michigan Teaching Certificate for Early Childhood is a plus
- At least 3 years of Pre-K teaching experience.
- Must be certified in adult/child/infant CPR and First Aid

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting, standing and/or walking for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to stooping, bending, reaching, crouching, kneeling and twisting.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Family and Community Engagement Liaison	Department: Administration
Supervisor: HES President	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION

Assists the HES President in managing the family engagement and community activities by serving as the liaison with students, parents, teachers, and community organizations to successfully address issues of concerns or areas in need of improvement and implementing strategic methods and activities to enhance family and community engagement to improve student achievement.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Plans and conducts the evaluation of family and community engagement in the Academies through the documentation of family/parent activities held, attendance sheets, etc. and recommends improvements to enhance family engagement.
- Engages in parental and community outreach activities to encourage increased participation
- Collaborates with the Academies' leaders to organize, advertise and facilitate parent meetings/events as may be needed.
- Effectively assists in the formulation and implementation of policies and procedures related to parental involvement activities.
- Coordinates the parent/family involvement and helps evaluate effectiveness through surveys, documentation of activities held, attendance sheets, etc.
- Effectively develops and recommends ongoing list of community resources that are needed and useful to students and parents to assist achieving their goals towards high school graduation, college completion, and career planning.
- Collaborates with the Academies' leaders and Family Engagement Liaisons to plan and implement activities to enhance family engagement.
- Plans, coordinates and oversees the alignment of family engagement activities across the HES academies and to eliminate duplication of services that are offered by the Academies' Family Engagement Liaisons and those that are offered by the Family Engagement and Community Liaison.
- Develops and implements department improvement plan by sharing ideas and input to enhance services and program in alignment with district SIP and HES mission and vision.
- Is responsible for coordinating community outreach activities that align with the mission and vision of HES including the solicitation of resources for the benefit of the academy through various community groups, grants and partnerships. Is responsible for increasing awareness of the academy booster activities and groups.

SUPERVISION AND IMPLEMENTATION

- Effectively evaluates current family engagement resources, guidelines, and programs to reach optimal quality and efficiency.
- Monitors outside/community resources and programs and evaluates their effectiveness on student and parental involvement.
- Effectively interprets and implements the rules, State and Federal regulations, and policies of the Board of Education, as they relate to assigned areas of responsibility.
- Attends the Academies' Parent Teacher Committees (PTCs) meetings at least quarterly per school and reports meeting minutes to the HES President.
- Collaborates with the identification of family volunteers, parent, leaders and organizations and maintains partnerships to support the academies programs and activities.
- Conducts home visits as may be necessary to bridge the gaps between the Academies and the families to enhance mutual understanding, open communication, and promote the use of available resources and programs, and maintaining family support.
- Tracks and records stakeholders' suggestions for new program and activities for possible future implementation.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Coordinates and conducts staff meetings related to family engagement programs.
- Attends staff meetings and seminars or conferences in areas related to job responsibilities as needed.
- Provides families with necessary professional development opportunities to enhance family engagement and family skills to positively impact student family connection and student achievement.
- Attends meetings and training as may be necessary and as may be directed by the supervisor to enhance the needed skills for the position.
- Ensures timely and complete participation in and documentation of PLOs where applicable.

RESULTS AND DATA MANAGEMENT

- Tracks family engagement attendance at the PTC meetings, conferences, and school activities and recommends improvements to school leaders.
- Works closely with all parties involved in students' affairs to address families' areas of concerns.
- Records and tracks all family concerns and resolutions, and family satisfaction.
- Observes records and recommends programs/activities to families for improving student achievement and behavior.
- Uses data to guide decision-making, analyzes data and issues reports monthly to evaluate progress and recommends programs for improvements.

REPORTING AND COMPLIANCE

- Updates and submits to HES President a report of family engagement and community liaison activities consistent with the job description and requirements and expectations of the position.

- Is available when needed to ensure completion of tasks and the full safety of the Academy, students, staff, and parents.
- Prepares and submits all documentation required for department authorization and evaluation.
- Complies with all districts, Academics, and department-wide policies and follows established rules and guidelines in daily operations.
- Maintains and submits accurate and up-to date reports, checklists, and databases as required for efficient performance of assignments.

PROFESSIONAL QUALITIES

- Organizes and files all parent complaints, parent notices, and resolution forms on a routine basis.
- Maintains documentation of all meeting minutes, parents' data, contact information and related community resources.
- Maintains the privacy of students and their families by keeping all cases confidential and sharing with concerned parties only.
- Attends and assists in coordinating and directing family engagement activities as may be directed by the HES President, such as Parent-Teacher Conferences, open houses, orientations, PTC meetings, athletic meetings and other events where families are engaged.
- Maintains the privacy of students and their families by keeping all cases confidential and sharing with concerned parties only.
- Maintains open communication between parents, teachers and administrators, and promptly inform parents of any concerns and/or situations involving their children when and where the school administration is not involved in reporting to the parents.
- Provides the HES President with support as needed in matters involving the parents and their concerns.
- Performs all duties with quality, efficiency, with the highest ethics, and dedication to the Academics and their Management.
- Performs other duties as may be assigned by the HES President or assigned designee.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academics' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION AND TRAINING

Bachelor's Degree in Administration or Communication or any related field or a combination of education and experience; Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

PHYSICAL DEMANDS

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Family Engagement and Community Liaison	Department: Administration
Supervisor: HES President/COO	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION

Assists the HES President/COO in managing the family engagement and community activities by serving as the liaison with students, parents, teachers, and community organizations to successfully address issues of concerns or areas in need of improvement and implementing strategic methods and activities to enhance family engagement to improve student achievement

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Plans and conducts the evaluation of family engagement in the Academies through surveys, documentation of family/parent activities held, attendance sheets, etc. and recommends improvements to enhance family engagement.
- Effectively develops and shares a list of community resources to increase parent effectiveness to support their children to achieve their goals towards high school graduation, college completion, and career planning.
- Collaborates with the Academies' leaders, counselors, social workers, and teachers to identify areas of needs to develop and implement practices for better communication between home and school about academic activities, student progress, and family engagement programs to enhance student achievement.
- Collaborates with the Academies' leaders to organize, advertise and facilitate parent meetings/events as may be needed.
- Collaborates with the Academies' leaders and Family Engagement Liaisons to plan and implement activities to enhance family engagement.
- Plans, coordinates and oversees the alignment of family engagement activities across the HES academies and to eliminate duplication of services that are offered by the Academies' Family Engagement Liaisons and those that are offered by the Family Engagement and Community Liaison.
- Develops, monitors, evaluates, and implements electronic (social media, automated calls, email campaigns, etc.) community and family engagement strategies, activities, and programs to enhance family engagement.
- Develops and implements department improvement plan by sharing ideas and input to enhance services and program in alignment with district SIP and HES mission and vision.

SUPERVISION AND IMPLEMENTATION

- Effectively evaluates current family engagement resources, guidelines, and programs to reach optimal quality and efficiency.
- Monitors the effectiveness of family surveys, PD's, activities and communications.
- Effectively interprets and implements the rules, State and Federal regulations, and policies of the Board of Education, as they relate to assigned areas of responsibility.
- Attends the Academies' Parent Teacher Committees (PTCs) meetings at least quarterly per school and reports meeting minutes to the HES President/COO.
- Collaborates with the identification of family volunteers, parent, leaders and organizations and maintains partnerships to support the academies programs and activities.
- Conducts home visits as may be necessary to bridge the gaps between the Academies and the families to enhance mutual understanding, open communication, and promote the use of available resources and programs, and maintaining family support.
- Tracks and records stakeholders' suggestions for new program and activities for possible future implementation.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Coordinates and conducts staff meetings related to family engagement programs.
- Provides families with necessary professional development opportunities to enhance family engagement and family skills to positively impact student family connection and student achievement.
- Provides professional development and needed resources and support to the Academies' Family Engagement Liaisons and other team members as necessary.
- Attends meetings and training as may be necessary and as may be directed by the supervisor to enhance the needed skills for this position.
- Ensures timely and complete participation in and documentation of PLOs where applicable.

RESULTS AND DATA MANAGEMENT

- Tracks family engagement attendance at the PTC meetings, conferences, and school activities and recommends improvements to school leaders.
- Works closely with all parties involved in students' affairs to address families' areas of concerns.
- Records and tracks all family concerns and resolutions, and family satisfaction.
- Observes records and recommends programs/activities to families for improving student achievement and behavior.
- Uses data to guide decision-making, analyzes data and issues reports monthly to evaluate progress and recommends programs for improvements.

REPORTING AND COMPLIANCE

- Collaborates in the formulation of general family engagement safety policies and procedures to be followed in the schools in compliance with local, State, and Federal Occupational Safety and Health Administration (OSHA) rules and regulations, American Disabilities Act, FERPA, and Internet Safety.

- Updates and submits to HES President/COO and Director of Accountability, Improvement and Assessment on an annual basis the Parent Compact, NCLB and as may be required by MDE and the academics' boards.
- Participates in the investigation and recording of family accidents and injuries on Academy premises only on as may be needed by the HES President/COO and reports them to Vice President and HES President as required by regulatory agencies.
- Complies with all districts, Academies, and department-wide policies and follows established rules and guidelines in daily operations.
- Maintains and submits accurate and up-to date reports, checklists, and databases as required for efficient performance of assignments.

PROFESSIONAL QUALITIES

- Organizes and files all parent complaints, parent notices, and resolution forms on a routine basis.
- Maintains documentation of all meeting minutes, parents' data, contact information and related community resources.
- Attends and assists in coordinating and directing family engagement activities as may be directed by the HES President/COO, such as Parent-Teacher Conferences, open houses, orientations, PTC meetings, athletic meetings and other events where families are engaged.
- Maintains the privacy of students and their families by keeping all cases confidential and sharing with concerned parties only.
- Maintains open communication between parents, teachers and administrators, and promptly inform parents of any concerns and/or situations involving their children when and where the school administration is not involved in reporting to the parents.
- Provides the HES President/COO with support as needed in matters involving the parents and their concerns.
- Performs all duties with quality, efficiency, with the highest ethics, and dedication to the Academies and their Management.
- Performs other duties as may be assigned by the HES President/COO or assigned designee.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION AND TRAINING

Bachelor's Degree in Administration or Communication or any related field or a combination of education and experience; Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

PHYSICAL DEMANDS

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Food Services and Hallway Supervisor	Department: Food Services
Supervisor: Director of Food Services Program	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Supervise all aspects of the food services program at the Academy in a manner that is efficient and in line with the district's guidelines and procedures. Monitor and supervise the Academy's grounds at all times, and to ensure proper and safe student behavior during passing time, morning and afternoon dismissal and all other events and activities as assigned.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Assists in preparing and planning school meal menus to meet the USDA nutritional requirements.
- Prepares and cooks meals as may be needed following established protocols and guidelines.
- Adheres to sanitation and safety procedures as stated in the Michigan Food Code, HACCP guidelines and all standard food preparation and kitchen operations procedures.
- Assists in planning and preparing alternative menus for kids with special needs, in accordance to their medical care provider's recommendations and in collaboration with the parents.
- Places orders for food, milk and all necessary supplies as needed.
- Assists the Coordinator of Food Services Program in preparing for all the Academy's functions involving food service.
- Maintains an organized food service calendar.
- Participates in department improvement plan by sharing ideas and input to enhance service and programs.
- Redirects students and staff in compliance with the mandated rules and regulations.
- Directs and supervises the activities of the food service team throughout the preparation and execution of events identified and purchases ingredients and supplies needed for the events.

SUPERVISION AND IMPLEMENTATION

- Assists in supervising and managing the food preparation and line service to ensure smooth and timely operation.
- Supervises student lunch service consistent with the Academy's policies and guidelines.
- Assists in assessing students' preferences, to continuously improve the food service
- Monitors students' conduct in hallways and restrooms, and makes sure all students report to class on time.
- Monitors students' and visitors' behavior at assemblies, athletic events as well as, all the Academy's functions and activities and intervenes to maintain order in situations of verbal and physical conflict.
- Ensures that all kitchen equipment, material and surfaces are kept clean, maintained and used properly and safely.

PROFESSIONAL LEARNING OPPORTUNITIES

- Participates in recommended training programs, conferences, courses or other aspects of professional growth.
- Attends all Parent- Teacher Conferences, open houses, and orientations, as well as any other school events as required.
- Attends meetings, activities, training programs, conferences, seminars, workshops (MDR, MOR), and courses (Servsafe certification class) as required and effectively implements new strategies.

RESULTS AND DATA MANAGEMENT

- Prevents hazardous situations by immediately communicating with supervisors of maintenance issues, graffiti and safety hazards.
- Ensures that students are in class on time as a result of hallway and food service supervision.
- Ensures that campus is orderly and secure at all time.
- Performs all tasks in compliance with code of ethics, state/local/MDR requirements/regulations and health and safety guidelines.
- Assists the coordinator of Food Service Program in collecting and reporting lunch money. Ensures that meal preparations and service run efficiently and consistently with established guidelines and procedures.
- Ensures that meals are cost-efficient and prepared within the pre-approved budget for designated events.

REPORTING AND COMPLIANCE

- Communicates with the Director of Food Services the plans for food service events.
- Ensures quality meals are served to all students while overseeing all aspects of the food service operations.
- Fills out and files all paperwork concerning lunch program including daily production records, monthly reports, and yearly reports due to MDE, CNAP, MEIS in a timely manner per specifications.
- Prepares year end reports, monthly-internal reporting, on-site reviews, snack reviews, and free-reduced meals applications in a timely manner per specifications.
- Ensures that all visitors have a visitor pass from the main office, and reports unusual activities or unauthorized visitors to supervisors in a timely manner.

PROFESSIONAL QUALITIES

- Develops effective methods of managing, compiling, organizing and tracking department documentation in an organized and accessible manner.
- Maintains exceptional customer service and positive communication with administration, staff, students, parents and community.
- Establishes and maintains positive team spirit among all staff and the Academy's community.
- Performs all duties with quality, efficiency and dedication to the Academy and its Management.
- Performs other duties as may be assigned by the Principal or HES President or her/his designee.
- Keeps the principal and HES President informed of main issues and concerns.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills, knowledge of Food Service Program requirements, and leadership skills

EDUCATION/TRAINING:

- High School Diploma or Equivalent and Food Handlers Permit (as may be required by the local Health Department)

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Requires prolonged standing; physical exertion to manually move, lift, carry, pull or push heavy objects or materials up to 75 pounds at a time; stooping, bending and reaching; daily repetitive motion with hands and arms in food preparation and serving. Requires regular crouching occurs to retrieve items from lower shelves; regular reaching occurs to retrieve utensils and food items from storage shelves. Must be able to work in a noisy environment. Must be able to work in and around fumes and odors.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Food Services Supervisor	Department: Food Services
Supervisor: Director of Food Services Program	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Supervise all aspects of the food services program at the Academy in a manner that is efficient and in line with the district's guidelines and procedures.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Assists in preparing and planning school- meal menus to meet the USDA nutritional requirements.
- Prepares and cooks meals as may be needed following established protocols and guidelines.
- Adheres to sanitation and safety procedures as stated in the Michigan Food Code, HACCP guidelines and all standard food preparation and kitchen operations procedures.
- Assists in planning and preparing alternative menus for kids with special needs, in accordance to their medical care provider's recommendations and in collaboration with the parents.
- Places orders for food, milk and all necessary supplies as needed.
- Assists the Coordinator of Food Services Program in preparing for all the Academy's functions involving food service.
- Maintains an organized food service calendar.
- Participates in department improvement plan by sharing ideas and input to enhance service and programs.
- Redirects staff in compliance with the mandated rules and regulations.
- Directs and supervises the activities of the food service team throughout the preparation and execution of events identified and purchases ingredients and supplies needed for the events.

SUPERVISION AND IMPLEMENTATION

- Assists in supervising and managing the food preparation and line service to ensure smooth and timely operation.
- Supervises student lunch service consistent with the Academy's policies and guidelines.
- Assists in assessing students' preferences, to continuously improve the food service
- Monitors students' conduct in lunch room, and makes sure of an orderly environment.
- Ensures that all kitchen equipment, material and surfaces are kept clean, maintained and used properly and safely.

PROFESSIONAL LEARNING OPPORTUNITIES

- Participates in recommended training programs, conferences, courses or other aspects of professional growth.
- Attends all Parent- Teacher Conferences, open houses, and orientations, as well as any other Academy events as required.
- Attends meetings, activities, training programs, conferences, seminars, workshops (MDE, MOR), and courses (Servsafe certification class) as required and effectively implements new strategies.

RESULTS AND DATA MANAGEMENT

- Prevents hazardous situations by immediately communicating with supervisors of any issues, concerns and/or safety hazards.
- Performs all tasks in compliance with code of ethics, State, local, MDE requirements/regulations and health and safety guidelines.
- Assists the coordinator of Food Service Program in collecting and reporting lunch money. Ensures that meal preparations and service run efficiently and consistently with established guidelines and procedures.
- Ensures that meals are cost-efficient and prepared within the pre-approved budget for designated events.

REPORTING AND COMPLIANCE

- Communicates with the Director of Food Services the plans for food service events.
- Ensures quality meals are served to all students while overseeing all aspects of the food service operations.
- Fills out and files all paperwork concerning lunch program including daily production records, monthly reports, and yearly reports due to MDE, CNAP, MEIS in a timely manner per specifications.
- Prepares year end reports, monthly-internal reporting, on-site reviews, snack reviews, and free-reduced meals applications in a timely manner per specifications.

PROFESSIONAL QUALITIES

- Develops effective methods of managing, compiling, organizing and tracking department documentation in an organized and accessible manner.
- Maintains exceptional customer service and positive communication with administration, staff, students, parents and community.
- Establishes and maintains positive team spirit among all staff and the Academy's community.
- Performs all duties with quality, efficiency and dedication to the Academy and its Management.
- Performs other duties as may be assigned by the Principal or HES President or her/his designee.
- Keeps the Principal and HES President informed of main issues and concerns.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills and leadership skills

EDUCATION/TRAINING:

- High School Diploma or Equivalence and Food Handlers Permit (as may be required by the local Health Department)

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Requires prolonged standing; physical exertion to manually move, lift, carry, pull or push heavy objects or materials up to 75 pounds at a time; stooping, bending and reaching; daily repetitive motion with hands and arms in food preparation and serving. Requires regular crouching occurs to retrieve items from lower shelves; regular reaching occurs to retrieve utensils and food items from storage shelves. Must be able to work in a noisy environment Must be able to work in and around fumes and odors

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Human Resources Compliance Administrator	Department: Human Resources (HR)
Supervisor: Vice President/Chief Operating Officer/Director of Human Resources	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the Vice President and Director of Human Resources coordinates the compliance and record keeping of various complex administrative tasks including the monitoring of internal controls and the development and distribution of policies and procedures. .

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Develops effective methods of managing, compiling, organizing and tracking department documentation. Performs related tasks as assigned by Supervisor.
- Responsible for securing missing or updated documentation from staff and contractors to ensure continued compliance
- Sets clear objectives for department, participates in improvement plans by sharing ideas and input to enhance services and programs.
- Coordinates the scheduling of pre and post audit activities including recommending process and policy improvements.
- Orders and maintains supplies, inventory and stock, provides follow up on purchase orders, post office correspondence, packing slips, and receipt of purchases.
- Revises, corrects, and drafts correspondence in addition to creating/maintaining databases for employment eligibility for active and terminated employees.
- Responsible for the reconciliation of AFLAC supplementary benefit plans including the review of monthly vendor statements. .
- Compares various components of benefits and coverage.
- Responsible for the review of the mid-year and end of year staff evaluations including ensuring compliance with internal policies.
- Responsible for the preparation and facilitation of multiple regulatory or stakeholder audits throughout the year.
- Follows up with staff to collect needed documentation and ensure compliance with HES policies including ensuring the accuracy of personnel records. .

SUPERVISION AND IMPLEMENTATION

- Responsible for the compliance of the I-9 employment verification forms in accordance with USCIS rules and regulations including facilitating internal audits and the development of internal processes.
- Develops an internal compliance calendar with up-to-date records of upcoming projects, assignments and events/tasks.
- Coordinates the verification and completion of service provider's documentation for the Academies including ensuring compliance with internal processes and procedures
- Schedules internal audits to assist the Vice President and Director of Human Resources with evaluating preparedness and adherence to rules and regulations as established by the MDE, WCRESA, the authorizer, Academy, and HES.
- Coordinates and organizes CPR/FA (and BBP) sessions throughout the school year to ensure compliance.
- Responsible for the coordination and completion of all IIQ forms for all staff including ensuring compliance and highly qualified status.
- Audits annual general agencies proposals for each site location, provide feedback, and communicate with insurance vendor regarding issues and counts needed to secure insurance coverage. Prepare documents and other required questionnaires for appropriate levels of coverage, etc.
- Follow up with staff to obtain releases of information for transitions between academies. Ensures that needed DFA is on file for each employee and follows up with staff to ensure compliance.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends and coordinates all school events, meetings, seminars, workshops, and activities as directed by the Supervisor, and HES President.
- Records meeting minutes; maintains Professional Development Binders, professional learning session documentation, and sign-in forms.
- Ensures timely and complete participation in and documentation of meeting and PLOs where applicable.
- Provides and coordinates staff with training sessions as assigned by Supervisor.
- Guides staff, students and parents to ensure the smooth operation of the Academies.
- Plans personal development goals to be consistent with and supportive of job requirements and HES Academy needs

RESULTS AND DATA MANAGEMENT

- Creates and maintains spreadsheets, databases, presentations, and reports for the effective use and managing of HR compliance processes and procedures.
- Analyzes HR Data as to make data driven decisions related to the application of internal processes and procedures
- Uses data to guide decision-making and formulation of recommendations and improvements for the Department.
- Organizes and preserves paper and computer files for efficient reference and operation.
- Audits and updates transparency documentation, staff professional development documentation, highly qualified forms, and other compliance related documents at the academy level.
- Participates in the SMI as may be needed and delegated by the Superintendent and Supervisor.

REPORTING AND COMPLIANCE

- Reports all complaints, actions, and issues related to the Academies to Supervisor; maintains accurate records.
- Provides excellent customer services, relies on positive communication
- Maintains professional appearance and demonstrates self ethically and in a manner appropriate to a public setting and HES philosophy.
- Internalizes and reflects upon Supervisor directives to improve individual performance.

- Coordinates the compliance and processing of all employment documentation as may be required by Local and State authorities, Academy Board and Personnel and HES administration.
- Complies with all District, school, and departmental policies; upholds the employment and FERPA protections of confidentiality and proper daily operations.

PROFESSIONAL QUALITIES

- Practices time management, performs all duties reliably, efficiently, with the highest ethics and strong sense of dedication to the Academics and its Management.
- Promotes a professional and positive work environment as evidenced by Supervisor's satisfaction and consistent with HES mission and Philosophy.
- Effectively communicates with stakeholders and addresses their needs to ensure satisfactory customer service.
- Performs variety of clerical duties as assigned by Supervisor, Chief Operating Officer, HES Vice President, and/or President.
- Takes all necessary measures to ensure confidentiality of all staff information and HR activities.
- Implements effective workflow systems for company-wide use.
- Follows a detailed organizational system for documenting and communicating all assigned tasks and projects
- Performs other duties as assigned. Demonstrates flexibility in unscheduled assignments, understands, adopts, and works consistently with HES mission.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academics' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION AND TRAINING:

- High school diploma or general education degree (GED).
- Minimum two years' experience or training; or equivalent combination of education and experience.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Human Resources Data Generalist

Department: Human Resources (HR)

Supervisor: Human Resources Data Specialist/Vice President

Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the supervisors, compiles and keep records, issue reports and performs a variety clerical, administrative, and office tasks and other duties as may be needed and delegated by the supervisor.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Plans and prepares with department staff in the scheduling of employment activities, audit and personnel updates, and communications.
- Reviews and processes employee timesheets, Academy substitute logs and independent contractor documentation.
- Monitors, reviews and processes insurance bills and payroll deductions including maintaining accurate records and documentation.
- Plans and submits the semi-annual REP submission by maintaining accurate documentation and producing lists and databases necessary for accurate submittals.
- Confirms and verifies all staff qualifications including teachers, substitute teachers, paraprofessionals, food service handlers, bus drivers, administrators, etc.

SUPERVISION AND IMPLEMENTATION

- Communicates with staff to collect assignments and reports and ensure compliances with HES policies
- Proactively participates in department improvement plan by sharing ideas and input to enhance services and programs.
- Reviews and updates department documents and templates for the accurate use by employees and central office/support center administrators.
- Performs a variety of administrative duties as assigned by Supervisors including updating databases and records as necessary.
- Continuously reviews updates to MDE guidance documents related to REP reporting requirements and develops suggestions to make improvements/changes as necessary.

PROFESSIONAL LEARNING OPPORTUNITIES

- Attends and/or plans the coordination and facilitation of staff meetings, training sessions, and school activities as may be needed and effectively implements new strategies.
- Collaborates in evaluating and recommending staff development needs.
- Ensures timely and complete participation in and documentation of training sessions including PLOs as needed.
- Plans and reaches own goals for self-improvement consistent with the job requirements and/or the Academies' needs.
- Reflects upon supervisor directives and stakeholder feedback to improve performance.

RESULTS AND DATA MANAGEMENT

- Creates and maintains spreadsheets, databases, presentations, and reports as assigned by Supervisor.
- Manages data to guide decision-making and formulation of recommendations and improvements for the Department.
- Organizes and preserves paper and computer files for efficient reference and operation.
- Analyzes HR Data to make data driven decisions related to the application of internal processes and procedures
- Timely verifies and notifies senior HR leadership team of staffing and contractor reporting and insures reporting data integrity

REPORTING and COMPLIANCE

- Completes the processing of employment documentation as may be required by local and State authorities, school Board and personnel, and HES administration.
- Complies with all District, school, and Departmental policies; upholds the employment and FERPA protections of confidentiality and proper daily operations.
- Effectively and timely screens and manages phone calls and visitors, and promptly channels concerns to administration for solutions.
- Review and audit tax documentation related to benefit plans to insure accuracy and compliance.
- Takes all necessary measures to ensure confidentiality of all staff information and HR activities

ADMINISTRATIVE QUALITIES

- Follows an organizational system for documenting and communicating staff hires, terminations, transfers and concerns with stakeholders.
- Maintains professional appearance and demonstrates self ethically and in a manner appropriate to a public setting and HES philosophy
- Represents the best possible impression of our organization when interacting with the community, prospective employees, current employees, and other industry professionals.
- Collaborates with supervisor, staff, and stakeholder in a positive environment in the best interest of the staff and organization.
- Channels concerns to administration for solutions in the best interest of the organization.
- Attends special school events as may be directed.
- Attends to assignments punctually and considers the impact of his/her attendance on organization efficiency.
- Performs all duties with quality, efficiency and dedication to the Academies and their Management.
- Performs other duties as may be assigned by the Supervisor, Superintendent or HES President.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION AND TRAINING:

- Minimum of a Bachelor's Degree in Human Resources or related field or an equivalent combination of education and experience.
- Minimum two years' experience or training; or equivalent combination of education and experience.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Human Resources Data Specialist	Department: Human Resources (HR)
Supervisor: Vice President and Chief Operating Officer	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Assists the Vice President in maintaining required reporting and tracking related to employee records and assists with other human resources duties as may be needed and delegated by the supervisor.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENT

- Plans, prepares and administers all employee benefit programs including managing annual enrollment implementation and the new hire enrollment process.
- Makes recommendations for updating the Operations and Procedures Manual (OPM) policies including the distribution and implementation of changes.
- Plans the annual budget preparation by estimating personnel costs, and the tracking of costs throughout the year including providing necessary reports and records.
- Monitors time allocation to restricted funds by reviewing and auditing Personnel Activity Reports (PARs) and completing the annual regulatory semi-annual certification process.
- Plan and implement processes and procedures related to the record keeping of time, and update as necessary.
- Reconciles benefit payments for employer and employees to ensure proper payroll deductions and payments are contributed to the benefit plan costs.
- Prepares and submits REP report on semi-annual basis, including the review and verification of related employment documentation.
- Supervises the Human Resources Data Generalist including effectively communicating expectations and evaluating performance.

SUPERVISION AND IMPLEMENTATION

- Manages the confirmation and verification of all staff qualifications including teachers, substitute teachers, paraprofessionals, food service handlers, bus drivers, administrators, etc.
- Prepares the annual 401K audit information for the required 5500 filing.
- Proactively participates in department improvement plan by sharing ideas and input to enhance services and programs.
- Communicates with staff in relation to benefit program enrollment and related payroll deductions
- Ensures and verifies employee enrollment and terminations are processed and reflected accurately on vendor monthly statements.
- Requests required approvals and permits from the Department of Education where necessary and files required reports related to staff assignments as requested by MDE or the ISD.
- Reviews and updates department documents and templates for the accurate use by employees and central office/support center administrators.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends and/or plans the coordination and facilitation of staff meetings, training sessions, and school activities as may be needed and effectively implements new strategies.
- Collaborates in evaluating and recommending staff development needs.
- Ensures timely and complete participation in and documentation of training sessions including PLOs as needed.
- Plans and reaches own goals for self-improvement consistent with the job requirements and/or the Academies' needs.
- Reflects upon supervisor directives and stakeholder feedback to improve performance.

RESULTS AND DATA MANAGEMENT

- Completes and records all employment verification forms, reference checks, and recommendations.
- Compiles and prepares additional HR information for quarter/annual personnel and state reports and audits.
- Manages and maintains accuracy of transactions in the PlanSource system including open enrollment, new hires and life events.
- Reviews schedules annually for compliance and the verification of qualifications of staff. Collaborates with the Principal to produce final staff schedules for distribution.
- Verifies and updates staff database annually related to employment records and maintains and distributes updated staff lists.
- Manages and verifies all documentation and records related to certification, background checks, and employment in order for accurate and thorough REP reporting.

REPORTING AND COMPLIANCE

- Secures teaching permits and licenses as needed and assists in notifying staff in writing of all the procedures and requirements to maintain employment and compliance.
- Collaborates in the preparation of reporting and compliance requirements regarding staff qualifications to MDE, WCRESA, the Authorizer, Academies and HES.
- Manages and maintains the required notices and deadlines related to benefit and 401K enrollment to plan participants.
- Accurately completes and timely submits all required reports per specifications.
- Complies with all District, Academy and department-wide policies and daily routines/guidelines.

- Maintains current knowledge of Equal Employment Opportunity (EEO) and affirmative action guidelines and laws, such as the Americans with Disabilities Act (ADA).

PROFESSIONAL QUALITIES

- Follows an organizational system for documenting and communicating staff hires, terminations, transfers and concerns with stakeholders.
- Takes all necessary measures to ensure confidentiality of all staff information and HR activities.
- Represents the best possible impression of our organization when interacting with the community, prospective employees, current employees, and other industry professionals.
- Collaborates with supervisor, staff, and stakeholder in a positive environment in the best interest of the staff and organization.
- Channels concerns to administration for solutions in the best interest of the organization.
- Attends special school events as may be directed.
- Attends to assignments punctually and considers the impact of his/her attendance on organization efficiency.
- Performs all duties with quality, efficiency and dedication to the Academics and their Management.
- Performs other duties as may be assigned by the Supervisor, Superintendent or HES President.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenanter may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION/TRAINING:

- Minimum of a Bachelor's Degree in Human Resources or related field or an equivalent combination of education and experience.
- Thorough understanding of Federal, State and Local employment rules and regulations.
- A minimum of three years of professional experience in Human Resources and/or supervision or a related field.
- Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Human Resources Generalist - Payroll	Department: Human Resources (HR)
Supervisor: Vice President and Chief Operating Officer	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Responsible for accurately and efficiently updating, maintaining and processing benefits administration, time and attendance tracking and other related HR tasks.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Coordinates the administration of various human resources plans and procedures including benefits via PlanSource and time and attendance tracking via KRONOS, Microsoft Excel, and Time-Clock Plus and any other system designated by the employer.
- Coordinates in collaboration with the Vice President in accurately completing payroll processing on a weekly basis and ensures all employees are compensated in an accurate and timely fashion.
- Responsible for the administration in collaboration with the Director of Human Resources of FMLA and other leaves of absences in accordance with Federal, State Local, and HES employment rules and regulations.
- Manages the KRONOS, Time-Clock Plus and any other system designated by the employer ensuring that time-off requests, timesheets and punches are accurately completed by all employees at HES.
- Provides excellent customer service to employees by ensuring all payroll, benefits and other inquiries are responded to and solved in an accurate and timely fashion.
- Proactively participates in department improvement planning by sharing ideas and input to enhance the services and programs of the human resources department.

SUPERVISION AND IMPLEMENTATION

- Coordinates the enrollment of employees into various benefits plans including health, dental, life, disability, FMLA, and 401K plans
- Coordinates and processes various employee forms including insurance, retirement, COBRA and worker's compensation in collaboration with the supervisor.
- Tracks daily attendance and updates record of attendance for each employee via the KRONOS, Time-Clock Plus and any other system designated by the employer on a daily basis by reviewing daily and weekly missed punch reports.
- Collects, organizes and manages timesheets for accuracy and completeness and follows up with staff as needed to ensure compliance.
- Coordinates reviewing and recommending changes to the employee operations and procedure manual and the implementation and compliance of those changes.
- Manages the processing and maintaining of employee personnel records including updating records as needed
- Responsible for the compliance of required bulletin boards employee postings and general information as required by Federal, State and Local employment rules and regulations. .

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends and/or assists the Vice President and Chief Operating Officer in the coordination and facilitation of staff meetings, training sessions, and school activities as may be needed and effectively implements new strategies.
- Performs self-professional development to increase productivity and performance.
- Ensures timely and complete participation in and documentation of training sessions as needed.
- Plans and reaches own goals for self-improvement consistent with the job requirements and/or Academy needs
- Internalizes and reflects upon Supervisor directives to improve individual performance.

RESULTS AND DATA MANAGEMENT

- Maintains absentee records to include recording hours and notifying management of time away from work.
- Updates and maintains staff attendance, employee benefits, 401K eligibility, ACP, ESL, FMLA, and hourly staff databases.
- Manages the reconciling of benefit invoices
- Responsible for accurately compiling and reporting weekly time worked for each employee for payroll processing.
- Records and prepares vacation, sick, FMLA, personal time and injury reports for review and processing
- Responsible for the completion of various employment verification forms. Timely and accurately completes paperwork and processes updates for employee health, dental, disability, FMLA, garnishments, injury reports, COBRA and 401K plans as needed

REPORTING AND COMPLIANCE

- Manages the reporting of various compliance requirements including OSHA and FMLA and in accordance with employment laws and to the specification of other stakeholders such as MDE, WCRESA, the authorizer and HES.
- Manages the processing of payroll garnishments and distributes to appropriate parties within the required time period
- Completes FMLA forms and sends response to staff within the required time period
- Processes COBRA documentation in a timely fashion and in accordance with all applicable employment rules and regulations.
- Accurately completes and timely submits all required reports per specifications.
- Complies with all district, school, department-wide policies and daily routines/guidelines.

PROFESSIONAL QUALITIES

- Takes all necessary measures to ensure confidentiality of all staff information including all sensitive HR information represents the best possible impression of our organization when interacting with the community, prospective employees, current employees, and other industry professionals.
- Effectively communicates with stakeholders and addresses their needs to ensure satisfactory customer service.
- Collaborates with supervisor, staff and stakeholder in a positive environment in the best interest of the staff and organization.
- Channels concerns to administration for solutions in the best interest of the organization.
- Attends special school events as may be directed.
- Attends to assignments punctually and considers the impact of his/her attendance on organization efficiency.
- Performs all duties with quality, efficiency and commitment to the Academies and their Management.
- Performs other duties as may be assigned by the Chief Operating Officer, HES President or Vice President.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION AND TRAINING:

- Minimum a Bachelor's degree in Human Resources or related field or an equivalent combination of education and experience.
- Thorough understanding of Federal, State and Local employment laws
- A minimum of three years professional experience in Human Resources and/or supervision.
- Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Interventionist Teacher	Department: Instructional
Supervisor: Principal	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the Principal, serves as a consultant/resource person as well as instructor of students identified as eligible for secondary services and recovery, using a variety of instructional techniques to improve student achievement.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Provides direct instruction to individual and groups of students identified as eligible for intervention services and recovery in individual, small group or full classroom settings.
- Works collaboratively with teachers to plan and implement clear objectives for all lessons, units and projects that best meet the learning needs of students.
- Ensures continuity between regular programs and other special areas (e.g., ESL and special education).
- Uses a variety of instructional techniques and literacy materials consistent with content standards and the needs and capabilities of the individuals or student groups involved.
- Creates a learning environment and research-based program of study conducive to learning and appropriate to the maturity and interests of the students.

SUPERVISION AND IMPLEMENTATION

- Effectively plans support strategies for students with major learning gaps to facilitate diagnostic information gathering, targeting instruction and intervention strategies.
- Uses identified needs and content expectations to guide the learning process toward student achievement of district's content standards.
- Supervises, guides, and redirects students when performing assessments and delivering instruction to ensure focus on achievement and academic progress.
- Integrates appropriate technology tools and resources in planning and instruction to engage students and promote learning and computer literacy.
- Ensures that all requirements of program and procedures are carried out properly and deadlines are met.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Participates in the School Improvement Plan (SIP) activities consistent with the SIP and the Academy's mission and guidelines.
- Participates in conferences, workshops and other staff development opportunities related to instructional support and effectively implements new strategies and improved instructional methods as may be needed or required.
- In coordination with the Principal, plans, organizes, and facilitates in-service training and development for staff consistent with the SIP and departmental needs.
- Attends staff meetings and all school events and activities as may be directed, such as parent-teacher conferences, open houses, orientations and PTO meetings, etc.
- Ensures timely and complete participation in and documentation of PLOs as needed Plans and reaches own goals for self-improvement consistent with the job requirements and/or the Academy's needs.
- Utilizes supervisor directives and stakeholder feedback to improve performance.

RESULTS AND DATA MANAGEMENT

- Analyzes students' test results and data, and uses the results to advance students' achievement by establishing and implementing instruction and improvement plans.
- Uses data to effectively impact decision-making, goal setting, planning and awarding student achievement.
- Assesses the strengths and needs of students on a regular basis and communicates these to classroom teachers and parents.
- Monitors latest research, trends and developments in curriculum instruction.
- Assists classroom teachers and administrators with the interpretation of formal and informal diagnostic test data.
- Maintains current and accurate records to demonstrate student performance, achievement, and growth.
- Recognizes and promotes student achievement by posting student work, making parental contacts, and providing incentives and awards.

REPORTING AND COMPLIANCE

- Completes, submits, and maintains comprehensive, accurate, and updated reports per specifications (lesson plans, student attendance, portfolios, correspondence, grade book, lesson plan records, progress reports, logs, etc.)
- Assists the administration in implementing policies and rules governing student life and conduct and developing reasonable rules of classroom behavior and procedures to maintain order in the classroom in a fair and just manner.
- Keeps supervisor informed of issues and concerns.
- Complies with all the district, Academy, and department-wide policies and complies with rules and guidelines in daily routines.
- Plans and implements department guidelines and procedures including communication, meetings, training, etc.
- Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.

PROFESSIONAL QUALITIES

- Maintains good customer service and positive communication between administration, staff, students, parents and community.
- Consults frequently with classroom teachers on instructional matters.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts effectively.
- Establishes and maintains positive team spirit among all staff and the administration.
- Follows an organizational system for documenting and communicating student progress and concerns with stakeholders.
- Attends to assignments punctually and considers the impact of his/her attendance on student achievement.
- Collaboratively participates in school committees that contribute to a more positive learning environment.
- Performs all duties with quality, efficiency and dedication to the Academy and its management.
- Performs other duties as may be assigned in writing by the Principal, the Superintendent or her/his designee.
- Demonstrates availability when needed.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenanter may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, diplomacy, math aptitude, organization, planning, professionalism, reading skills, computer literacy, keyboard skills, time management skills

EDUCATION / TRAINING

- Must hold at least a Bachelor's Degree
- Full State Certification in the subject and/or grade level(s) being assigned to teach including passing state mandated comprehensive skill assessment and all other examination(s) required by Section 1531 of the revised school code
- Official Transcripts must be provided. Transcripts from a foreign University must be evaluated by an MDE accredited evaluation entity for US credit/degree equivalency.
- Reading Endorsement is recommended

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and title :	Signature:
Employees Name and title :	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Lead Library Supervisor	Department: Instruction
Supervisor: Principal or Academy Librarian	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the Supervisor, manages and leads a smooth and efficient operation of the District Libraries and monitors utilization of services, materials and resources offered to the Academics, students, and staff.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Assists in developing, promoting and/or supporting supplementary literacy and other core programs as aligned with the SIP, State standards and the Academics' mission and goals
- Assists in the effective management of library, to ensure smooth operation and to maximize benefits to staff and students.
- Assists in recommending purchases and expenditures and collects and provides data to assist in decision process such as providing statistical reports on circulation.
- Assists in planning, coordinating, and implementing various grant programs to support the instructional program and maintaining timely reporting.
- Assists in planning and implementing department guidelines/procedures for library use, activities, communication, meetings, etc
- Under the supervision of the Principal, implements school-wide and district library programs and policies.
- Participates in department improvement plan by sharing ideas and input to enhance services and programs.

SUPERVISION AND IMPLEMENTATION

- Supervises students in the library following the guidelines and recommendations of supervisor.
- Supervises library technicians district-wide and provides training and support.
- Carries out the library's daily routines and activities and maintains a safe and enjoyable learning environment.
- Ensures library schedules are followed
- Ensures appropriate appearance, décor and learning environment of the library; and assists in creating, maintaining, and updating displays and signage.
- Monitors proper distribution and scheduling of all technology equipment used for instructional purposes such as video cameras, digital cameras, VCR's, DVD players, projectors, TVs, cables for video streaming, etc. and ensures they are in good condition and have charged batteries.
- Oversees proper circulation, acquisition, cataloging and other operational activities or functions of the library Opens circulation desk for services on a daily basis including processing of holds, requests and overdue notices.
- Assists students and staff in the circulation procedures and policies of library materials.
- Performs all circulation related functions including check-in and checkout of materials.
- Prepares library inventory, monitors, timely collects all library fines and ensures submission to accounting
- Processes laminating requests as authorized by supervisor and consistent with the policies stated in the Library Manual.
- Maintains proper shelving, straightening and organizing of library materials daily, and ensures material maintenance Assists in cataloging and processing of newly acquired library materials,
- Assists in acquiring, labeling and taking inventory of library materials and resources as assigned.
- Schedules, sets up, and maintains media equipment for presentations during special events and for use in the classroom.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Participates in PLOs where applicable and provides proper training and evaluation of library staff for accountability.
- Attends staff meetings, workshops, activities and training sessions as required and seeks opportunities for growth and professional development.
- Attends all Parent- Teacher Conferences, open houses, and orientations, as well as any other school events as required by supervisor.
- Assists with media training for staff and acts as a teacher and curriculum specialist when using library resources.

RESULTS AND DATA MANAGEMENT

- Develops effective methods of managing, compiling, organizing and tracking department documentation in an organized and accessible manner.
- Schedules supplemental and innovative library programs and ensures a variety of library resources are available to increase circulation.
- Monitors all incoming and outgoing book orders confirm timely return of circulation materials.
- Monitors student behavior and utilizes proper discipline action when necessary per policies and procedures.
- Prepares, receives and verifies library related orders.
- Ensures library programs and staff are evaluated for progress and needed improvement.
- Assesses grants for relevance, program alignment, accuracy, and appropriate implementation. Confirms that associated progress reports are accurately and timely submitted.

- Develops effective methods of managing, compiling, organizing and tracking department documentation of student records in an organized and accessible manner.
- Uses data to effectively to impact decision-making, goal setting, planning and awarding student achievement.
- Implements circulation processes (library users, processing materials, circulation desk, etc.)

REPORTING AND COMPLIANCE

- Follows an organizational system for documenting and communicating student progress and concerns with all Stakeholders.
- Completes all required paperwork in an accurate and timely manner.
- Complies with all district, Academies, and department policies, procedures and code of ethics and follows established rules/guidelines in daily operations.
- Reports issues and concerns to Principal in a prompt and professional manner.
- Plans and reports to Supervisor department improvement plan to enhance services and programs.

PROFESSIONAL QUALITIES

- Maintains professional appearance and demonstrates self ethically and in a manner appropriate to a public setting and HES philosophy.
- Practices time management, performs all duties reliably, efficiently, with the highest ethics and strong sense of dedication to the Academies and its Management.
- Collaboratively participates in committees that contribute to a positive learning environment.
- Promotes a professional and positive work environment as evidenced by Supervisor's satisfaction and consistent with HES mission and Philosophy
- Performs other duties as may be assigned by the supervisor, HES President or her/his delegate.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills
- Experience with the library filing systems, inventory processes and basic technology set ups such as TV's, VCR's, and DVD Players, digital cameras, PC-TV adapters, projectors, PA sound system, and video recording equipment.

EDUCATION/TRAINING:

Associate's Degree or higher; Must be well versed with the State "Computer Literacy Standards"; Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, kneeling, crawling and reaching.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title :	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Lead Nurse Aide	Department: Nursing
Supervisor: Principal	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the Principal, manages and leads a smooth and efficient operation of the nurse aide and nursing stations district wide and assists with care for the health needs of students in accordance to the academy's guidelines and policies and perform necessary emergency care services such as CPR and First Aid for students and staff.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Supervises nursing areas district-wide and insures consistent training and procedures are maintained
- Ensures that all nursing station supplies are maintained according to established standards and within valid use dates
- Monitors proper implementation of health policies and practices and guidelines are being followed at all Academics and
- Proactively participates in department improvement plan by sharing ideas and input to enhance services and program.
- In collaboration with parents and staff, develops appropriate health management plan for students with special health needs.
- Effectively prioritizes services on the basis of medical urgency and need.
- Trains, coordinates and implements appropriate measures to address crisis situations.
- Oversees that Nurse Aides are effectively managing the time students spend at nurse's station to avoid overcrowding and unnecessary loss of instruction time.

SUPERVISION AND IMPLEMENTATION

- Supervises and provides care for the health needs of students in accordance to the academy's guidelines and policies.
- Performs appropriate emergency care services such as CPR and First Aid for students and staff when needed.
- Insures that Nurse Aides follows a precise and consistent system for storing and administering medications.
- Collaborates with staff and administration to identify and act on health concerns and situations interfering with learning.
- Ensures that Nurse Aides are effectively supervising students referred to Nurse Aide's office consistent with the Academy's policies and guidelines.
- Maintains oversight of up-to-date records of student medical information, time of office visits, emergency contact information, etc. are being managed accurately at all Academics

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Provides, organizes and/or participates in training programs, conferences, courses or other aspects of professional growth and development when needed and effectively implements new strategies for nursing staff
- Attends staff meetings, workshops, activities and training sessions as required
- Performs routine evaluations to identify areas of strengths and needs and seeks ways to improve and enhance department and staff work related skills.
- Attends all Parent- Teacher Conferences, open houses, and orientations, as well as any other school events as required.
- Ensures timely and complete participation in and documentation of PLOs where applicable.
- Plans and reaches own goals for self-improvement consistent with the job requirements and HES Academy needs
- Coordinates and implements district wide health awareness programs.
- Seeks and makes available outside resources that can be beneficial to all Academics, students, their families and school personnel.

RESULTS AND DATA MANAGEMENT

- Develops effective methods of managing, compiling, organizing and tracking department documentation in an organized and accessible manner
- Ensures that students receive appropriate and sufficient health care services.
- Oversees that accurate and up-to date physical and electronic emergency and daily incidents files are being maintained in Nurse Aide's station.
- Ensures that Nurse Aides have communication with Administration, parents and staff that is prompt, productive and well-documented.
- Oversees that students' health data is compiled and analyzed thoroughly so that informed recommendations can be made to students, staff and parents.
- Uses data to guide decision-making and formulation of recommendations and improvements for the Department.

REPORTING AND COMPLIANCE

- Communicates effectively with staff and students.
- Observes school policies during all activities.
- Monitors, reports, documents and redirects any concerns/issues coming from students, staff or parent to the supervisor.
- Immediately reports any concerns or observations regarding health and safety.
- Effectively follows supervisors directives and uses stakeholders feedback to improve own and department performance.

- Complies with all the district, Academy, department-wide policies, daily routines and guidelines.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts.
- Promptly reports cases of communicable diseases to supervisors.
- Timely informs parents of any concerns related to their child(ren)'s health and safety

PROFESSIONAL QUALITIES

- Maintains good customer service and positive communication with administration, staff, students, parents/guardians and community.
- Promotes a professional and positive work environment as evidenced by Supervisor's satisfaction and consistent with HES mission and Philosophy
- Follows an organizational system for documenting and communicating student issues and concerns with stakeholders.
- Participates collaboratively in school functions, activities, and committees for continued improvements.
- Attends to assignments punctually and considers the impact of his/her attendance on student achievement.
- Channels concerns to administration for solutions.
- Performs all duties with quality, efficiency and dedication to the Academy and its Management.
- Performs other duties as may be assigned in writing by the Principal, Superintendent or her/his designee.
- Demonstrates flexibility in ensuring that assignments are completed in a timely manner
- Understands the school mission and adopts and works within the vision and pillars established by HES

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION/TRAINING

- High school diploma or general education degree (GED).
- Minimum two years' experience or training; or equivalent combination of education and experience.
- Certificate in Nursing Assistant

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Library Aide	Department: Instruction
Supervisor: Lead Library Supervisor	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the supervision of the Lead Library Technician, assists in the smooth and efficient operation of the school library and in the full utilization of services, materials and resources offered to school, students and staff.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Assists in planning for library related programs and events by preparing materials and area set up, supervising during the event and any other duties that may be required.
- Provides for effective management of the library, to ensure smooth operation, and to maximize benefits to staff and students.
- Collaborates with the Lead Library Supervisor to implement the school-wide and district library programs and policies.
- Collaborates with the library staff to meet the scheduled service in a timely and efficient manner and maintain efficient library scheduling hours.
- Ensures appropriate appearance, décor and learning environment of the library; assists in creating, maintaining, and updating displays and signage.
- Distributes and schedules all technology equipment used for instructional purposes such as video cameras, digital cameras, VCR's, DVD players, projectors, TVs, cables for video streaming, etc., and ensures they are in good condition and have charged batteries.
- Attends to the needs of the circulation, acquisitions, cataloging and other operational activities or functions of the library.
- Redirects students and staff in compliance with the mandated rules and regulations.

SUPERVISION AND IMPLEMENTATION

- Supervises students in the library following the guidelines and recommendations of supervisor.
- Carries out the library's daily routines and activities and maintains a safe and enjoyable learning environment.
- Opens circulation desk for services on a daily basis including processing of holds, requests and overdue notices.
- Assists students and staff in the circulation procedures and policies of library materials.
- Performs all circulation related functions including check-in and check-out of materials.
- Assists in managing library inventory and fines.
- Processes laminating requests as authorized by supervisor and consistent with the policies stated in the Library Manual.
- Ensures proper shelving, straightening and organizing of library materials daily and ensures material maintenance.
- Pulls library materials which need to be mended, discarded and/or replaced.
- Assists in cataloging of newly acquired materials, and processes them for circulation.
- Assists in acquiring, labeling and taking inventory of library materials and resources as assigned.
- Schedules, sets up, and maintains media equipment for presentations during special events and for use in the classroom.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Plans personal development goals to be consistent with and supportive of job requirements and HES Academy needs.
- Attends staff meetings, workshops, activities and training sessions as may be needed required
- Participates in recommended training programs, conferences, courses or other aspects of professional growth
- Attends all Parent-Teacher Conferences, open houses, and orientations, as well as any other school events as required by supervisor, Principal, Superintendent and HES President.
- Assists in training of volunteers and community service student library assistants.
- Assists with media training for staff

RESULTS AND DATA MANAGEMENT

- Develops effective methods of managing, compiling, organizing and tracking department documentation in an organized and accessible manner. Monitors all incoming and outgoing book orders confirming timely return of circulation materials.
- Monitors student behavior and utilizes proper discipline action when necessary per policies and procedures.
- Prepares, receives and verifies library related orders.
- Collects and records fines for overdue or damaged materials.
- Performs a variety of clerical and computer-related tasks as assigned. Uses data effectively to impact decision-making, goal setting, planning and awarding student achievement.
- Implements circulation processes (library users, processing materials, circulation desk, etc.)
- Ensures stakeholder satisfaction of library services as a result of effectiveness and efficiency.

REPORTING AND COMPLIANCE

- Follows an organizational system for documenting and communicating student progress and concerns with all stakeholders.
- Completes all required paperwork in an accurate and timely manner.
- Complies with all district, school, and department policies, procedures and code of ethics and follows established rules/guidelines in daily operations.
- Reports issues and concerns to supervisor in a prompt and professional manner.
- Participates in PLOs where applicable and completes documentation in timely manner.

PROFESSIONAL QUALITIES

- Maintains professional appearance and demonstrates self ethically and in a manner appropriate to a public setting and HES philosophy Practices time management, performs all duties reliably, efficiently, with the highest ethics and strong sense of dedication to the Academics and its Management.
- Promotes a professional and positive work environment as evidenced by Supervisor's satisfaction and consistent with HES mission and Philosophy
- Performs other duties as may be assigned by the supervisor, superintendent and HES President or her/his delegate.
- Uses, manages, stores and analyzes data effectively and appropriately.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills
- Experience with the library filing systems, inventory processes and basic technology set ups such as TV's, VCR's, and DVD Players, digital cameras, PC-TV adapters, projectors, PA sound system, and video recording equipment.

EDUCATION/TRAINING:

- Associates Degree or higher
- Must be well versed with the State "Computer Literacy Standards"
- Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions by sitting, standing and/or walking for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Lunch Aide and Monitor	Department: Food Services
Supervisor: Coordinator or Director of Food Services	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

To manage and oversee all aspects of the food services program at the school in a manner that is efficient and in line with the district's guidelines and procedures.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVMENTS

- Adheres to sanitation and safety procedures as stated in the Michigan Food Code, HACCP guidelines and all standard food preparation and kitchen operations procedures and directs students and staff to remain in compliance with the mandated rules and regulations.
- Supervises students in a proactive and alert manner during lunch time to include, but not limited to, walking up and down cafeteria aisles monitoring students, looking around ensuring that students are in their assigned seats, redirecting inappropriate behavior in a professional manner, assisting students as needed such as opening milk cartons, ketchup packets, etc.
- Lunch monitor must be aware of and consistent with the following: Lunch schedules, students safety, monitor students and stopping them from running in the cafeteria, ensuring that students are raising their hands to get up, stopping students from playing with their food, or throwing their food away before trying to eat it with time allowed, and pay attention to allergic reactions among students and reporting them promptly to the school nurse and/or the closest administrator in charge.
- Assembles food, dishes, utensils and supplies needed for timely meal preparation.
- Assists in coordinating all school functions involving food service with the Supervisor and the Principal.

SUPERVISION AND IMPLEMENTATION

- Serves staff and students on the service line in a professional and timely manner, while following portion control guidelines.
- Assists with cleanup of the cafeteria in between lunches and at the end of the last lunch: wiping down tables, sweeping, mopping, cleaning up after possible spills, taking out garbage, replacing trash can liners as needed, and wiping down the service line.
- If needed wash dishes, pots, pans and utensils using approved sanitation methods.
- Operates kitchen equipment in a proper manner to assure safety as well as to avoid damage to the equipment.
- Completes routine maintenance of kitchen and equipment, including weekly deep cleaning.

PROFESSIONAL LEARNING OPPORTUNITIES

- Performs routine self-evaluation to identify areas of strengths and needs and seek ways to improve and enhance work related skills.
- Plans own goals for self-improvement consistent with the job requirements and/or the Academy's needs
- Participates in recommended training programs, conferences, courses or other aspects of professional growth
- Attends all Parent-Teacher Conferences, open houses, and orientations, as well as any other school events as required
- Attends meetings, seminars, workshops (MDE, MOR), and Servsafe certification class

RESULTS AND DATA MANAGEMENT

- Monitors equipment and facility use and reports maintenance and repairs with the appropriate school personnel.
- Conducts student/parent survey and utilizes the resulting data to make improvements to the food service program.
- Ensures cleanliness of cafeteria before and after meals.
- Conducts PowerSchool lunch data counts.
- Properly and efficiently, uses the technology hardware and lunch application software if and when requested.

REPORTING AND COMPLIANCE

- Communicates effectively with staff and students.
- Follows and remains in compliance with all the district, Academy, department-wide policies and daily routines and guidelines.
- Observes school policies during all activities.
- Monitors, reports, documents and redirects any concerns/issues coming from students, staff or parent to the supervisor.
- Immediately reports any, unusual circumstances, issues or observations regarding food health, safety and compliance concerns to appropriate supervisor(s).
- Prevents hazardous situations by immediately cleaning up any spills when they occur, and following proper safety procedures.
- Utilizes supervisor directives and stakeholder feedback to improve performance.

PROFESSIONAL QUALITIES

- Establishes and maintains positive interpersonal relationships with all children, parents/guardians and fellow staff.
- Establishes and maintains positive team spirit among all staff and the Superintendent.
- Performs all duties with quality, efficiency and dedication to the Academy and its Management.
- Performs other duties as may be assigned by the Principal or Superintendent or her designee.
- Follows an organizational system for documents and communicating progress and concerns with stakeholders.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION/TRAINING

- High School Diploma or equivalent
- Knowledge of Sanitation and Safety issues (Training sessions will be provided)

PHYSICAL DEMANDS:

Requires prolonged standing; physical exertion to manually move, lift, carry, pull or push heavy objects or materials up to 75 pounds at a time; stooping, bending and reaching; daily repetitive motion with hands and arms in food preparation and serving. Requires regular crouching occurs to retrieve items from lower shelves; regular reaching occurs to retrieve utensils and food items from storage shelves. Must be able to work in a noisy environment: Must be able to work in and around fumes and odors

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title :	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Lunch Aide	Department: Food Services
Supervisor: Coordinator or Director of Food Services	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

To assist in preparing and serving meals to staff and students, as well as maintaining a safe and clean working area

RESPONSIBILITIES:

DEPARTMENT PLANNING OPPORTUNITIES

- Adheres to sanitation and safety procedures as stated in the Michigan Food Code, HACCP guidelines and all standard food preparation and kitchen operations procedures and directs students and staff to remain in compliance with the mandated rules and regulations.
- Assists in preparation of meals, including but not limited to: washing, cutting, peeling vegetables. Cleaning, cutting and preparing meats, seafood and poultry. Stirrs and strains soups and sauces. Carries pans, kettles and trays of food to and from work stations etc.
- Assembles food, dishes, utensils and supplies needed for timely meal preparation.
- Assists in coordinating all school functions involving food service with the Supervisor and the Principal.

SUPERVISION AND IMPLEMENTATION

- Follows standardized recipes.
- Assists with preparation of meals following established protocols and keeps work area around clean and safe.
- Operates kitchen equipment in a proper manner to assure safety as well as to avoid damage to the equipment.
- Cleaning of kitchen, service line, and cafeteria area (wiping down tables, chairs, removing garbage, trays, etc.
- Washing dishes, pots, pans and utensils using approved sanitation methods.
- Returns all items to their proper storage site.
- Completes routine maintenance of kitchen and equipment, including weekly deep cleaning.
- Serves staff and students on the service line in a professional and timely manner, while following portion control guidelines.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Performs routine self-evaluation to identify areas of strengths and needs and seek ways to improve and enhance work related skills.
- Plans own goals for self-improvement consistent with the job requirements and/or the Academy's needs.
- Participates in recommended training programs, conferences, courses or other aspects of professional growth
- Attends all Parent – Teacher Conferences, open houses, and orientations, as well as any other school events as required
- Attends meetings, seminars, workshops (MDE, MOR), and Servsafe certification class

RESULTS AND DATA MANAGEMENT

- Measures and reads measuring devices when following recipes and prepares meals following established protocols
- Runs cash register on the service line if cashier is absent.
- Assists in PowerSchool data count.
- Assists in filing all necessary paperwork.
- Ensures cleanliness of cafeteria before and after meals.
- Ensures food is distributed efficiently and properly

REPORTING AND COMPLIANCE

- Communicates effectively with staff and students.
- Follows and remains in compliance with all the district, Academy, department-wide policies and daily routines and guidelines.
- Observes school policies during all activities.
- Monitors, reports, documents and redirects any concerns/issues coming from students, staff or parent to the supervisor.
- Immediately reports any, unusual circumstances, issues or observations regarding food health, safety and compliance concerns to appropriate supervisor(s).
- Prevents hazardous situations by immediately cleaning up any spills when they occur, and following proper safety procedures.
- Utilizes supervisor directives and stakeholder feedback to improve performance.

PROFESSIONAL QUALITIES

- Establishes and maintains positive interpersonal relationships with all children, parents/guardians and fellow staff.
- Establishes and maintains positive team spirit among all staff and the Superintendent.
- Performs all duties with quality, efficiency and dedication to the Academy and its Management.
- Performs other duties as may be assigned by the Principal or Superintendent or her designee.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION/TRAINING

- High School Diploma or equivalent
- Knowledge of Sanitation and Safety issues (Training sessions will be provided)

PHYSICAL DEMANDS:

Requires prolonged standing; physical exertion to manually move, lift, carry, pull or push heavy objects or materials up to 75 pounds at a time; stooping, bending and reaching; daily repetitive motion with hands and arms in food preparation and serving. Requires regular crouching occurs to retrieve items from lower shelves; regular reaching occurs to retrieve utensils and food items from storage shelves. Must be able to work in a noisy environment. Must be able to work in and around fumes and odors.

Issued and Approved by:	Signature:
Employee's Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Nurse Aide and Administrative Assistant	Department: Administration
Supervisor: Office Manager and Pupil Accountant and Principal	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the Office Manager and Pupil Accountant and Principal, to assist and care for the health needs of students in accordance to the academy's guidelines and policies and perform necessary emergency care services such as CPR and First Aid for students and staff; Nurse Aide and Administrative Assistant also compiles and maintains records, issue reports, and performs clerical, administrative and office tasks..

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Proactively participates in department improvement plan by sharing ideas and input to enhance services and program.
- In collaboration with parents and staff, develops appropriate health management plan for students with special health needs.
- Effectively prioritizes services on the basis of medical urgency and need.
- Plans and implements appropriate measures to address crisis situations.
- Properly manages the time students spend at nurse's station to avoid overcrowding and unnecessary loss of instruction time.
- Assists in ordering and maintaining inventory of medical and office supplies, provides follow up on purchase orders, packing slips, and receipt of purchases.

SUPERVISION AND IMPLEMENTATION

- Provides care for the health needs of students in accordance to the academy's guidelines and policies.
- Performs appropriate emergency care services such as CPR and First Aid for students and staff when needed.
- Follows a precise and consistent system for storing and administering medications.
- Collaborates with staff and administration to identify and act on health concerns and situations interfering with learning.
- Effectively supervises students referred to Nurse Aide's office consistent with the school policies and guidelines.
- Maintains up-to-date records of student medical information, time of office visits, emergency contact information, etc.
- Performs variety of clerical duties as assigned by Supervisor, Principal, and Superintendent.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Participates in recommended training programs, conferences, courses or other aspects of professional growth when needed and effectively implements new strategies.
- Attends all Parent- Teacher Conferences, open houses, and orientations, as well as any other school events as required.
- Ensures timely and complete participation in and documentation of PLOs where applicable.
- Plans personal development goals to be consistent with and supportive of job requirements and HES Academy needs
- Coordinates and implements school wide health awareness programs.
- Seeks and makes available outside resources that can be beneficial to students, their families and school personnel.

RESULTS AND DATA MANAGEMENT

- Ensures that students receive appropriate and sufficient health care services.
- Scans, files, and processes all physical and electronic emergency and daily incidents files in Nurse Aide's station and as requested by Supervisor.
- Ensures clean, sanitary and efficiently organized set-up Nurse Aides' station.
- Ensures communication with parents and staff is prompt, productive and well-documented.
- Compiles and analyzes students' health data to make informed recommendations to students, staff and parents.
- Uses data to guide decision-making and formulation of recommendations and improvements for the Department.

REPORTING AND COMPLIANCE

- Communicates effectively with staff and students.
- Observes school policies during all activities.
- Monitors, reports, documents and redirects any concerns/issues coming from students, staff or parent to the supervisor.
- Immediately reports any concerns or observations regarding health and safety.
- Effectively follows supervisors directives and uses stakeholders feedback to improve own and department performance.
- Complies with all district, school, department-wide policies, daily routines and guidelines.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts.
- Promptly reports cases of communicable diseases to supervisors.
- Timely informs parents of any concerns related to their child(ren)'s health and safety.

PROFESSIONAL QUALITIES

- Maintains excellent customer service and positive communication with administration, staff, students, parents/guardians and community.
- Follows an organizational system for documenting and communicating student progress and concerns with stakeholders.
- Participates collaboratively in school functions, activities, and committees for continued improvements.
- Attends to assignments punctually and considers the impact of his/her attendance on student achievement.
- Channels concerns to administration for solutions.
- Performs all duties with quality, efficiency and dedication to the Academy and its Management.
- Performs other duties as may be assigned in writing by the Supervisor, Principal, Superintendent or her/his designee.
- Demonstrates flexibility in ensuring that assignments are completed in a timely manner
- Understands the school mission and adopts and works within the vision and pillars established by HES

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadch Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadch Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION/TRAINING

- High school diploma or general education degree (GED).
- Minimum two years' experience or training; or equivalent combination of education and experience.
- Certificate in Nursing Assistant

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadch Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Nurse Aide-SIA	Department: Nursing
Supervisor: Lead Nurse Aide	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the Lead Nurse aide , to assist and care for the health needs of students in accordance to the academy's guidelines and policies and perform necessary emergency care services such as CPR and First Aid for students and staff;

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Proactively participates in department improvement plan by sharing ideas and input to enhance services and program.
- In collaboration with parents and staff, develops appropriate health management plan for students with special health needs.
- Effectively prioritizes services on the basis of medical urgency and need.
- Plans and implements appropriate measures to address crisis situations.
- Properly manages the time students spend at nurse's station to avoid overcrowding and unnecessary loss of instruction time.

SUPERVISION AND IMPLEMENTATION

- Provides care for the health needs of students in accordance to the academy's guidelines and policies.
- Performs appropriate emergency care services such as CPR and First Aid for students and staff when needed.
- Follows a precise and consistent system for storing and administering medications.
- Collaborates with staff and administration to identify and act on health concerns and situations interfering with learning.
- Effectively supervises students referred to Nurse Aide's office consistent with the Academy's policies and guidelines.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Participates in recommended training programs, conferences, courses or other aspects of professional growth when needed and effectively implements new strategies.
- Attends all Parent- Teacher Conferences, open houses, and orientations, as well as any other school events as required.
- Ensures timely and complete participation in and documentation of PLOs where applicable.
- Plans personal development goals to be consistent with and supportive of job requirements and HES Academy needs
- Coordinates and implements school wide health awareness programs.
- Seeks and makes available outside resources that can be beneficial to students, their families and school personnel.

RESULTS AND DATA MANAGEMENT

- Ensures that students receive appropriate and sufficient health care services.
- Keeps accurate and up-to date physical and electronic emergency and daily incidents files in Nurse Aide's station.
- Ensures clean sanitary and efficiently organized set-up Nurse Aides' station.
- Ensures communication with parents and staff is prompt, productive and well-documented.
- Compiles and analyzes students' health data to make informed recommendations to students, staff and parents.

REPORTING AND COMPLIANCE

- Communicates effectively with staff and students.
- Observes school policies during all activities.
- Monitors, reports, documents and redirects any concerns/issues coming from students, staff or parent to the supervisor.
- Immediately reports any concerns or observations regarding health and safety.
- Effectively follows supervisors directives and uses stakeholders feedback to improve own and department performance.
- Complies with all the district, Academy, department-wide policies, daily routines and guidelines.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts.
- Promptly reports cases of communicable diseases to supervisors.
- Timely informs parents of any concerns related to their child(ren)'s health and safety.
- Demonstrates availability when needed.

PROFESSIONAL QUALITIES

- Maintains good customer service and positive communication with administration, staff, students, parents/guardians and community.
- Follows an organizational system for documenting and communicating student progress and concerns with stakeholders.
- Participates collaboratively in school functions, activities, and committees for continued improvements.
- Attends to assignments punctually and considers the impact of his/her attendance on student achievement.
- Channels concerns to administration for solutions.
- Performs all duties with quality, efficiency and dedication to the Academy and its Management.
- Performs other duties as may be assigned in writing by the Supervisor, Principal, Superintendent or her/his designee.
- Demonstrates flexibility in ensuring that assignments are completed in a timely manner
- Understands the school mission and adopts and works within the vision and pillars established by HES

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION/TRAINING

- Certificate in Nursing Assistant

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Office Manager and Pupil Accountant	Department: Main Office
Supervisor: Principal	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

To perform all assigned responsibilities as the Office Manager and Pupil Accountant in an efficient manner by coordinating all main office activities including student enrollment, staff and student attendance, record keeping, phone activities, communication with parents, students, and staff.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Develops effective methods of managing, compiling, organizing and tracking department documentation of student records in an organized and accessible manner.
- Maintains an organized office calendar which includes scheduled enrollment activities, immunization updates, meetings, appointments and communications as needed.
- Maintains up-to-date postings on bulletin board(s) in the main office and teachers' lounge.
- Maintains organization and inventory of office supplies and orders additional supplies as needed
- Operates standard office equipment including photocopy machine, computer, and telephone.
- Arranges maintenance for office equipment as needed.
- Participates in department improvement plan by sharing ideas and input to enhance services and program.
- Sets clear goals and objectives for the department and plans daily and routine assignments for department staff.

SUPERVISION AND IMPLEMENTATION

- Supervises and evaluates office staff and provides assignments, training and support to ensure quality performance.
- Manages student admissions, main office activities and record keeping.
- Updates student attendance reports to the Principal and all teachers on daily basis.
- Brings serious student and staff tardiness and absences to the attention of the Principal.
- Reports all complaints related to maintenance, facility, supply needs, discipline and records all complaints and action to the Principal..
- Attends school events as may be required such as parent-teacher conferences, open houses, and orientations, etc. Effectively communicates with stakeholders and addresses their needs to ensure satisfactory customer service.
- Monitors, prepares and directs incoming and outgoing mail, data and communications and reroutes information appropriately.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends Staff meetings and training sessions as may be needed and effectively implements new strategies.
- Participates in recommended training programs, conferences, courses or other aspects of professional growth and development.
- Assists redirects and guides staff as necessary to ensure the smooth operation of the school.
- Ensures timely and complete participation in PLO's and documentation of meeting minutes where applicable.
- Plans and implements timely training and internal audits for the Academy and staff.

RESULTS AND DATA MANAGEMENT

- Manages the main school office and oversees all student enrollment packets, files, correspondence, and reports as required by the local and state authorities, Authorizers, Academy Board and the HES Administration.
- Creates and maintains spreadsheets, databases, and statistical reports regarding enrollment, transportation, purchases, directories (students and parents, staff, and vendors) and attendance.
- Provides administrative support for special projects including research, compiling data and preparation of reports based on results.
- Composes and prepares correspondences related to current and prospective students and daily attendance records as assigned.
- Keeps Principal current with all regularly collected data and stakeholder concerns.
- Uses data to guide decision-making and make improvements to the department as needed.

REPORTING AND COMPLIANCE

- Records student and staff attendance, late arrival and early dismissals, visitors' records, staff time sheets and substitute documentation.
- Generates reports as needed by the HR department and the Academy Principal to ensure compliance with local and State requirements, Academy Board and HES administration.
- Maintains accurate student immunization data ensuring accuracy and compliance.
- Prepares attendance reports and documents for auditors as needed.
- Processes all required new students enrollment documentation in accordance with state and local guidelines.
- Complies with all District, school, and departmental policies; upholds the employment and FERPA protections of confidentiality and proper daily operations

PROFESSIONAL QUALITIES

- Provides excellent customer service and imparts positive communication with all stakeholders.
- Maintains professional appearance and behavior appropriate to a public setting and the HES philosophy.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts effectively
- Follows organizational system for documenting and communicating student progress and/or concerns to stakeholders.
- Channels concerns to administration for solutions including escalating potential issues to the HES President and Superintendent; performs other duties as assigned.
- Demonstrates flexibility in ensuring that assignments are completed in a timely manner
- Understands the school mission and adopts and works within the vision and pillars established by HES
- Follows an organizational system for documenting and communicating student admissions, drops, transfers, and concerns with stakeholders.
- Performs variety of clerical duties as assigned by Principal
- Performs all duties with quality, efficiency and dedication to the Academy and its Management.
- Performs other duties as may be assigned by the supervisor, Superintendent, and HES President or her/his designee.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment. Student teachers and/or other volunteers are required to submit a criminal background check prior to the first day of service.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, diplomacy, math aptitude, organization, planning, professionalism, reading skills, computer literacy, keyboard skills, and time management skills

EDUCATION/TRAINING:

High School Diploma is required; Associate Degree in Science or Liberal Arts is preferred. Must comply with continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting, standing or walking for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.

Page 2 of 2

July 2017



Hamadeh Educational Services, Inc.

Job Description

Job Title: Paraprofessional	Department: Academic – Instruction
Supervisor: Coordinator of Tutorial, ESL and Title III Programs	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the supervision of the classroom teacher, assists in the smooth and efficient operation of the classroom and provides challenged/at-risk students with individualized instruction.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Assists the classroom teacher in creating an orderly classroom environment conducive to learning and appropriate to the maturity and interests of the students.
- Collaborates with the classroom teacher to proactively plan and provide effective individual and small group instruction, activities and projects that are relevant to students' needs, interests and abilities.
- Follows teacher lesson plans and maintains a detailed report as may be required.
- Collaborates with teacher(s) with common goals to increase student achievement.
- Reports to duties on time and contributes to effectively ensuring student safety, orderly behavior and maintaining classroom routines.
- Performs job duties to support student achievement consistent with the job description.

SUPERVISION AND IMPLEMENTATION

- Collaborates with the classroom teacher to effectively implement lesson plans consistent with the needs and abilities of students
- Maximizes instruction time to students who are designated at-risk
- Handles confidential/sensitive information appropriately.
- Uses appropriate interventions when responding to student behaviors.
- Enforces the Academy's student discipline policies clearly and consistently.

PROFESSIONAL LEARNING OPPORTUNITIES

- Performs routine self-evaluation to identify areas of strengths and needs and seeks ways to improve and enhance work related skills.
- Attends meetings, conferences, courses and other training sessions as may be needed for professional growth and development and effectively implements new strategies.
- Ensures timely and complete participation in and documentation of training and PLOs where applicable.
- Attends all parent- teacher conferences, open houses, and orientations, as well as any other school events as required.
- Utilizes supervisor's directives and stakeholder feedback to improve performance.
- Sets and reaches own goals for self-improvement consistent with the job requirements and/or Academy needs.

RESULTS AND DATA MANAGEMENT

- Maintains and updates student files and documentation of individualized instruction.
- Evaluates student achievement through review of assessment data and makes recommendations to Teacher on course of action best suited for student.
- Tracks students' daily assignments and evaluates students' performance and improvements as evidenced by progress reports and report cards.
- Uses data to inform decision-making; analyzes disciplinary data; evaluates progress; recommends programs for improvements; awards progress and achievement.
- Ensures lessons are effectively followed and student achievement is evident.

REPORTING AND COMPLIANCE

- Accurately completes and timely submits all required paperwork and up-to-date reports per specifications including records of individualized student activities.
- Demonstrates positive support to the School Improvement Plan (SIP). Documents students' progress and achievement in tutorial sessions.
- Tracks daily assignments and evaluates students' accuracy and completion of practice exercises/activities.
- Consistently and thoroughly completes the Individualized Instruction Reports.
- Complies with all Academy and department-wide policies, daily routines and guidelines.
- Collaboratively participates in Academy committees that contribute to a positive learning environment.

PROFESSIONAL QUALITIES

- Maintains good customer service and positive communication with all students and stakeholders.
- Fosters teamwork and demonstrates flexibility as to unscheduled assignments and/or placements and understands and works towards the Academy's mission.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts effectively.
- Attends to assignments punctually and considers the impact of his/her attendance on student achievement.
- Follows an organizational system for documenting and communicating student progress and concerns.
- Performs all duties with quality, efficiency and commitment consistent with the Academy's mission.
- Performs other duties as may be assigned in writing by the Supervisor, Principal and Superintendent or her designee.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION/TRAINING:

- Must have at least 60 credit hours satisfactory credit (grade 'C' or better) combined from one or more regionally accredited two- or four-year colleges or universities (Accredited by either a regional accrediting agency or by the National Council for the Accreditation of Teacher Education (NCATE).
- Official Transcripts must be provided. Transcripts from a foreign University must be evaluated by an MDE accredited evaluation entity for US credit/degree equivalency.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching. Ability to work indoors and outdoors year round

Issued and Approved By: Name and Title :	Signature:
Employee Name and Title :	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer



Hamadeh Educational Services, Inc.

Job Description

Job Title: PreK Support Aide	Department: Academic -- Instruction
Supervisor: Early Childhood Specialist	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the supervision of the Early Childhood Specialist, assists in the smooth and efficient operation of the Pre-K classroom and provides Additional support to the classroom teacher and the Associate Teacher.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Assists the classroom teacher and associate Teacher in creating an orderly classroom environment conducive to learning and to the appropriate developmental levels of the Pre-K students.
- Collaborates with the classroom teacher and associate teacher to provide effective individual and small group instruction, activities and projects that are relevant to students' needs, interests and abilities.
- Follows teacher lesson plans and maintains a detailed report as may be required.
- Collaborates with teacher(s) with common goals to increase student achievement.
- Reports to duties on time and contributes to effectively ensuring student safety, orderly behavior and maintaining classroom routines.
- Performs job duties to support student achievement consistent with the job description.

SUPERVISION AND IMPLEMENTATION

- Collaborates with the Lead Pre-K teacher & Associate Teacher to effectively implement lesson plans consistent with the needs and abilities of students
- Maximizes instruction time to students who are designated at-risk
- Handles confidential/sensitive information appropriately.
- Uses appropriate interventions when responding to student behaviors.
- Assists with snack time, meal time, rest time, transitions, physical activities and indoor and outdoor activities
- Enforces the Academy's Pre-K student discipline policies clearly and consistently.

PROFESSIONAL LEARNING OPPORTUNITIES

- Performs routine self-evaluation to identify areas of strengths and needs and seeks ways to improve and enhance work related skills.
- Attends meetings, conferences, courses and other training sessions as may be needed for professional growth and development and effectively implements new strategies.
- Ensures timely and complete participation in and documentation of training and PLOs where applicable.
- Attends all parent- teacher conferences, open houses, and orientations, as well as any other school events as required.
- Utilizes supervisor's directives and stakeholder feedback to improve performance.
- Sets and reaches own goals for self-improvement consistent with the job requirements and/or Academy needs.

RESULTS AND DATA MANAGEMENT

- Maintains and updates student files and documentation of individualized instruction.
- Evaluates student progress review of child assessment data and provides feedback to Lead Pre-K teacher on recommendations best suited for student.
- Tracks students' developmental progress and evaluates growth improvements as indicated by GSRP and curriculum guidelines.
- Uses data to inform decision-making; analyzes disciplinary data; evaluates progress; recommends programs for improvements; awards progress and achievement.
- Ensures lessons are effectively followed and student achievement is evident.

REPORTING AND COMPLIANCE

- Accurately completes and timely submits all required paperwork and up-to-date reports per specifications including records of individualized student activities.
- Demonstrates positive support to the School Improvement Plan (SIP). Documents students' progress and achievement in tutorial sessions.
- Tracks daily assignments and evaluates students' accuracy and completion of practice exercises/activities.
- Consistently and thoroughly completes the Individualized Instruction Reports.
- Complies with all Academy and department-wide policies, daily routines and guidelines.
- Collaboratively participates in Academy committees that contribute to a positive learning environment.

PROFESSIONAL QUALITIES

- Maintains good customer service and positive communication with all students and stakeholders.
- Fosters teamwork and demonstrates flexibility as to unscheduled assignments and/or placements and understands and works towards the Academy's mission.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts effectively.
- Attends to assignments punctually and considers the impact of his/her attendance on student achievement.
- Follows an organizational system for documenting and communicating student progress and concerns.
- Performs all duties with quality, efficiency and commitment consistent with the Academy's mission.
- Performs other duties as may be assigned in writing by the Supervisor, Principal and Superintendent or her designee.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION/TRAINING:

- Must have a valid CDA or Associates Degree in Early Childhood Education or Child Development from one or more regionally accredited two- or four-year colleges or universities (Accredited by either a regional accrediting agency or by the National Council for the Accreditation of Teacher Education (NCATE) or an existing MDE 120 hour approval Official Transcripts must be provided. Transcripts from a foreign University must be evaluated by an MDE accredited evaluation entity for US credit/degree equivalency.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching. Ability to work indoors and outdoors year round

Issued and Approved By: Name and Title :	Signature:
Employee Name and Title :	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer



Hamadeh Educational Services, Inc.

Job Description

Job Title: Principal & Assistant Superintendent	Department: Administration
Supervisor: Superintendent & CEO	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the Superintendent & CEO, the Assistant Superintendent shall serve as the Instructional Leader for the Academies by providing the instructional and curricular leadership that creates, implements, maintains, and enhances Academic excellence, and achievement for all students in alignment with all mandated and applicable guidelines and policies in addition to serving as the instructional and administrative leader to the assigned Academy.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENT

- Acts as the instructional leader of the Academies by setting and providing annual goals, targets, and/or benchmarks; monitors their implementation in alignment with HES and the Academies' missions and visions.
- Directs the overall activities of planning, developing, implementing, and evaluating the Academies' instructional programs in alignment with national standards & the Michigan Curriculum Standards
- Ensures alignments of systems, programs and methodologies across the Academies, taking into consideration and targeting the specific needs for each academy
- Provides support and leadership to the Academies' Principals in the areas of curriculum, instruction, staff development and administration.
- Provides support to the Academies' Principals in coordinating, developing and implementing the School Improvement Plan (SIP).
- Oversees the Academies' supplemental and enrichment programs including after school and summer programs to ensure alignment with the academic program goals and policies.
- Plans, evaluates, and recommends programs, systems, policies, goals and objectives for the Academies in alignment with HES and the Academies' mission.
- Researches, recommends and oversees the implementation of programs and activities with the objective of enhancing students' academic performance.

SUPERVISION AND IMPLEMENTATION

Assistant Superintendent:

- Supervises the instructional program, and evaluates, develops, and reviews the curricular offerings and instructional program of all the academies.
- Supervises the selection of textbooks, materials, and equipment for the academies, and ensures the alignment of instructional materials across the academies
- Provides for the proper supervision, guidance and support of Academies' Principals to ensure effective academic program implementation.
- Monitors, supervises, and evaluates the Academies' curriculum maps to ensure consistent alignment with GLCE's and CE's program practices
- Collaborates with the Director of Accountability, Improvement & Assessment to plan and implement systems and processes that best meet the needs of the Academies, and to ensure that all the Academies are in compliance with Authorizer, Federal, State, and Local requirements.
- Oversees extracurricular academic contests and activities to ensure that such activities are aligned with the curriculum, support students' academic achievement and are aligned with the Academies' missions and visions.

Principal:

- Supervises the daily operations of the Academy ensuring the smooth and efficient operation and is available for direct supervision.
- Supervise the development, implementation and monitoring of the after school and summer programs.
- Plans and develops students, staff and school schedules in the best interests of the students and within HES guidelines and Academies' policies.
- Ensures all plans, recommendations and activities are consistent with and monitors the designated budget.
- Supervises building custodial care with facilities manager.
- Supervises the Academies' Food Service Program.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Recommends and directs committees and task teams as needed.
- Trains, supervises and evaluates personnel assigned within the area of responsibility.
- Conducts a program of in-service education for assigned personnel.
- Plans, provides, or facilitates appropriate training and resources for students and staff consistent with the requirements.
- Conducts meetings of the staff as are necessary to the proper functioning of the academies.

RESULTS AND DATA MANAGEMENT

Assistant Superintendent:

- Collaborates with the Director of Accountability, Improvement & Assessment to oversee the local and state student assessment program for the Academies and directs programs to improve student performance.
- Collaborates with the Superintendent and monitors latest research, trends and developments in curriculum and instruction, and disseminates such information to appropriate personnel with the intent of providing philosophical direction to curriculum development.
- Assists in supervising and evaluating Principals' performance focusing on student achievement and ensuring accountability.
- Uses data to effectively impact decision-making, goal setting, planning and awarding student and staff achievement.

Principal:

- Develops, recommends, administers consistent with the departments and programs budgets. Ensures that parents are kept up-to-date with timely communication of students' progress and concerns, as well as school events and activities.
- Supervises the daily operations of the assigned Academy ensuring the classrooms and subjects are running smooth and efficient, and are available for direct supervision.
- Supervises and evaluates staff performance at assigned academy, focusing on student achievement and ensuring accountability.

REPORTING AND COMPLIANCE

- Directs the planning for and coordinates implementation to special, federal and state-funded projects to ensure compliance and to meet student's needs.
- Assists the Superintendent in preparing and submitting compliance reports and documents, and records as required by law, Board policies, and administrative directives to the Board of Directors.
- Submits such reports and records as required by law, Board policies, and administrative directives.
- Ensures that all the Academies Board and administration policies are effectively explained and implemented.
- Keeps the Superintendent/HES President informed of issues and concerns.

PROFESSIONAL QUALITIES

- Maintains great customer service and positive communication with staff, students' parents and community while serving as a role model and example for others to follow.
- Assists in the interview, selection and assignment of personnel.
- Performs all duties with quality, efficiency and commitment to the Schools & their Management.
- Performs other duties as may be assigned by the Supervisor
- Maintains liaison with social, professional, civic, volunteer, and other community agencies having an interest in the assigned school.
- Conducts a community relations program and coordinates it with the district program.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Must have advanced oral comprehension & expression skills, advanced written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, and highly developed organization and planning skills
- Must exhibit exemplary professionalism, accomplished computer literacy skills, and advanced time management skills.
- Requires extensive experience with Leadership, Supervision and Diplomacy
- Must have advanced conflict resolution skills, negotiation and persuasion skills and experience working under rigorous pressure
- Extensive experience working and serving a diverse student population and community.
- Must be able to work long hours

EDUCATION/TRAINING:

- Minimum of a Master's Degree in Education or related field or an equivalent combination of education and experience.
- Must have School Administration Certification or be enrolled in and accredited program in which a School Administrator Certification will be attained within 3 years.
- Thorough knowledge of Michigan Curriculum Standards
- A minimum of three years professional experience in an educational setting.
- Experience in school Administration, preferably as a School Principal.
- Must comply with all applicable laws related to maintaining an Administrator's Certificate.
- Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds, in addition to occasional stooping, bending, and reaching. Must work indoors and outdoors year-round.

Issued & Approved by: Name & Title:	Signature:
Employee Name & Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Principal	Department: Administration
Supervisor: Superintendent and HES President	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the Superintendent and HES President, the Principal shall serve as the instructional and administrative leader of the Academy.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENT

- Directs the overall activities of planning, developing, implementing, and evaluating the Academy's instructional programs and staff development in alignment with national standards & the Michigan Curriculum Standards with a special focus on student achievement.
- Provides leadership in curriculum, instruction, staff development and administration.
- Oversees the Achievement Campers Program (ACP) and Athletic Programs, in collaboration with the ACP Coordinator and Athletic Program Director to ensure alignment with the Academy's academic program goals and policies.
- Researches, recommends, evaluates and oversees the implementation of programs and activities with the objective of enhancing students' academic performance, increasing staff morale and in the best interest of the academy.
- Researches, recommends and implements programs and activities to improve the safety, discipline and health of students.
- Recommends and implements programs for proper utilization of the building, physical facilities, and school playgrounds.

SUPERVISION AND IMPLEMENTATION

- Supervises the instructional program, evaluates, develops, and reviews the curricular offerings and instructional program of the Academy.
- Supervises the daily operations of the Academy ensuring the smooth and efficient operation and is available for direct supervision.
- Supervises the development, implementation and monitoring of after school and summer programs.
- Plans and develops students, staff and the Academy schedules in the best interests of the students and within HES guidelines and the Academy policies.
- Supervises and guides students consistent with the Academy's policies and guidelines.
- Recommends requisitions and adequate books, resources, supplies and equipment.
- Ensures all plans, recommendations and activities are consistent with the designated budget and provides continual budgetary adherence.
- Supervises building custodial care with the Director of Buildings, Facilities and Transportation.
- Supervises the Academy's Food Service Program.

PROFESSIONAL LEARNING OPPORTUNITIES

- Recommends and directs committees and task teams as needed.
- Trains, supervises and evaluates personnel assigned within the areas of responsibility.
- Conducts a program of in-service education for assigned personnel.
- Conducts meetings of the staff as are necessary to the proper functioning of the Academy.
- Plans, provides or facilitates appropriate training and resources for students and staff consistent with the requirements.

RESULTS AND DATA MANAGEMENT

- Coordinates the local and State student assessment program for the Academy and directs programs to improve student performance.
- Develops, recommends, administers consistent with the departments and programs budgets. Ensures that parents are kept up-to-date with timely communication of students' progress and concerns, as well as school events and activities.
- Supervises the daily operations of the Academy ensuring the classrooms and subjects are running smooth and efficient, and is available for direct supervision.
- Supervises and evaluates staff performance, focusing on student achievement and ensuring accountability.
- Uses data to effectively impact decision-making, goal setting, planning and awarding student achievement.

REPORTING AND COMPLIANCE

- Directs the planning for and coordinates implementation to special, federal and state-funded projects to ensure compliance and to meet student needs.
- Assists the Superintendent in preparing and submitting compliance reports and documents, and records as required by law, Board policies, and administrative directives to the Board of Directors.
- Prepares and submits compliance reports, documents and records as required by law, Academy Board policies, and administrative directives.
- Ensures that all Academy Board and HES policies are effectively explained and implemented.
- Keeps the Superintendent and HES President informed of issues and concerns.

PROFESSIONAL QUALITIES

- Maintains exceptional customer service and positive communication with staff, students' parents and community while serving as a role model and example for others to follow.
- Maintains liaison with social, professional, civic, volunteer, and other community agencies having an interest in the Academy.
- Assists in the interview, selection and assignment of personnel, certified and classified employees.
- Conducts a community relations program and coordinates it with the district program.
- Performs all duties with quality, efficiency and commitment to the Academy and its Management.
- Performs other duties as may be assigned by the Supervisor.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Must have advanced oral comprehension & expression skills, advanced written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, and highly developed organization and planning skills
- Must exhibit exemplary professionalism, accomplished computer literacy skills, and advanced time management skills.
- Requires extensive experience with Leadership, Supervision and Diplomacy
- Must have advanced conflict resolution skills, negotiation and persuasion skills and experience working under rigorous pressure
- Extensive experience working and serving a diverse student population and community.
- Must be able to work long hours

EDUCATION/TRAINING:

- Minimum of a Master's Degree in Education or related field or an equivalent combination of education and experience.
- Must have School Administration Certification or be enrolled in and accredited program in which a School Administrator Certification will be attained within 3 years.
- Thorough knowledge of Michigan Curriculum Standards
- A minimum of three years professional experience in an educational setting.
- Experience in school Administration, preferably as a School Principal.
- Must comply with all applicable laws related to maintaining an Administrator's Certificate.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds, in addition to occasional stooping, bending, and reaching. Must work indoors and outdoors year-round.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer



Hamadeh Educational Services, Inc.

Job Description

Job Title: School Social Worker	Department: Student Services
Supervisor: Principal or Coordinator of Special Programs	Employer: Hamadeh Educational Services(HES)

BASIC FUNCTION:

Performs the functions outlined in the Michigan Administrative Rules for Special Education. Provides direct and indirect services to students, parents, and the school staff at the assigned Academy

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Provides adequate direct and/or indirect services for students with behavior, emotional, learning and other impairments/disabilities if and when the Academies have such cases.
- Collaborates with the Principal, teachers, and other school personnel to improve the use of existing school programs and procedures
- Plans and implements new programs and procedures related to the educational, social and emotional needs of students.
- Plans, organizes, recommends academic programs to help students improve their academic achievement and become successful at their grade level.
- Plans, organizes, recommends, and schedules appropriate direct in-service training programs or courses for parents and students, including determining training needs programs.
- Identifies problems and situations interfering with the students' abilities in optimal use of the educational experience.
- Participates with staff in altering situations that are adversely affecting the personal, social-emotional, and active subjects and studies.
- Plans and implements new school-wide programs/procedures related to students' educational, social and emotional needs.
- Plans and implements individual and group social work sessions to guide and assist students as needed.
- Plans and implements appropriate measures to address crisis situations.
- Researches best practices and identifies resources to supplement class instruction for students with special needs.

SUPERVISION AND IMPLEMENTATION

- Provides assistance to teachers, staff and parents in the interpretation of abilities and needs of individual students.
- Provides the IEP committees with comprehensive diagnostic evaluations and reports of at-risk students as needed.
- Shares data and data interpretation with proper staff and administration to ensure each student has equity and access.
- Collaborates with counselor(s) to provide activities designed to improve and support the emotional, behavioral and social skills development of students.
- Collaborates with staff and administration to identify and acts on problems and situations interfering with learning.
- Collaborates with the IEP Committees to determine the eligibility of students for resource room and social work services.
- Conducts individual student and group sessions using staff schedules that are conducive to learning.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends meetings, activities and training sessions as may be needed and effectively implements new strategies.
- Ensures timely and complete participation in and documentation of PLOs where applicable.
- Coordinates and develops resources within and outside of the school system that are beneficial to students, their families, and school personnel.
- Provides problem-solving services to students and their families through individualized groups and community social work methods; enabling those served to cope with problems adversely enhancing the ability of the students' to optimally acquire the educational experience.
- Plans and reaches own goals for self improvement consistent with the job requirements and/or the Academy's needs.
- Plans, provides or facilitates appropriate student, staff and parent training consistent with the SIP, IEP's and department needs.

RESULTS AND DATA MANAGEMENT

- Provides the individualized educational planning committees, with comprehensive diagnostic evaluations of students at risk, such as the emotionally impaired if and when the Academies have such cases.
- Collaborates with the individualized Educational Planning Committees in determining the eligibility of the emotionally impaired programs and services.
- Uses data to effectively impact decision-making, goal setting and planning in the best interest of students and the Academy.
- Utilizes appropriate resources and information to resolve concerns in a consistent and timely manner.
- Consistently updates, tracks, and analyzes data to inform progress or needed changes in social work services.

REPORTING AND COMPLIANCE

- Adheres to all established policies, procedures and code of ethics.
- Coordinates all IEP meetings, updates and record keeping.
- Documents and provides reports to the immediate supervisor of appropriate records, service logs, schedules, and other documentations as needed for management, planning and reporting.
- Complies with all the district, Academy and department-wide policies and daily routines and guidelines.
- Collaborates with the administration and uses referral sources as needed in dealing with situations pertinent to external agencies.

PROFESSIONAL QUALITIES

- Maintains good customer service and positive communication with administration, staff, students, parents and community.
- Demonstrates professionalism in work ethics, handling confidential information, and conflict management.
- Follows an organizational system for documenting and communicating student progress and concerns with stakeholders.
- Performs all duties with quality, efficiency and dedication to the Academy and its Management.
- Performs other duties as may be assigned in writing by the Principal, Superintendent, and HES President or her/his delegate.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills; Experience in individual, group and family therapy with adolescents; Experience working in schools

EDUCATION/ TRAINING

- Master's Degree in Social Work and eligibility for a Master's Level Social Work license or limited Master's Level Social Work License.
- Full or temporary school social work approval is also required to provide social work services in the school setting.
- Must comply with all applicable laws related to the Administrator's certificate.
- Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Speech and Language Pathologist	Department: Student Services
Supervisor: Coordinator of Special Programs	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

To provide students with speech and communication needs with the appropriate services needed to improve their speech and communication abilities.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENT

- Prepares for speech sessions and shows written evidence of preparation upon request of supervisor(s).
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
- Prepares session plans and goals that are aligned with curriculum maps for the grade level/subject area, and include activities for differentiated instruction to meet the varied learning styles, ability, and student speech/language needs in a culturally sensitive environment.
- Participates & collaborates continuously with colleagues for grade level/department planning & school improvement activities
- Reviews and interprets Speech/Language test results and medical or background information to diagnose, develop IEP, and plan treatment for speech, language, fluency, voice, and swallowing disorders

SUPERVISION AND IMPLEMENTATION

- Meets and instructs assigned sessions in the locations and at times designated.
- Encourages students to set and maintain standards of classroom behavior
- Employs a variety of instructional techniques and instructional media, to benefit students with communication needs academically, socially, and personally as they increase in communication abilities.
- Strives to implement by instructions and action the Board's philosophy of education and instructional goals and objects.
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Implements classroom routines and procedures that maximize instructional time and enhance the learning environment
- Instructs students in techniques for more effective expressive/receptive communication, articulation, voice improvement, fluency, and swallowing abilities
- Uses computer applications and alternative communication devices to identify and assist students with communication disabilities

RESULTS AND DATA MANAGEMENT

- Assesses the accomplishments of students on a regular basis, seeking the assistance of district specialist as required.
- Administers formal and informal Speech/Language evaluations to collect information on type and degree of impairments using standardized, informal observations/measures, severity scales, and special instruments.
- Recognizes and promotes student achievement by posting student work, parental contacts, and providing incentives and awards.
- Students with communication need, benefit academically, socially, and personally as they increase in communication abilities.

REPORTING AND COMPLIANCE

- Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.
- Assists the administration in implementing all policies and/or rules governing student life and conduct
- Develops reasonable rules and procedures for classroom behavior, and maintains order in the classroom in a fair and just manner.
- Ensures timely and complete participation in and documentation of meeting minutes & PLOs where applicable
- Accurately completes and timely submits all required paperwork and up-to-date reports per specifications including records of individualized student activities.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Participates in the School Improvement Plan (SIP) activities consistent with the SIP and the Academics' mission and guidelines
- Attends and consistently contributes to the success of staff meetings, professional development sessions, and action items
- Follows feedback from supervisor and Academy leaders based on professional methods consistent with the SIP, Academy mission, Michigan Expectations and Best Practices.
- Sets and reaches own goals for self-improvement consistent with the job requirements and/or school needs

- Consults with and advises other staff on speech strategies such as communication strategies and speech and language stimulation to better assist their students
- Participates in conferences or training, or publish research results, to share knowledge of new hearing or speech disorder treatment methods or technologies.

PROFESSIONAL QUALITIES

- Participates in school committees that contribute to a positive learning environment
- Demonstrates professionalism in work ethics, handling confidential information, and conflict management
- Participates collaboratively in school functions, activities, and committees and attends Parent-Teacher conferences, open houses, and orientations
- Establishes and maintains positive interpersonal relationships with all students, parents/guardians and fellow staff.
- Performs all duties with quality, efficiency and loyalty to the Academies and its Management.
- Performs other duties as may be assigned in writing by the Principal, Superintendent, and HES President or her designee.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulas, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION/TRAINING:

- Must hold at least a Master's Degree in Speech and Language Pathology
- Must have current license from the State of Michigan as a Speech and Language Pathologist.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title:	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Student Monitor	Department: Student Services and Library
Supervisor: Dean of Student Affairs	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Monitor students' conducts during lunch hours, in the hallways, and throughout the school buildings to ensure proper order and safety as well as assist students with weekly library checkout by helping student choose appropriate grade level books; both check in and check out.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Collaborates with supervisor to service and monitor students.
- Organizes books on shelves
- Supervises students in a proactive and alert manner during lunch time to include, but not limited to, walking up and down cafeteria aisles monitoring students, looking around ensuring that students are in their assigned seats, redirecting inappropriate behavior in a professional manner, assisting students as needed such as opening milk cartons, ketchup packets, etc.
- Student monitor must be aware of and consistent with the following: Lunch schedules, students safety, monitor students and stopping them from running in the cafeteria, ensuring that students are raising their hands to get up, stopping students from playing with their food, or throwing their food away before trying to eat it with time allowed, and pay attention to allergic reactions among students and reporting them promptly to the school nurse and/or the closest administrator in charge.
- Categorizes priorities and demonstrates attentiveness to work schedule.
- Becomes familiar with the special skills and techniques required in dealing with students in special programs, and should a problem occur, brings the student to the attention of the supervisor and/or Principal.

SUPERVISION AND IMPLEMENTATION

- Performs outside arrival and dismissal supervision duties per the schedule assigned by supervisor.
- Monitors and immediately reports issues, graffiti, and safety hazards to supervisor.
- Monitors student behavior during lunch, travel, in hallways and in the athletic program as may be assigned.
- Supervises students' conduct while on board, and makes sure they are following safety procedures
- Appropriately handles minor class infractions according to the school and classroom policies.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Performs routine self-evaluation to identify areas of strengths and needs and seek ways to improve and enhance work related skills.
- Attends staff meetings, activities and training sessions as required. Participates in recommended training programs, conferences, courses or other aspects of professional growth.
- Attends all Parent-Teacher Conferences, open houses, and orientations, as well as any other school events as may be required.
- Ensures timely and complete participation in and documentation of PLOs where applicable.
- Participates in department improvement plan by sharing ideas and input to enhance services and program.

RESULTS AND DATA MANAGEMENT

- Use library circulation system (circulation) to check out books
- Sets and reaches own goals for self-improvement consistent with job requirements and/or school needs.
- Observes and reports to certain areas in the school that require additional monitoring.
- Monitors and reports safety hazards with the appropriate school personnel.
- Establishes and maintains positive interpersonal relationships with all stakeholders.
- Demonstrates professionalism in work ethics, handling confidential information, and managing conflicts.
- Effectively performs administrative duties (Ex. copying, posting student work, and assisting staff in non-instructional activities, etc.)

REPORTING AND COMPLIANCE

- Reports and documents any issues to supervisor.
- Reports lost or damaged books to appropriate staff member and/or Supervisor to follow up.
- Assesses books for damages and reports to appropriate staff member and/or Supervisor.
- Adheres to all established policies, procedures and code of ethics.
- Immediately reports any unusual circumstances, issues or observations regarding safety and compliance concerns to appropriate supervisor(s).
- Communicates with supervisors any concerns about individual student's behavior, dress code or attitude which is not in line with school regulations, and/or reflects need for immediate intervention.

PROFESSIONAL QUALITIES

- Demonstrates flexibility in unscheduled assignments and/or placements and understands, adopts and works towards the school mission.
- Complies with all the HES, department-wide, State and local rules and guidelines concerning safety.
- Performs all duties with quality, efficiency and dedication to the Academy and its Management.
- Performs other duties as may be assigned by the Supervisor, Principal or Superintendent or her designee.
- Communicates effectively and positively with staff, students and parents as needed.
- Follows an organizational system for documents and communicating progress and concerns with stakeholders.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenanter may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, time management skills, Ability to understand, follow, and enforce safety procedures.

EDUCATION/TRAINING

- High School Diploma or GED preferred

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, kneeling, crawling and reaching. Ability to work indoors and outdoors year round.

Issued and Approved By: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Substitute/Paraprofessional	Department: Academic – Instruction
Supervisor: Coordinator of Tutorial, ESL and Title III Programs	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the supervision of the classroom teacher, assists in the smooth and efficient operation of the classroom and provides challenged/at-risk students with individualized instruction.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Assists the classroom teacher in creating an orderly classroom environment conducive to learning and appropriate to the maturity and interests of the students.
- Collaborates with the classroom teacher to proactively plan and provide effective individual and small group instruction, activities, and projects that are relevant to students' needs, interests, and abilities.
- Follows teacher lesson plans and maintains a detailed report as may be required.
- Collaborates with teacher(s) with common goals to increase student achievement.
- Reports to duties on time and contributes to effectively ensuring student safety, orderly behavior, and maintaining classroom routines
- Performs job duties to support student achievement consistent with the job description.

SUPERVISION AND IMPLEMENTATION

- Collaborates with the classroom teacher to effectively implement lesson plans consistent with the needs and abilities of students Maximizes instruction time for students who are designated at-risk
- Handles confidential/sensitive information appropriately.
- Uses appropriate interventions when responding to student behaviors.
- Enforces the Academy's student discipline policies clearly and consistently.

PROFESSIONAL LEARNING OPPORTUNITIES

- Performs routine self-evaluation to identify areas of strengths and needs and seek ways to improve and enhance work related skills.
- Attends meetings, conferences, courses and other training sessions as may be needed for professional growth and development and effectively implements new strategies.
- Ensures timely and complete participation in and documentation of training and Professional Learning Outcomes PLOs where applicable.
- Attends all parent- teacher conferences, open houses, and orientations, as well as any other school events as required Utilizes supervisor's directives and stakeholder feedback to improve performance.

RESULTS AND DATA MANAGEMENT

- Maintains and updates student files and documentation of individualized instruction.
- Evaluates student achievement through review of assessment data and makes recommendations to teacher on course of action best suited for student.
- Tracks students' daily assignments and evaluates students' performance and improvements as evidenced by progress reports and report cards.
- Uses data to inform decision-making, analyzes disciplinary data and to evaluate progress and recommends programs for improvements and award progress and achievement.
- Ensures lessons are effectively followed and student achievement is evident.

REPORTING AND COMPLIANCE

- Accurately completes and timely submits all required paperwork and up-to-date reports per specifications including records of individualized student activities.
- Demonstrates positive support to School Improvement Plan (SIP).
- Documents students' progress and achievement in tutorial sessions.
- Tracks daily assignments and evaluates students' accuracy and completion of practice exercises /activities.
- Consistently and thoroughly completes the Individualized Instruction Reports.
- Complies with all the district, Academy, department-wide policies and daily routines and guidelines.
- Collaboratively participates in school committees that contribute to a positive learning environment.

PROFESSIONAL QUALITIES

- Maintains good customer service and positive communication with all students and stakeholders.
- Fosters teamwork and demonstrates flexibility as to unscheduled assignments and/or placements and understands and works towards the Academy's mission.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts effectively.
- Attends to assignments punctually and considers the impact of his/her attendance on student achievement.
- Follows an organizational system for documenting and communicating student progress and concerns.
- Performs all duties with quality, efficiency and dedication to the Academy and its Management.
- Performs other duties as may be assigned in writing by the supervisor, Principal, Superintendent or her/his designee.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation or as may be delegated by the Chief Operating Officer, HES Vice President or President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION/TRAINING:

- Must have at least 90 credit hours satisfactory credit (grade 'C' or better) combined from one or more regionally accredited two- or four-year colleges or universities. (Accredited by either a regional accrediting agency or by the National Council for the Accreditation of Teacher Education (NCATE).
- Official Transcripts must be provided. Transcripts from a foreign University must be evaluated by an MDE accredited evaluation entity for US credit/degree equivalency.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching. Ability to work indoors and outdoors year round

Issued and Approved by: Name and title :	Signature:
Employee Name and title :	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer



Hamadeh Educational Services, Inc.

Job Description

Job Title: System Administrator and Technical Support Specialist	Department: Information Technology
Supervisor: Chief Technology Officer (CTO)	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

To perform various technical support tasks as assigned by the Chief Technology Officer (CTO) and HES President with utmost efficiency and accuracy

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Completes System Scan for viruses, defragmentation, spy-ware, worms, and makes sure network file-sharing is kept to a minimum to avoid over-exposure.
- Assists in providing Power School training for staff and monitors server activity making sure it is running properly.
- Schedules technology equipment use for Academy events, and ensures that equipment are available and in good shape.
- Records Academy events as required throughout the school year.
- Photographs all staff and students at the beginning of the school year and as new staff and students join throughout the school year.
- Prints all ID Cards, including make-ups throughout the entire school year.
- All assignments are given a priority code with 1 being the highest; completes assignments based on priority code.
- Demonstrates flexibility in completing other tasks assigned by the CTO or HES President and assists the CTO in large school-wide projects.

SUPERVISION AND IMPLEMENTATION

- Ensures that all workstations are running properly, have internet access, have access to a printer nearby, and have all needed software patches.
- Ensures that all workstations are physically clean and in good working order.
- Ensures that all printers are connected and installed properly, ink/toner included.
- Troubleshoots any hardware or software problems that may arise.
- Maintains responsibility for all technology equipment and scheduling such as video cameras, digital cameras, VCR's, DVD Players, TV's, etc. ensuring they are in good condition and have charged batteries
- Removes irrelevant OEM installed software such as Outlook Express, Instant Messenger, MSN Explorer, Dell Help and any other unnecessary Startup programs.
- Sets up and installs any new/used machines and/or printers in the appropriate classroom or office. Installs essential software such as antivirus, office suite, PDF reader, firewall client, etc.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends all the Academy events and activities as may be directed by the HES President or the CTO, such as Parent-Teacher Conferences, open houses, orientations, PTO meetings, athletic meetings, events, and as may be directed.
- Attends meetings, seminars, workshops and training as directed and effectively implements new strategies.
- Ensures timely and complete participation in and documentation of meeting and PLOs where applicable.
- Provides staff with training sessions as assigned by the CTO or HES President.
- Assists, redirects and guides staff, students and parents as necessary to ensure the smooth operation of the Academy.
- Utilizes feedback from the CTO and the Academy leaders based on professional methods in the best interest of students and the Academy.
- Plans and reaches own goals for self-improvement consistent with the job requirements and/or the Academy needs.

RESULTS AND DATA MANAGEMENT

- Completes setup and configuration of email addresses and group policies set by the CTO.
- Monitors network and server status at all locations. Ensures all services are running properly. Ensures network security is intact, including both intranet and internet security.
- Ensures that correct wiring and stance of all lab workstations and speakers, per CTO's specifications, takes place.
- Assists in maintaining academies' websites when needed by constantly updating areas including current news, students' links, staff links, parent links, lunch menus, pictures, etc.
- Keeps ink/toner log for each printer.
- Assists the CTO in large school-wide projects including, but not limited to: student ID cards, staff ID cards, Follet Library Software configuration and patron maintenance, master clock configuration, phone system configuration, email/username/printing training, copier machine user setup codes, and overall technology equipment maintenance.

REPORTING AND COMPLIANCE

- Assists in following up with SRSD/ UIC data when needed.
- Creates and runs reports in Power School as needed.
- Timely and accurately enters and imports into Power School information such as student, testing results, scheduling and staff data.
- Reports any damages as a result of negligence by staff or students to supervisor.
- Responds to written or verbal requests within 1-2 school days.
- Submits formal requests to supervisor for items that need purchasing such as software or hardware for out-of-warranty computers.
- Submits weekly reports to the CTO at the end of the day on Thursdays, preferably through email.
- Complies with all District, school, and departmental policies; upholds the employment and FERPA protections of confidentiality and proper daily operations

PROFESSIONAL QUALITIES

- Uses, manages, stores, and analyzes data effectively and appropriately.
- Creates and composes memos and letters to appropriate parents, students or staff.
- Maintains confidentiality of communication and only discusses matters with the appropriate individuals.
- Performs all duties with quality, efficiency and commitment to the Academy and its Management.
- Follows all duties and assignments directed by the CTO only and not by the staff directly.
- Performs other duties as may be assigned by the HES President or the CTO.
- Demonstrates flexibility to unscheduled assignments and/or placements ensuring that assignments are completed in a timely manner

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills, Technical Communication skills, Project Management experience, presentation and Technical Writing skills

EDUCATION/TRAINING:

- Minimum of Bachelor's Degree in Computer Science or related field and/or an equivalent combination of education and experience.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, crouching, crawling, kneeling, balancing, climbing and reaching.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Talent Acquisition Specialist	Department: Human Resources (HR)
Supervisor: HES Director of Talent Acquisition & Chief Operating Officer	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the HES Director of Talent Acquisition and the HR Department oversees and maintains all aspects of Human Resources management excluding payroll and benefits administration.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Recruits, interviews and hires qualified staff for authorized job openings for HES and its academies under the direction of the Supervisor.
- Manages and consults on recruitment postings and advertisements as needed.
- Oversees all staff qualifications including teachers, teacher substitutes, paraprofessionals, food service handlers, bus drivers, administrators, etc.
- Responsible for initial screening of talent to determining compatibility with organizational staffing needs.
- Determines applicant qualification and compatibility by understanding job descriptions, qualifications and certifications.
- Stays engaged with applicant pool by maintaining good relationships and building strong and trusting partnerships.
- Tracking, recording and organizing all applicants through Excel, Taleo and various recruiting software.
- Assists the overall HR Recruitment process including attending job fairs and the careful selection of prospective employees
- Assists with contract negotiations, contract signings, initial orientation of basic employment expectations, policies and procedures
- Maintains a wide range of recruitment poll and databases and makes recruitment and selection recommendations to the Supervisor.
- Processes internal and external job announcements and related procedures.
- Participates in department improvement plan by sharing ideas and input to enhance services and program.

SUPERVISION AND IMPLEMENTATION

- Oversees, prepares, and maintains employee application process and personnel records to include updating documentation as needed.
- Follows through with full cycle recruitment on staff development needs.
- Assists supervisors with innovative and effective methods to increase productivity and performance.
- Provides quality assurance checks with new staff to ensure best practices as directed by supervisor
- Provides best practices advice and support on all matters relating to recruitment.
- Provides support on appropriate sourcing strategies and placements.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends meetings, activities and training sessions, and school events as needed.
- Seeks opportunities and mentoring for growth and professional development.
- Evaluates and recommends staff development needs.
- Plans personal development goals to be consistent with and supportive of job requirements and HES Academy needs
- Ensures timely and complete participation in and documentation of training sessions including PLOs as needed.

RESULTS AND DATA MANAGEMENT

- Provides assistance in reviewing the school schedule for compliance consistently with staff qualifications.
- Provides assistance with ensuring employee procedures and policies are clear, documented, and communicated
- Provides assistance with ensuring all job openings and vacancies are timely filled with qualified and organizationally compatible staff
- Provides assistance with ensuring terminated, new, and active staff lists are up-to date and available for easy reference.
- Assists in the completion of all employment verification forms, recommendations, various documentation and correspondence.
- Assists and prepares an updated new staff list and terminated staff list.
- Assists in preparing, compiling, and maintaining HR information for quarterly/annual personnel reports

REPORTING AND COMPLIANCE

- Secures teaching permits and licenses as needed and notifies staff in writing of all the procedures and requirements to maintain employment and compliance.
- Provides assistance with ensuring staff training and certification are current and aligned with guidelines and policies.
- Complies with all HES and District, Academics, department-wide policies, daily routines and State and Federal guidelines.
- Completes and timely submits all required reports and communication per specifications.
- Reports all complaints, actions, and issues related to the Academics to Supervisor; maintains accurate records.
- Maintains professional appearance and demonstrates self ethically and in a manner appropriate to a public setting and HES philosophy.
- Demonstrates availability when needed.

PROFESSIONAL QUALITIES

- Follows an organizational system for documenting and communicating staff hires, terminations, transfers and concerns with stakeholders
- Recommends requisitions and adequate office space, furniture and benefits for employees.
- Takes all necessary measures to ensure confidentiality of all staff information.
- Represents the best possible impression of our organization when interacting with the community, prospective employees, current employees, and other industry professionals.
- Performs all duties with quality, efficiency and dedication to HES and its Academies and its Management.
- Performs other duties as may be assigned by the Supervisor.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION/TRAINING:

- Minimum a Bachelor's degree in Human Resources or related field or an equivalent combination of education and experience.
- Thorough understanding of Michigan Human Resource regulations and requirements
- A minimum of three years professional experience in Human Resources and/or supervision
- Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions by sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching

Issued and Approved by: Name and Title:	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Teacher and Instructional Coach	Department: Academic - Instruction
Supervisor: Principal	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

The Instructional Coach is responsible for introducing practices into classrooms by working with teachers and administrators with the goal of increasing student engagement, improving student achievement, and building teacher capacity; guides the development and effective implementation of the District and School Improvement Plan (SIP) in accordance with the stated mission and vision of the Academy. The Instructional Coach works as a colleague with classroom teachers to support student learning. Duties will focus on individual and group professional development that will develop the understanding of researched-based instruction. In order to focus on professional development, the Instructional Coach will provide support that is based on the goals and needs of individual teachers.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENT

Teacher

- Prepares for classes assigned and shows written evidence of preparation upon request of supervisor(s).
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
- Prepares and implements lesson plans that are aligned with curriculum maps for the grade level/subject area, and include activities for differentiated instruction to meet the varied learning styles, abilities and needs of students in a culturally sensitive environment

Instructional Coach

- Serves as the coach and mentor in the core subject area(s) to facilitate differentiated instruction and collaboration among the teachers.
- Facilitates the proper construction of benchmark lessons; plans and manages the development of standards-based curriculum, instruction and assessment plans and strategies.
- Facilitates the effective use of all core subject(s) textbooks, resources and instructional materials to meet the curriculum goals and coordinates the creation/updating of themes/units within the core subject(s).
- Serves as the facilitator for the core subject(s) by identifying and assisting in the adoption of curriculum resources and maintaining inventory.
- Facilitates the development of an annual core subject(s) plan with clearly stated goals and objectives.
- Facilitates the purchase and requisition of instructional materials to support teachers and the SIP goals.
- Works collaboratively with team members on curriculum and instructional planning, department planning, and will accept and act upon feedback from supervisor.
- Collaborates with administrators and teachers to ensure the proper implementation of the school's assessment program (Standardized and others types)

SUPERVISION AND IMPLEMENTATION

Teacher

- Meets and instructs assigned classes in the locations and at times designated. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Encourages students to set and maintain standards of classroom behavior.
- Guides the learning process toward the achievement of curriculum goals and in harmony with the goals.
- Establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students.
- Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or students groups involved.
- Strives to implement, by instructions and action, the Board's philosophy of education and instructional goals and objects.
- Implements classroom routines and procedures that maximize instructional time and enhance the learning environment.
- Provides differentiated instruction to meet the individual needs and abilities of students.
- Integrates appropriate technology tools and resources in planning and instruction to engage all students and promote learning and computer literacy.

Instructional Coach

- Serves as a resource to the school improvement committees and works with administrators to develop, implement and evaluate the school's continuous improvement plan.
- Observes, provides guidance and support to assigned colleagues and participate in the formal evaluation process.
- Coordinates communication and planning among all learning communities and serve as the coordinator for the Academy's curriculum in the assigned subject area of specialty.
- Coaches and mentors the teachers based on classroom observations and on teaching practices/techniques on a continual basis.
- Demonstrates leadership qualities by setting a personal example at high standards in all regards.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Participates in and provides professional learning opportunities that will enhance student achievement through improved lesson planning, curriculum alignment, implementation and student assessment.
- Assists in the coordination of all school based PLOs linked to individual professional development plans, the SIP and individualized action plans.
- Participates in and provides Professional Learning Opportunities focused on data analysis of student achievement.
- Participates in the SIP activities consistent with the SIP and the Academy's mission and guidelines.
- Attends and consistently contributes to the success of staff meetings, professional development sessions and action items.
- Follows feedback from supervisor and school leaders based on professional methods consistent with the SIP, Academy's mission, best practices and Michigan expectation.
- Sets and reaches own goals for self-improvement consistent with the job requirements and/or school needs.

RESULTS AND DATA MANAGEMENT

Teacher

- Assesses the accomplishments of students on a regular basis, seeking the assistance of District specialist as required.
- Diagnoses the learning disabilities of students on a regular basis, seeking the assistance of District specialist as required.
- Plans and administers various assessments to evaluate students' performance, including portfolios/presentations/ projects/achievement series/tests).

- Analyzes students' test results and data, and uses the results to advance students' achievement by establishing and implementing instruction and improvement plans.
- Recognizes and promotes student achievement by posting student work, parental contacts, and providing incentives and awards.

Instructional Coach

- Guides, mentors and supports staff and ensures timely follow up and accountability through ongoing classroom observations, walkthroughs and staff evaluations.
- Collects data, and establishes improvement plans based on varied student assessment results.
- Encourages and supports a process of properly reviewing and analyzing classroom assessment results, as well as sharing them with students and parents.
- Assesses curriculum alignment through analysis of standardized assessments, district wide assessment data, Michigan standard exams, benchmarks, and Grade Level Content Expectations (GLCES).

REPORTING AND COMPLIANCE

Teacher

- Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.
- Assists the administration in implementing all policies and/or rules governing student life and conduct
- Develops and implements reasonable rules and procedures for classroom behavior, and maintains order in the classroom in a fair and just manner.
- Maintains accurate and up-to date records of students' work and results by constantly updating students' portfolios and Power School records.
- Completes and submits all required updated reports per specifications (lesson plans, student attendance, portfolios, correspondence, grade book, lesson plan records, Progress Reports, logs, etc.)

Instructional Coach

- Creates and maintains an accurate and organized system for documenting and communicating school and subject expectations and teacher evaluations.
- Accurately completes and submits in a timely manner all required reports per specifications.

PROFESSIONAL QUALITIES

- Participates in committees that contribute to a more positive learning environment.
- Attends all Parent-Teacher Conferences, open houses, and orientations.
- Establishes and maintains positive interpersonal relationships with all children, parents/guardians, and fellow staff.
- Performs all duties with quality, efficiency, with the highest ethics, and dedication to the Academics and their Management.
- Performs other duties as may be assigned by the Principal or Superintendent or her designee.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academics' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION/TRAINING

- Minimum of a Master's degree in education or related field or an equivalent combination of education and experience.
- Thorough knowledge of Michigan Core Curriculum
- A minimum of three years professional experience in an educational setting.
- Appropriate Michigan State Teaching Certification or eligibility for such certification

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and Title:	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Teacher	Department: Academic – Instruction
Supervisor: Principal	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the Principal, creates an educational environment and teaches an educational program where all students will have the opportunity to receive the proper guidance and instruction, needed to promote their academic, social, mental, psychological, physical and emotional well-being.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Prepares for assigned classes and shows written evidence of preparation upon request of supervisor(s).
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
- Prepares lesson plans that are aligned with curriculum maps for the grade level/subject area and include activities for differentiated instruction to meet the varied learning styles, abilities, and needs of students in a culturally sensitive environment.
- Proactively participates in department improvement plan by sharing ideas and input to enhance services and program.
- Plans and implements individual and group learning sessions to guide and assist students as needed.
- Plans and implements appropriate measures to address crisis situations.
- Researches best practices and identifies resources to supplement class instruction for students with special needs.

SUPERVISION AND IMPLEMENTATION

- Meets and instructs assigned classes in the locations and at times designated, taking all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Encourages students to set and maintain standards of classroom behavior.
- Guides the learning process toward the achievement of curriculum goals and in harmony with the goals.
- Establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students.
- Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
- Strives to implement, by instructions and action, the Board's philosophy of education and instructional goals and objects.
- Implements classroom routines and procedures that maximize instructional time and enhance the learning environment.
- Provides differentiated instruction to meet the individual needs and abilities of students.
- Integrates appropriate technology tools and resources in planning and instruction to engage all students and promote learning and computer literacy.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Participates in the School Improvement Plan (SIP) activities consistent with the SIP and the Academy's mission and guidelines.
- Attends and consistently contributes to the success of staff meetings, professional development sessions, and action items.
- Utilizes supervisor, school leader and stakeholder feedback to improve own and department performance consistent with the SIP, the Academy's mission, best practice and Michigan expectations.
- Plans and reaches own goals for self-improvement consistent with the job requirements and/or Academy needs.
- Plans, provides or facilitates appropriate student, staff and parents training consistent with the SIP, IEP's and department needs.
- Ensures timely and complete participation in and documentation of PLOs where applicable.
- Attends meetings, activities and training as needed and seeks opportunities and mentoring from designated staff for growth and professional development and effectively implements new teaching strategies.

RESULTS AND DATA MANAGEMENT

- Assesses the accomplishments of individual students on a regular basis, seeking the assistance of district specialist as required.
- Identifies the learning disabilities of students on a regular basis, seeking the assistance of district specialist as required.
- Participates in child study team meetings, IEP meetings and develops and implements lessons consistent with the IEP requirements.
- Plans and administers various assessments to evaluate students' performance, including portfolios/presentations/projects/Achievement Series/tests.
- Analyzes students' test results and data, and uses the results to advance students' achievement by establishing and implementing instruction and improvement plans.
- Uses data to effectively impact decision-making, goal setting and planning in the best interest of students and the Academy.
- Consistently updates, tracks and analyzes data to inform progress or needed changes in academic achievement.
- Recognizes and promotes student achievement by posting student work, parental contacts, and providing incentives and awards.

REPORTING AND COMPLIANCE

- Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.
- Assists the administration in implementing all policies and/or rules governing student life and conduct.
- Develops reasonable rules and procedures for classroom behavior, and maintains order in the classroom in a fair and just manner.

- Maintains up-to date records of students' work and results by constantly updating students' portfolios and PowerSchool records.
- Completes and submits all required updated reports per specifications (lesson plans, student attendance, portfolios, correspondence, grade book, lesson plan records, progress reports, logs, etc.)
- Complies with all the district, Academy and department-wide policies and daily routines and guidelines.

PROFESSIONAL QUALITIES

- Participates in school committees that contribute to a more positive learning environment.
- Participates collaboratively in school functions, activities, and committees and attends parent-teacher conferences, open houses, and orientations.
- Maintains good customer service and positive communication with administration, staff, students, parents/guardians and community.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts effectively.
- Establishes and maintains positive team spirit among all staff and the administration.
- Follows an organizational system for documenting and communicating student progress and concerns with stakeholders.
- Attends to assignments punctually and considers the impact of his/her attendance on student achievement.
- Performs all duties with quality, efficiency and dedication to the Academy and its management.
- Performs other duties as may be assigned in writing by the Principal or Superintendent or her/his designee.
- Channels concerns to administration for solutions.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION/TRAINING:

- Must hold at least a Bachelor's Degree
- Full State Certification in the subject and/or grade level(s) being assigned to teach including passing a state mandated comprehensive skill assessment and all other examination(s) required by Section 1531 of the revised school code
- Official Transcripts must be provided. Transcripts from a foreign University must be evaluated by an MDE accredited evaluation entity for US credit/degree equivalency.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and title :	Signature:
Employee Name and title :	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Technical Support & Implementation Assistant	Department: Administration
Supervisor: Chief Technology Officer (CTO)	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

To perform various technical support tasks as assigned by the Chief Technology Officer (CTO) and HES President with utmost efficiency and accuracy.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Provides Power School training for staff and monitors server activity making sure it is running properly.
- Occasionally assists in the scheduling of technology equipments' use for school events ensuring that equipment is available and in good working order.
- Video tapes school events as required throughout the school year.
- Takes photos of all staff and students at the beginning of the school year and as new staff and students join throughout the school year.
- Prints and manages all ID Cards, including make-ups throughout the entire school year.
- Follows all duties and assignments directed by the CTO only and not by the staff directly.
- Ensures all assignments are given a priority code with 1 being the highest and completes assignments according to priority code.
- Demonstrates flexibility in completing other tasks assigned by the CTO or Superintendent
- Assists CTO in specialized project implementation
- Ensures projects are executed correctly and implemented with accuracy and fidelity

SUPERVISION AND IMPLEMENTATION

- Ensures that all workstations are running properly, have internet access, have access to a printer nearby, and have all needed software patches.
- Ensures that all workstations are physically clean and in good working order Ensures that all printers are connected and installed properly, ink/toner included.
- Troubleshoots any hardware or software problems that may arise.
- Takes charge of all technology equipment and scheduling such as video cameras, digital cameras, VCR's, DVD Players, TV's, etc. ensuring they are in good condition and have charged batteries
- Removes irrelevant OEM installed software such as: Outlook Express, Instant Messenger, MSN Explorer, Dell Help, and any other useless Startup programs.
- Sets up and installs any new/used machine and/or printer in the appropriate classroom or office and installs essential software such as antivirus, office suite, PDF reader, firewall client, etc.
- Completes System Scan for viruses, defragmentation, Spy-ware, worms, and makes sure network file-sharing is kept to a minimum to avoid over-exposure.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends all school events and activities as may be directed by the HES President or CTO, such as Parent-Teacher Conferences, open houses, orientations, PTO meetings, Athletic Meetings, and events.
- Attends meetings, seminars, workshops and training as directed and effectively implements new strategies.
- Ensures timely and complete participation in and documentation of meeting and PLOs where applicable.
- Provides staff with training sessions as assigned by the CTO or HES President.
- Assists, redirects and guides staff, students and parents as necessary to ensure the smooth operation of the school.
- Utilizes feedback from CTO and school leaders based on professional methods in the best interest of students and the school.
- Takes initiative and formulates self-improvement goals aligned with job requirements and/or support of HES mission and vision.

RESULTS AND DATA MANAGEMENT

- Completes setup and configuration of email addresses and Users and Group policies set by CTO.
- Monitors network and server status at all locations making sure all services are running properly and network security is intact, including both intranet and internet security.
- Ensures correct wiring and stance of all lab workstations and speakers, per CTO's specifications takes place.
- Maintains Academics websites and constantly updates areas including but not limited to "Current News," "Students Links," "Staff Links," "Parent Links," "Lunch Menus," "Pictures," etc.
- Keeps ink/toner log for each printer.
- Assists CTO in large, school-wide projects including, but not limited to Student ID Cards, Staff ID Cards, Follet Library Software configuration and patron maintenance, master clock configuration, phone system configuration, email/username/printing training, copier machine user setup codes, and overall technology equipment maintenance.

REPORTING AND COMPLIANCE

- Occasionally assists in following up with SRSD/ UIC data.
- Creates and runs reports in Power School as needed.
- Timely and accurately enters and imports into Power School data pertaining to students, testing results, scheduling, and staff information.
- Reports any damages as a result of negligence by staff or students to supervisor.
- Responds to written or verbal requests within 1-2 school days.
- Submits formal requests to supervisor for items that need purchasing such as software or hardware for out-of-warranty computers.
- Submits weekly reports to the CTO at the end of the day on Thursdays through email.
- Complies with all District, school, and departmental policies; upholds the employment and FERPA protections of confidentiality and proper daily operations
- Provides CTO with timely project updates

PROFESSIONAL QUALITIES

- Maintains good customer service and positive communication with administration, staff, students, parents/guardians and community.
- Uses, manages, stores, and analyzes data effectively and appropriately.
- Creates and composes memos and letters to appropriate parents, students or staff.
- Maintains confidentiality of communication and only discusses matters with the appropriate individuals.
- Performs all duties with quality, efficiency and commitment to the schools and their Management.
- Performs other duties as may be assigned by the HES President or CTO.
- Demonstrates flexibility to irregular hours and unscheduled assignments and/or placements

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION AND TRAINING:

- High School Diploma or General Education Degree (GED).
- Minimum two years' experience or training; or equivalent combination of education and experience.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, crouching, crawling, kneeling, balancing, climbing and reaching. Must work indoors and outdoors year-round.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Technical Support Coordinator	Department: Administration
Supervisor: Chief Technology Officer (CTO)	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

To perform various technical support tasks as assigned by the Chief Technology Officer (CTO) and HES President with utmost efficiency and accuracy.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Coordinates the overall technology activities in the building in accordance with guidelines established by Chief Technology Officer
- Completes System Scan for Viruses, Defragmentation, Spy-ware, worms, and makes sure network file-sharing is kept to a minimum to avoid over-exposure.
- Provides Power School training for staff and monitors server activity making sure it is running properly.
- Schedules Technology equipment's use for school events, and ensures that equipment are available and in good shape.
- Video tapes school events as required throughout the school year.
- Takes photos of all staff and students at the beginning of the school year, and as new staff and students join during the school year.
- Prints all ID Cards, including make-ups throughout the entire school year.
- Handles and completes assignments based on priority code.
- Demonstrates flexibility in completing other tasks assigned by the CTO or HES President and assists CTO in large school-wide projects.

SUPERVISION AND IMPLEMENTATION

- Assists the Chief Technology Officer in coordinating technology maintenance and support services at the building
- Ensures that all workstations are running properly, have internet access, have access to a printer nearby, and have all needed software patches.
- Ensures that all workstations are physically clean and well maintained.
- Ensures that all printers are connected and installed properly, ink/toner included.
- Troubleshoots any hardware or software problems that may arise.
- Oversees scheduling of technology equipment including but not limited to video cameras, digital cameras, VCR's, DVD Players, TV's, etc. ensuring they are in good condition and have charged batteries
- Removes irrelevant OEM installed software such as Outlook Express, Instant Messenger, MSN Explorer, Dell Help, and any other Startup programs that are not needed.
- Sets up and installs equipment and printers in the appropriate classroom or office and installs essential software such as antivirus, office suite, PDF reader, firewall client, etc.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends all school events and activities as may be directed by the HES President or CTO, such as Parent-Teacher Conferences, open houses, orientations, PTO meetings, athletic meetings, events, and as may be directed
- Attends meetings, seminars, workshops and training as directed and effectively implements new strategies.
- Ensures timely and complete participation in and documentation of meeting and PLOs where applicable.
- Provides staff with training sessions as assigned by the CTO or HES President.
- Assists, redirects and guides staff, students and parents as necessary to ensure the smooth operation of the school.
- Utilizes feedback from CTO and school leaders based on professional methods in the best interest of students and the school.
- Plans and reaches own goals for self-improvement consistent with the job requirements and/or school needs.

RESULTS AND DATA MANAGEMENT

- Completes setup and configuration of email addresses and Users and Group policies set by CTO.
- Monitors network and server status at all locations making sure all services are running properly and network security is intact, including both intranet and internet security.
- Ensures correct wiring and stance of all lab workstations and speakers, per CTO's specifications takes place.
- Assists in maintaining Academics' websites when needed by constantly updating areas including Current News, Students Links, Staff Links, Parent Links, Lunch Menus, Pictures, etc.
- Keeps ink/toner log for each printer.
- Coordinates school-wide projects as assigned by the CTO including, but not limited to: Student ID Cards, Staff ID Cards, Follet Library Software configuration and patron Maintenance, Master Clock configuration, phone system configuration, email/username/printing training, copier machine user setup codes, and overall technology equipment maintenance.

REPORTING AND COMPLIANCE

- Ensures that all department activities are conducted in compliance with applicable guidelines and procedures.
- Follows up with SRSD/ UIC data when needed.

- Creates and runs reports in Power School.
- Timely and accurately enters and imports into Power School information pertaining to students, testing results, scheduling, and staff.
- Receives, researches and processes reports of damages resulting from negligence by staff, students or visitors. Reports such incidents to supervisor in a timely manner.
- Timely responds to requests and inquires.
- Formally requests to supervisor, items that need purchasing such as software or hardware for out-of-warranty computers.
- Submits regular reports to CTO on project progress for building and keeps supervisor informed on an ongoing basis
- Complies with all District, school, and departmental policies; upholds the employment and FERPA protections of confidentiality and proper daily operations
- Maintains the integrity of the network by following the confidentiality and security guidelines.
- Follows established rules and guidelines in daily operations.

PROFESSIONAL QUALITIES

- Uses, manages, stores, and analyzes data effectively and appropriately.
- Creates and composes memos and letters to appropriate parents, students or staff.
- Maintains confidentiality of communication and only discusses matters with the appropriate individuals.
- Performs all duties with quality, efficiency and dedication to the Academies and their Management.
- Follows all duties and assignments directed by the CTO only and not by the staff directly.
- Performs other duties as may be assigned by the HES President or CTO.
- Demonstrates flexibility to unscheduled assignments and/or placements ensuring that assignments are completed in a timely manner

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills, Technical Communication skills, Project Management experience, presentation and Technical Writing skills

EDUCATION/TRAINING

- Minimum of Bachelor's degree in Computer science or related field plus or an equivalent combination of education and experience.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, crouching, crawling, kneeling, balancing, climbing and reaching. Must work indoors and outdoors year-round.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: Technical Support Specialist	Department: Information Technology
Supervisor: Chief Technology Officer (CTO)	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

To perform various technical support tasks as assigned by the Chief Technology Officer (CTO) and HES President with utmost efficiency and accuracy

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Completes System Scan for Viruses, Defragmentation, Spy-ware, worms, and makes sure network file-sharing is kept to a minimum to avoid over-exposure.
- Assists in providing Power School training for staff and monitors server activity making sure it is running properly.
- Schedules Technology equipment use for school events, and ensures that equipment is available and in good shape.
- Video tapes school events as required throughout the school year.
- Takes photos of all staff and students at the beginning of the school year, and as new staff and students join during the school year.
- Prints all ID Cards, including make-ups throughout the entire school year.
- Ensures all assignments are given a priority code with 1 being the highest and completes assignments based on priority code.

SUPERVISION AND IMPLEMENTATION

- Ensures that all workstations are running properly, have internet access, have access to a printer nearby, and have all needed software patches.
- Ensures that all workstations are physically clean and in good working order and all printers are connected and installed properly, ink/toner included.
- Troubleshoots any hardware or software problems that may arise.
- Takes charge of all technology equipment and scheduling such as video cameras, digital cameras, VCR's, DVD Players, TV's, ensuring they are in good condition and have charged batteries
- Removes irrelevant OEM installed software such as Outlook Express, Instant Messenger, MSN Explorer, Dell Help, and any other useless startup programs.
- Sets up and installs any new/used machine and/or printer in the appropriate classroom or office and installs essential software such as antivirus, office suite, PDF reader, firewall client, etc.
- Provides adequate training to onboarding TSA's, reviews and approves timesheets and absence forms and weekly check-up and evaluations as assigned and may be directed by the CTO.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends all Academic events and activities as may be directed by the HES President or the CTO, such as Parent-Teacher Conferences, open houses, orientations, PTO meetings, athletic meetings, events, and as may be directed
- Attends meetings, seminars, workshops and training as directed and effectively implements new strategies.
- Ensures timely and complete participation in and documentation of meeting and PLOs where applicable.
- Provides staff with training sessions as assigned by the CTO or HES President.
- Assists, redirects and guides staff, students and parents as necessary to ensure the smooth operation of the school.
- Utilizes feedback from the CTO and school leaders based on professional methods in the best interest of students and the school.
- Plans and reaches own goals for self-improvement consistent with the job requirements and/or school needs.

RESULTS AND DATA MANAGEMENT

- Completes setup and configuration of email addresses and Users and Group policies set by the CTO.
- Monitors network and server status at all locations making sure all services are running properly and network security is intact, including both intranet and internet security.
- Ensures correct wiring and stance of all lab workstations and speakers, per the CTO's specifications takes place.
- Assists in maintaining Academics' websites when needed by constantly updating areas including Current News, Students Links, Staff Links, Parent Links, Lunch Menus, Pictures, etc.
- Keeps ink/toner log for each printer.
- Assists the CTO in large school-wide projects including, but not limited to: student ID cards, staff ID cards, Follet Library software configuration and patron maintenance, master clock configuration, phone system configuration, email/username/printing training, copier machine user setup codes, and overall technology equipment maintenance.

REPORTING AND COMPLIANCE

- Assists in following up with SRSD/ UIC data when needed.
- Creates and runs reports in Power School as needed.
- Timely and accurately enters and imports into Power School information pertaining to students, testing results, scheduling, and staff.

- Reports any damages as a result of negligence by staff or students to supervisor.
- Responds to written or verbal requests within 1-2 school days.
- Formally requests to supervisor, items that need purchasing such as software or hardware for out-of-warranty computers.
- Submits weekly reports to the CTO at the end of the day on Thursdays, preferably through email.
- Complies with all District, school, and departmental policies; upholds the employment and FERPA protections of confidentiality and proper daily operations
- Follows established rules and guidelines in daily operations.

PROFESSIONAL QUALITIES

- Uses, manages, stores, and analyzes data effectively and appropriately.
- Creates and composes memos and letters to appropriate parents, students or staff.
- Maintains confidentiality of communication and only discusses matters with the appropriate individuals.
- Performs all duties with quality, efficiency and dedication to the Academies and their Management.
- Follows all duties and assignments directed by the CTO only and not by the staff directly.
- Performs other duties as may be assigned by the HES President or the CTO.
- Demonstrates flexibility to unscheduled assignments and/or placements

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the Chief Operating Officer, HES Vice President or by the HES President in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or Vice President and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent and HES President. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board President unless specifically delegated by her in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academics' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenantor may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills, Technical Communication skills, Project Management experience, presentation and Technical Writing skills

EDUCATION/TRAINING:

- Minimum of Bachelor's Degree in Computer Science or related field plus or an equivalent combination of education and experience.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, crouching, crawling, kneeling, balancing, climbing and reaching.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.



Hamadeh Educational Services, Inc.

Job Description

Job Title: CTE Director	Department: Instructional Administration
Supervisor: HES President and Superintendent	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the Superintendent and HES President, the CTE Director shall serve as the instructional and administrative leader for the Career Technical Education Program.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENT

- Directs the overall activities of planning, developing, implementing, and evaluating the CTE instructional programs and staff development in alignment with national standards & the Michigan Curriculum Standards with a special focus on student achievement.
- Provides leadership in curriculum, instruction, staff development and administration within the CTE Program.
- Researches, recommends, evaluates and oversees the implementation of programs and activities with the objective of enhancing students' academic performance, increasing staff morale and in the best interest of the Program.
- Researches, recommends and implements programs and activities to improve the safety, discipline and health of students.
- Recommends and implements programs for proper utilization of the building, physical facilities, and program equipment.

SUPERVISION AND IMPLEMENTATION

- Supervises the CTE program, evaluates, develops, and reviews the curricular offerings and instructional progress.
- Supervises the daily operations of the CTE program ensuring the smooth and efficient operation and is available for direct supervision.
- Collaborates with the Academy principals to ensure alignment with curriculum standards, graduation requirements, and discipline policies.
- Supervises the development, implementation and monitoring of extra-curricular activities related to the program.
- Plans and develops students, staff and program schedules in the best interests of the students and within HES guidelines and the Academy policies.
- Supervises and guides students consistent with the Academy's policies and guidelines.
- Recommends requisitions and adequate books, resources, supplies and equipment.
- Ensures all plans, recommendations and activities are consistent with the designated budget and provides continual budgetary adherence.
- Supervises CTE program facilities custodial care with the Director of Operations.

PROFESSIONAL LEARNING OPPORTUNITIES

- Recommends and directs committees and task teams as needed.
- Trains, supervises and evaluates personnel assigned within the areas of responsibility.
- Conducts a program of in-service education for assigned personnel.
- Conducts meetings of the staff as are necessary to the proper functioning of the program.
- Plans, provides or facilitates appropriate training and resources for students and staff consistent with the requirements.

RESULTS AND DATA MANAGEMENT

- Coordinates the local and State student assessment program for the CTE and directs programs to improve student performance.
- Ensures that parents are kept up-to-date with timely communication of students' progress and concerns, as well as program updates and activities.
- Supervises the daily operations of the CTE program ensuring the classrooms are running smooth and efficient, and is available for direct supervision.
- Supervises and evaluates staff performance, focusing on student achievement and ensuring accountability.
- Uses data to effectively impact decision-making, goal setting, planning and awarding student achievement.

REPORTING AND COMPLIANCE

- Directs the planning for and coordinates implementation to special, federal and state-funded projects to ensure compliance and to meet student needs.
- Assists the Superintendent in preparing and submitting compliance reports and documents, and records as required by law, Board policies, and administrative directives to the Board of Directors.

- Prepares and submits compliance reports, documents and records as required by law, Academy Board policies, and administrative directives.
- Ensures that all Academy Board and HES policies are effectively explained and implemented.
- Keeps the Superintendent and HES President informed of issues and concerns.

PROFESSIONAL QUALITIES

- Maintains exceptional customer service and positive communication with staff, students' parents and community while serving as a role model and example for others to follow.
- Maintains liaison with social, professional, civic, volunteer, and other community agencies having an interest in the CTE program.
- Assists in the interview, selection and assignment of personnel, certified and classified employees.
- Conducts a community relations program and coordinates it with the district program.
- Performs all duties with quality, efficiency and commitment to the Academy and its Management.
- Performs other duties as may be assigned by the Supervisor.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the HES President or CEO in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or CEO and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the Superintendent/HES President and HES CEO. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board Officers unless specifically delegated by them in writing.

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenanter may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Must have advanced oral comprehension & expression skills, advanced written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, and highly developed organization and planning skills
- Must exhibit exemplary professionalism, accomplished computer literacy skills, and advanced time management skills.
- Requires extensive experience with Leadership, Supervision and Diplomacy
- Must have advanced conflict resolution skills, negotiation and persuasion skills and experience working under rigorous pressure
- Extensive experience working and serving a diverse student population and community.
- Must be able to work long hours

• EDUCATION/ TRAINING:

- Minimum of a Master's Degree in Education or related field or an equivalent combination of education and experience.
- Must have School Administration Certification or be enrolled in and accredited program in which a School Administrator Certification will be attained within 3 years.
- Thorough knowledge of Michigan Curriculum Standards
- A minimum of three years professional experience in an educational setting.
- Experience in school Administration, preferably as a School Principal.
- Must comply with all applicable laws related to maintaining an Administrator's Certificate.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job.

The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds, in addition to occasional stooping, bending, and reaching. Must work indoors and outdoors year-round.

Issued and Approved by: Name and Title :	Signature:
Employee Name and Title:	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer



Hamadeh Educational Services, Inc.

Job Description

Job Title: Teacher (CTE) & School Nurse (RN)	Department: Academic – Instruction (Career Technical Education – CTE)
Supervisor: CTE Director	Employer: Hamadeh Educational Services (HES)

BASIC FUNCTION:

Under the direction of the Career & Technical Education (CTE) Director, creates an educational environment and teaches an educational program where all students will have the opportunity to receive the proper guidance and instruction, needed virtually and in-person as may be required by the Academy to promote their academic, social, mental, psychological, physical and emotional well-being.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS (Teacher)

- Prepares for assigned classes and shows written evidence of preparation upon request of supervisor(s).
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
- Prepares lesson plans that are aligned with curriculum maps for Certified Nursing Assistant (CNA) program, and include activities for differentiated instruction to meet the varied learning styles, abilities, and needs of students in a culturally sensitive environment.
- Proactively participates in department improvement plan by sharing ideas and input to enhance services and program.
- Plans and implements individual and group learning sessions to guide and assist students as needed.
- Plans and implements appropriate measures to address crisis situations.
- Researches best practices and identifies resources to supplement class instruction for students with special needs.

DEPARTMENT PLANNING AND IMPROVEMENTS (School Nurse)

- Responsible for professional, medical treatment of students.
- Provide first aid care and health assessment;
- Write care plans and coordinate the care of students with chronic or acute health conditions;
- Communicate with teachers and staff to ensure the safety and well-being of students;
- Administer medications and monitor delegated medication administration;
- Assist in the evaluation of students for Special Services (Special Education);
- Assist families in accessing health insurance and health care services; and
- Educate and train staff on: asthma, life threatening allergies, diabetes, and blood borne pathogens.
- Assists in promoting programs on health-education and immunization.
- Maintains clinical records.

SUPERVISION AND IMPLEMENTATION

- Meets and instructs assigned classes in the locations and at times designated, taking all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Supervises and evaluates students during clinical rotations, ensuring that they are learning and practicing required skills in a safe and competent manner.
- Encourages students to set and maintain standards of classroom behavior.
- Guides the learning process toward the achievement of curriculum goals and in harmony with the goals.
- Establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students.
- Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
- Strives to implement, by instructions and action, the Board's philosophy of education and instructional goals and objects.
- Implements classroom routines and procedures that maximize instructional time and enhance the learning environment.
- Provides differentiated instruction to meet the individual needs and abilities of students.
- Integrates appropriate technology tools and resources in planning and instruction to engage all students and promote learning and computer literacy.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Participates in the MICIP activities consistent with the MICIP and the Academy's mission and guidelines.
- Attends and consistently contributes to the success of staff meetings, professional development sessions, and action items.
- Utilizes supervisor, school leader and stakeholder feedback to improve own and department performance consistent with the MICIP, the Academy's mission, best practice and Michigan expectations.
- Plans and reaches own goals for self-improvement consistent with the job requirements and/or Academy needs.
- Plans, provides or facilitates appropriate student, staff and parents training consistent with the MICIP, IEP's and department needs.
- Ensures timely and complete participation in and documentation of PLOs where applicable.
- Attends meetings, activities and training as needed and seeks opportunities and mentoring from designated staff for growth and professional development and effectively implements new teaching strategies.

RESULTS AND DATA MANAGEMENT

- Assesses the accomplishments of individual students on a regular basis, seeking the assistance of district specialist as required.
- Identifies the learning disabilities of students on a regular basis, seeking the assistance of district specialist as required.
- Participates in child study team meetings, IEP meetings and develops and implements lessons consistent with the IEP requirements.
- Plans and administers various assessments to evaluate students' performance, including portfolios/presentations/projects/Achievement Series/tests.
- Analyzes students' test results and data and uses the results to advance students' achievement by establishing and implementing instruction and improvement plans.
- Uses data to effectively impact decision-making, goal setting and planning in the best interest of students and the Academy.
- Consistently updates, tracks and analyzes data to inform progress or needed changes in academic achievement.
- Recognizes and promotes student achievement by posting student work, parental contacts, and providing incentives and awards.

REPORTING AND COMPLIANCE

- Maintains a clean, organized, and safe learning environment for students, adhering to all applicable health and safety standards.
- Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.
- Assists the administration in implementing all policies and/or rules governing student life and conduct.
- Develops reasonable rules and procedures for classroom behavior and maintains order in the classroom in a fair and just manner.
- Maintains up-to date records of students' work and results by constantly updating students' portfolios and PowerSchool records.
- Completes and submits all required updated reports per specifications (lesson plans, student attendance, portfolios, correspondence, grade book, lesson plan records, progress reports, logs, etc.)
- Complies with all the district, Academy and department-wide policies and daily routines and guidelines.

PROFESSIONAL QUALITIES

- Participates in school committees that contribute to a more positive learning environment.
- Participates collaboratively in school functions, activities, and committees and attends parent-teacher conferences, open houses, and orientations.
- Maintains good customer service and positive communication with administration, staff, students, parents/guardians and community.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts effectively.
- Establishes and maintains positive team spirit among all staff and the administration.
- Follows an organizational system for documenting and communicating student progress and concerns with stakeholders.
- Attends to assignments punctually and considers the impact of his/her attendance on student achievement.
- Performs all duties with quality, efficiency and dedication to the Academy and its management.
- Performs other duties as may be assigned in writing by the CTE Director.
- Channels concerns to administration for solutions.

SAFETY LEGISLATION:

HES is committed to the maximum safety of its students and employees. HES will comply with the "School Safety" legislation (2005 PA 129-131 and 138) enacted in law effective January 1, 2006. As a condition of employment, HES will require that each new employee hired after January 1, 2006, submit criminal background checks for all full-time and part-time employees and for individuals assigned to regularly and continuously work under contract in the Academy prior to the first day of employment.

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the Operations and Procedures Manual and policies or as may be delegated by the HES President or CEO in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or CEO and may need to be presented to the Academy Board for final approval.

EXCLUSIONS:

The responsibility does not include hiring or firing of staff. All purchases must be pre-approved by the supervisor, HES President and CEO. The responsibility does not include making decisions regarding staff benefits, payroll, approval of their vacation days or sick/personal days including absences beyond the maximum allowed sick/personal days off (per employment contract and as directed by the HR Department), staff promotions, staff transfers or assignments, school closings, facility use and key distribution and copying, making business or legal contractual and/or consulting agreements on behalf of the Academy, or Hamadeh Educational Services, and/or Representation of the HES Board Officers unless specifically delegated by them in writing.

CONFIDENTIALITY OF INFORMATION

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenant may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information").

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills

EDUCATION/TRAINING:

- Must hold Active Registered Nurse (RN) license in the state of Michigan.
- Experience in training/ teaching as a registered nurse is desired.
- Official Transcripts must be provided. Transcripts from a foreign University must be evaluated by an MDE accredited evaluation entity for US credit/degree equivalency.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 25 pounds in addition to occasional stooping, bending, and reaching.

Issued and Approved by: Name and title :	Signature:
Employee Name and title :	Signature:

Hamadeh Educational Services, Inc. is an equal opportunity employer.

MANAGEMENT AGREEMENT

This Management Agreement ("Agreement") is made and entered into as of the 1st day of July 2018, by and between **HAMADEH EDUCATIONAL SERVICES, INC.**, a Michigan corporation ("Hamadeh"), and **STAR INTERNATIONAL ACADEMY**, a Michigan nonprofit corporation and public school academy (the "Academy") formed under Part 6A of the Revised School code (the "Code"), as amended, being Sections 380.501 to 380.507 of the Michigan Compiled Laws.

RECITALS

The Academy is a charter school organized as a public school academy under the Code. The Code permits a public school academy to contract with persons and entities for the operation and management of the public school academy. The Academy has been issued a contract (the "Contract") by Board of Regents of Bay Mills Community College ("BMCC") to organize and operate a Michigan public school academy, which Contract provided that the parties shall comply with the Contract, BMCC's Educational Service Provider Policies and all applicable laws and regulations.

The Academy and Hamadeh desire to work together to develop and bring about a system of educational excellence and innovation at the Academy based, in part, on Hamadeh's school design, comprehensive educational program, and management principles.

The Academy desires that the selection and acquisition of instructional materials, equipment and supplies, all matters of compensation, fringe benefits, sick leave, long and short term disability, and all matters pertaining to the daily work schedule for teachers and staff, as well as the employment of same, become the exclusive responsibility of Hamadeh, to the extent permitted by law.

THEREFORE, in order to operate the Academy for the 2017-18 school year and the continuation of the Academy thereafter, and to implement and maintain an innovative educational program at the Academy, the parties desire to establish this arrangement for the management and operation of the Academy, the Academy and Hamadeh mutually agree as follows:

ARTICLE I. CONTRACTUAL RELATIONSHIP

1.1 Authority. The Academy represents that it is authorized by law to enter into a contract with a private entity for the provision of educational management services to the Academy. The Academy further represents that it has been granted a Contract by BMCC to organize and operate a public school academy pursuant to the Code and applicable law. The Academy is authorized by BMCC to supervise and control the Academy and is invested with all powers necessary or desirable for carrying out the Educational Program, as hereinafter defined and contemplated in this Agreement.

1.2 Contract. The parties agree that Hamadeh, to the extent permitted by law, shall provide all employees, materials and supervision necessary for the provision of

educational services to students of the Academy, and shall provide for the management, operation and maintenance of the Academy in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy and criteria, school calendar and school day schedule, and age and grade range of pupils to be enrolled, educational goals, and methods to be used to monitor compliance with performance of targeted educational outcomes, all as previously adopted by the Board of Directors of the Academy (the "Academy Board"), submitted in the Academy's application to BMCC, and included in the Contract, as the same may be amended and supplemented from time to time by the Academy Board (the "Educational Program").

1.3 Status of the Parties. Hamadeh is not a division or any part of the Academy. The Academy is a body corporate and governmental entity authorized under the Code and is not a division or a part of Hamadeh. The relationship between the parties hereto was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement and those of any amendments executed pursuant to Section 16.7 hereof, that may exist from time to time.

1.4 Independent Contractor Status. The parties to this Agreement intend that the relationship between them created by this Agreement is that of an independent contractor, and not employer-employee, partner or agent. Hamadeh is not the agent of the Academy. No agent or employee of Hamadeh shall be determined to be the agent or employee of the Academy except as expressly acknowledged in writing by the Academy. Notwithstanding the foregoing, Hamadeh and its employees are designated as agents of the Academy for the limited purpose of allowing them access to educational records under the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g. Hamadeh shall be solely responsible for its acts and the acts of its agents, employees, and subcontractors, whether or not those agents, employees or subcontractors are deemed to be acting as agents of the Academy.

1.5 Access. The Academy hereby grants to Hamadeh all access and occupancy to the Academy school building as necessary or convenient to Hamadeh for the purpose of fulfilling its responsibilities under this Agreement.

ARTICLE II. TERM

2.1 Term. This Agreement shall become effective as of July 1st, 2018 and end on June 30, 2026 (the "Initial Term"). Notwithstanding the previous sentence, this Agreement is terminable by the Academy prior to the end of the Initial Term, without penalty or cause, by giving reasonable written notice (which shall be no more than ninety (90) days) before the end of the Initial Term in accordance with Article X of this Agreement. This Agreement shall automatically renew for subsequent five-year terms (including, without limitation, the five-year termination option of the Academy) (the "Additional Term") unless notice to terminate is provided to either party at least 180 days prior to the end of each Additional Term. Notwithstanding anything stated to the

contrary in this Agreement, the Academy may terminate the Additional Term without penalty or cause, by giving a ninety (90) day written notice.

ARTICLE III. DUTIES AND RESPONSIBILITIES OF HAMADEH

3.1 Responsibility. Hamadeh shall be responsible and accountable to the Academy's Board of Directors (the "Academy Board") for the administration, operation and performance of the Academy in accordance with the Contract and consistent with the implementation of the Educational Program. Neither Hamadeh nor the Academy shall be permitted to expend Academy funds on services in excess of the amount set forth in the Academy's annual budget approved and as amended from time to time by the Academy Board.

3.2 Educational Goals and Programs. Hamadeh agrees to implement the Educational Program. Should Hamadeh determine that it is necessary to modify the Educational Program, Hamadeh will make a recommendation to the Academy Board for the proposed changes. As required by the Contract, Hamadeh may implement such changes to the Educational Program only after they have been approved by the Academy Board and when required, BMCC.

3.3 Specific Duties. Hamadeh shall be responsible for all of the management, operation, administration, and education at the Academy. Such duties include, but are not limited to:

- (a) Implementation and administration of the Educational Program, including administration of any and all extra-curricular and co-curricular activities and programs;
- (c) Selection and acquisition of instructional materials, equipment and supplies. Equipment and supplies provided, or caused to be provided, to the Academy by Hamadeh with funds Hamadeh has received from sources other than the Academy under Sections 5.1 or 5.3 shall remain the property of Hamadeh or the providing entity unless agreed in writing to the contrary;
- (d) Hiring, management and supervision of all personnel, including provision of professional development for all instructional personnel and the personnel functions outlined in Article IX of this Agreement;
- (e) Operation and maintenance of the school building to the extent consistent with any and all leases pertaining to the Academy site, and the installation of technology integral to the school design;
- (f) Management of all aspects of the business administration of the Academy, including receiving, depositing, accounting for all funds belonging to the Academy, from any and all sources;

(g) Any provision of transportation or food service, for the Academy as the Academy Board decides shall be implemented pursuant to the Contract; and

(h) Any other function necessary or expedient for the administration of the Academy and implementation of the Educational Program.

3.4 Subcontracts. Subject to this Agreement, Hamadeh may subcontract the services it agrees to provide to the Academy, including, but not limited to transportation and/or food service. However, Hamadeh shall not subcontract the management, oversight or operation of the teaching and instructional program, or any other service for which the subcontractor would be paid twenty percent (20%) or more of the fee paid to Hamadeh pursuant to Section 5.1, except as specifically permitted and approved by the Academy Board.

3.5 Place of Performance. Hamadeh shall implement the instruction portion of the Educational Program at the Academy school building. Hamadeh may perform functions other than instruction, such as purchasing, professional development, and administrative functions, at any Hamadeh office, if any, unless prohibited by state or local law. Student records and financial books and records belonging to the Academy shall be maintained at the Academy school building in accordance with the Contract and in compliance with the Code and other applicable law.

3.6 Student Recruitment. The Academy Board shall establish recruitment and admission policies. Hamadeh shall implement such policies. Students shall be selected in accordance with the procedures set forth in the Contract and in compliance with the Code and other applicable law.

3.7 Due Process Hearings. The Academy Board shall establish student discipline policies and procedures. Hamadeh shall implement such policies and procedures, which shall include, but not be limited to, providing students with due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to records. The Academy Board shall provide students with a right to appeal directly to the Academy Board for any matter of discipline that includes the possibility of expulsion.

3.8 Other Legal Requirements. Hamadeh shall provide educational services that meet federal, state, and local requirements, and the requirements imposed under the Code, the Educational Program and the Contract.

3.9 Rules and Procedures. Hamadeh shall recommend reasonable rules, regulations and procedures applicable to the Academy and is authorized and directed to enforce such rules, regulations and procedures as are approved by the Academy Board.

3.10 School Year and School Day. The school year and the school day shall be as provided in the Contract. The number of days of pupil instruction and the number of hours of pupil instruction shall not be extended by the Academy Board beyond the

minimum number of hours and days of pupil instruction required under applicable law unless Hamadeh consents to such extension. If any extension is mandated by applicable state or federal law, Hamadeh shall implement those requirements.

3.11 Reporting. Hamadeh shall be responsible for and accountable to the Academy Board for student academic performance and the performance of Hamadeh's responsibilities as set forth herein. Hamadeh shall provide student academic performance information to the Academy Board on a quarterly basis to enable the Academy Board to reasonably monitor the students' academic performance and Hamadeh's performance under this Agreement.

3.12 Student and Financial Records. Notwithstanding anything in Section 3.5 to the contrary, all student and financial books and records belonging to the Academy shall be kept at the Academy school building and available for public inspection upon reasonable request in accordance with the Contract and in compliance with the Code and other applicable law.

3.13 Pupil Performance Standards and Evaluation. Hamadeh shall implement pupil performance evaluations that permit evaluation of the educational progress of each Academy student. Hamadeh shall be responsible for and accountable to the Academy Board for the performance of students who attend the Academy. At a minimum, Hamadeh will utilize assessment strategies required by the Contract and the Educational Program. The Academy Board and Hamadeh will cooperate in good faith to identify other measures of and goals for students and school performance, including but not limited to parent satisfaction.

3.14 Services to Disabled Students and Special Education. Hamadeh shall provide special education services to students who attend the Academy in conformity with the requirements of state and federal law. Hamadeh may subcontract as necessary and appropriate, with the approval of the Academy Board and subject to the provisions of Section 3.4 for the provision of services to students who special needs cannot be met within the Educational Program. Such services shall be provided in a manner that complies with local, state, and federal laws and applicable regulations and policies.

3.15 Additional Programs and Services. The services provided by Hamadeh to the Academy under this Agreement consist of the Educational Program during the school year and school day, and age and grade levels, as set forth in the Contract, as such school year, school day, and age and grade levels may change from time to time. Hamadeh may, in its discretion, provide additional programs, including, but not limited to pre-kindergarten, summer school, academic camps and latch-key programs. In such event, Hamadeh may retain the full amount of any and all revenue collected from or for such additional programs, and Hamadeh shall be responsible for the full cost of providing such additional programs, including, but not limited to the costs of any additional liability insurance or costs incurred for personal injury lawsuits filed in connection with the provision of such additional programs.

3.16 Contract Between the Academy and BMCC. Hamadeh will not act in a manner which will cause the Academy to be in breach of the Contract.

ARTICLE IV. OBLIGATIONS OF THE ACADEMY BOARD

Subject to constraints of applicable law, requirements of the Contract, and its fiduciary obligations to the Academy, the Academy Board shall exercise good faith in considering the recommendations of Hamadeh, including but not limited to, Hamadeh's recommendations concerning policies, rules, regulations, procedures, curriculum, and budgets. Hamadeh shall not adopt or implement such recommendations without obtaining Academy Board approval. The Academy Board shall retain any authority it may possess to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Academy, including regulations relative to the conduct of pupils while in attendance at the Academy or en route to and from the Academy. The Academy Board shall further retain the obligations, as provided in Section 1274 of the Code, to adopt written policies governing the procurement of supplies, materials, and equipment; nevertheless, unless otherwise prohibited by law, all procurement of supplies, materials, and equipment shall be through Hamadeh, provided that Hamadeh complies with Section 1274 of the Code and the Academy Board's policies promulgated pursuant to Section 1274.

ARTICLE V. COMPENSATION AND PAYMENT OF COSTS

5.1 Compensation for Services.

(a) For the term of this Agreement, the Academy Board shall pay Hamadeh an annual management fee, based upon the state school aid that the Academy receives, directly or indirectly, from the State of Michigan pursuant to the State School Aid Act of 1979, as amended (the "State Aid Act"), for the particular students enrolled in the Academy ("SSA") as well as any additional funds ("Funds") the Academy receives, directly or indirectly as a result of Hamadeh's services that are not otherwise restricted (collectively, "Receipts"). The SSA will change according to annual amendments to the State Aid Act. For each school year, Hamadeh shall receive as compensation for its services a fee equal to ten percent (10%) of the Receipts.

(b) Hamadeh's compensation under this Agreement is reasonable compensation for services rendered. Hamadeh's compensation for services under this Agreement will not be based, in whole or in part, on a share of net profits from the operation of the Academy. The Academy Board's operation of the Academy is not-for-profit.

5.2 No Related Parties or Common Control.

(a) As stated in Section 1.4 hereof, the relationship between the parties is that of independent contractor. Hamadeh does not have any role or relationship with the Academy that in any way limits the Academy's ability to exercise its rights, including cancellation rights, under this Agreement. The Academy Board may not include any

director, officer or employee of Hamadeh. It is agreed between the Academy and Hamadeh that none of the voting power of the governing body of the Academy will be vested in Hamadeh or its directors, members, managers, officers, shareholders, and employees, and none of the voting power of the governing body of Hamadeh will be vested in the Academy or its directors, members, managers, officers, shareholders, and employees. Further, the Academy and Hamadeh will not be members of the same controlled group, as defined in Section 1.150-1(f) of the regulations under the Internal Revenue Code of 1986, as amended, or related persons, as defined in Section 144(a)(3) of the Internal Revenue Code of 1986, as amended.

(b) No provision of an ESP agreement shall interfere with the Academy Board's duty to exercise its constitutional, statutory, contractual and fiduciary responsibilities governing the operation of the Academy.

(c) No provision of an ESP agreement shall prohibit the Academy Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Open Meetings Act.

5.3 Payment of Costs. In addition to the fee described in Section 5.1, the Academy shall reimburse Hamadeh for such costs that are consistent with each Academy annual budget approved by the Academy Board and incurred and expended by Hamadeh in providing the Educational Program and other goods and services pursuant to Articles III and Article IX of this Agreement. Such costs include, but are not limited to, salaries of Hamadeh non-executive employees providing direct services at or in connection with the Academy, employee benefits, professional development costs, and subcontract services, recruitment, advertising, printing, legal fees, insurance, taxes, technology services, curriculum and instructional materials, textbooks, library books, computer and other equipment, software and computer applications, supplies, food service, transportation, special education, psychological services, athletic program services, and medical services for students, if any. Hamadeh shall submit an invoice for reimbursement by the Academy in a form satisfactory to the Academy Board (the "Statement of Costs"). In any event, no such costs shall be reimbursed unless the cost constitutes an actual and direct expense paid by Hamadeh to an unrelated party within the meaning of Internal Revenue Service Revenue Procedure 97-13. The Academy shall reimburse Hamadeh for any such costs incurred or paid by Hamadeh as a result of services provided or actions taken pursuant to Articles IV, VII, VIII, IX, X, and XIII (except as otherwise specifically indicated) of this Agreement. All acquisitions made by Hamadeh for the Academy with funds Hamadeh received pursuant to this Section 5.3 including, but not limited to, instructional materials, equipment, supplies, furniture, computers and other technology, shall be owned by and remain the property of the Academy.

(a) **5.4 Time and Priority of Payments.** The fee due to Hamadeh pursuant to Section 5.1 shall be calculated for each school year at the same time as the State of Michigan calculates the SSA, and adjustments to such calculation shall occur at the same

time as the State of Michigan makes adjustments to the SSA. Hamadeh shall receive its fee under Section 5.1, as calculated pursuant to the preceding sentence, in such monthly installments as provided in the State Aid Act for the payment of SSA to the Academy. Installment amounts shall be due and payable within ten (10) days of receipt by the Academy of its monthly SSA Payments of all costs listed in a Statement of Costs that has been delivered as provided in Section 5.3 shall be made by the Academy to Hamadeh on the last day of each month.

(b) The Academy shall satisfy its payment obligations under this Article to Hamadeh in the following order of priority: (1) to reimburse Hamadeh pursuant to Section 5.3 for sums due and owing for previous months; (2) to reimburse Hamadeh pursuant to Section 5.3 for sums due and owing for the current month; (3) to pay Hamadeh for installment payments due and owing pursuant to Section 5.1 for previous months; and (4) to pay Hamadeh for installment payments due and owing pursuant to Section 5.1 for the current month.

ARTICLE VI. REVENUE OF THE ACADEMY

6.1 Revenue Sources. In order to supplement and enhance the school aid payments received from the State of Michigan, and improve the quality of education at the Academy, the Academy Board and Hamadeh shall endeavor to obtain revenue from other sources. In this regard:

(a) The Academy and/or Hamadeh shall solicit and receive grants and donations consistent with the mission of the Academy;

(b) Academy and/or Hamadeh may apply for and receive grant money, in the name of Hamadeh or the Academy;

(c) To the extent permitted under the Code, Hamadeh may charge fees to students for extra services such as summer and after school programs, athletics, and charge non-Academy students who participate in such programs; and

(d) All funds received by the Academy or by Hamadeh on behalf of the Academy from such other revenue sources shall inure to and be deemed the property of the Academy and shall be held in the custody and care of Hamadeh as provided in Subsection 3.3(e) hereof.

ARTICLE VII. AGREEMENTS WITH OTHER EDUCATIONAL INSTITUTIONS

The Academy acknowledges that Hamadeh may enter into similar management agreements with other public or private schools or educational institutions ("Other Institutions"). Hamadeh shall maintain separate accounts for all of the Academy funds and reimbursable expenses incurred on behalf of the Academy. If Hamadeh incurs authorized reimbursable expenses on behalf of Academy and Other Institutions which are not capable of precise allocation between the Academy and such Other Institutions, then Hamadeh shall allocate such expenses among all such Other Institutions and the Academy, on a pro-rata basis based upon the number of students enrolled at the

Academy and the Other Institutions, or upon such other equitable basis as is acceptable to the parties. All grants or donations received by the Academy, or by Hamadeh for the specific benefit of the Academy, shall be maintained in separate accounts and used solely for the Academy.

ARTICLE VIII. REPORTING

8.1 Financial Reporting. Hamadeh shall provide the Academy Board with:

(a) A projected annual budget for the Academy prior to each school year in accordance with the terms of the Contract.

(b) Monthly financial statements that (at a minimum) include: a balance sheet, an object-level detailed statement of revenues, expenditures and changes in fund balance that includes a comparison of budget-to-actual information and an explanation of variances.

(c) Monthly Statements of Costs as provided in Section 5.3 of this Agreement.

(d) Annual audited financial statements in compliance with state law and regulations showing the manner in which funds are spent at the Academy. Fees incurred and expended by Hamadeh for annual audits shall be reimbursed by the Academy. The Academy shall have the option of selecting, retaining and paying the auditor(s) directly.

(e) Any other fiscal or student performance reports required by the Academy, BMCC or the Michigan Department of Education, or as otherwise provided by law.

8.2 Reports on Academy Operations and Student Performance. Hamadeh shall provide, upon the request of the Academy, BMCC or the State of Michigan, or on quarterly basis, operations and student performance reports.

8.3 Other Information. Hamadeh shall provide the Academy other information on a periodic basis to enable the Academy Board to monitor Hamadeh's educational performance and the efficiency of its operations of the Academy, including such information as necessary to enable the Academy to comply with all applicable law.

8.4 Access to Records. Hamadeh shall keep accurate financial records pertaining to its operation of the Academy, together with all Academy financial records prepared by or in the possession of Hamadeh and retain all of said records for a period of five (5) years from the close of the fiscal year to which such books, accounts and records relate. Hamadeh and the Academy shall maintain the proper confidentiality of personnel, students and other records as required by law. All Academy financial records retained by Hamadeh pertaining to the Academy shall be available to either the Academy or BMCC for inspection and copying upon reasonable request.

8.5 Review of Budget. The Academy Board shall be responsible for reviewing, revising, and approving the annual budget of the Academy as proposed by Hamadeh. The Academy Board shall be responsible for determining the budget reserve amount included as part of the Academy's annual budget. In addition, the Academy Board is responsible for implementing fiscal policies that will assist the Academy in attaining the stated budget reserve amount.

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

8.7 Compliance with Section C.2 of ESP Policy. Hamadeh shall make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4 of the Contract, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under Section C.2 of the ESP Policy.

ARTICLE IX. PERSONNEL AND TRAINING

9.1 Personnel Responsibility. Subject to the Contract and Academy Board policies, Hamadeh shall determine staffing levels, and to select, evaluate, assign, discipline and transfer personnel, consistent with state and federal law, and consistent with the parameters adopted and included within the Educational Program.

9.2 Principal. Because the accountability of Hamadeh to the Academy is an essential foundation of this Agreement, and because the responsibility of a principal ("Principal") is critical to its success, the Principal will be an employee of Hamadeh and Hamadeh will have the authority, consistent with state law, to select and supervise the Principal and to hold him or her accountable for the success of the Academy. The employment contract with the Principal and the duties and compensation of the Principal shall be determined by Hamadeh, subject to Section 9.8 below. The Principal and Hamadeh, in turn, will have similar authority to select and hold accountable the teachers assigned to work at the Academy. Although the Principal will be a Hamadeh employee, Hamadeh agrees to consult with the Academy Board prior to hiring the Principal. If, at any time, the Academy Board is dissatisfied with the performance of the Principal, Hamadeh will remove the Principal from the Academy.

9.3 Teachers. Hamadeh shall determine the number of teachers, and the applicable grade levels and subjects, required for the operation of the Academy. Hamadeh shall provide the Academy with such teachers, qualified in the grade levels

and subject required, as are required by the Academy. The curriculum taught by such teachers shall be the curriculum prescribed by the Academy. Such teachers may, in the discretion of Hamadeh, work at the Academy on a full or part time basis. If assigned to the Academy on a part time basis, such teachers may also work at other schools managed or operated by Hamadeh. Each teacher assigned or retained to work at the Academy shall hold a valid teaching certificate issued by the State Board of Education under the Code, to the extent required under the Code, and have undergone a criminal background check and unprofessional conduct check, as required under the Code. Such criminal and unprofessional conduct background checks shall be performed by Hamadeh prior to the first day of work at the Academy for every teacher and all other staff assigned by Hamadeh to work at the Academy school building.

9.4 Support Staff. Hamadeh shall determine the number and functions of support staff required for the operation of the Academy. The parties anticipate that such support staff may include clerical staff, administrative assistants to the Principal, a bookkeeping staff, maintenance personnel, and the like. Hamadeh shall provide the Academy with such support staff, qualified in the areas required, as are required by the Academy. Such support staff may, in the discretion of Hamadeh, work at the Academy on a full or part time basis. If assigned to the Academy on a part time basis, such support staff may also work at other schools managed or operated by Hamadeh.

9.5 Employer of Personnel. Except as specified in this Agreement, all teaching, Support Services, and other non-teaching personnel performing functions on behalf of the Academy shall be employees or subcontractors of Hamadeh. Compensation of all employees of Hamadeh shall be paid by Hamadeh. For purposes of this Agreement, "Compensation" shall include salary, fringe benefits, and state, federal, local, and social security tax withholdings. Hamadeh shall be responsible for paying social security, unemployment, and any other taxes required by law to be paid on behalf of its employees. Unless required by applicable statute, court or administrative decision, or Attorney General's opinion, Hamadeh shall not make payments to the Michigan Public School Employees' Retirement System or any other public retirement system on behalf of its employees. Hamadeh shall be responsible for conducting criminal background checks and unprofessional conduct checks on its employees, as if it were a public school academy under the Code. Teachers employed by Hamadeh shall not be considered teachers for purposes of continuing tenure under MCLA §38.71 *et seq.* Hamadeh or the Academy Board may remove the Principal or any teacher if the Academy Board is dissatisfied with their performance at the end of a fiscal year.

9.6 Training. Hamadeh shall provide training in its methods, curriculum, program, and technology, to all teaching personnel on a regular and continuous basis. In addition to outside training, Hamadeh's teaching staff shall utilize their own professional abilities to provide in-service training to each other. Non-instructional personnel shall receive such training as Hamadeh determines as reasonable and necessary under the circumstances.

9.7 Educational Consultant. At any time during the term of this Agreement, the Academy Board may contract with an educational consultant to review the operations of the Academy and the performance of Hamadeh under this Agreement. Such educational consultant shall be selected by the Academy Board and may be a member of the Academy Board. Hamadeh shall cooperate with such educational consultant in the performance of his or her responsibilities to the Academy Board. Notwithstanding anything contained in this Article IX or elsewhere in this Agreement to the contrary, Hamadeh shall have no authority to select, evaluate, assign, supervise or control any educational consultant selected by the Academy Board. The performance evaluation of Hamadeh shall be reviewed at an Academy Board meeting and shall be submitted to the Authorizer in accordance with the Master Calendar of Reporting Requirements schedule.

9.8 Academy Employees. Nothing in this Article IX shall be read or construed to preclude the Academy from hiring employees, who shall report and be accountable to the Academy Board. Hamadeh shall cooperate with such employee(s) in the performance of his or her responsibilities to the Academy Board. Notwithstanding anything contained in this Article IX or elsewhere in this Agreement to the contrary, Hamadeh shall have no authority to select, evaluate, assign, supervise or control any person employed by the Academy Board. In the event the Academy hires employees, the Academy shall maintain a separate roster setting forth the name and position for each employee and shall be solely responsible for all matters relating to each employee, including hiring, firing, evaluation, instruction, training, and compensation. In the event the Academy hires employees, the Academy agrees to indemnify, defend and hold harmless Hamadeh and its members, officers, employees, agents and representatives from all claims, demands, or liability, including attorney fees, and related expenses, which arise out of or are in any manner connected with this Section 9.8.

ARTICLE X. TERMINATION OF AGREEMENT

10.1 Termination.

(a) By Hamadeh. Hamadeh may terminate this Agreement prior to the end of the terms specified in Article II in the event the Academy Board fails to remedy a material breach within 60 days after receiving written notice from Hamadeh. A material breach includes, but is not limited to, Hamadeh's failure to receive any fee or reimbursement as required by the terms of Article V of this Agreement. Hamadeh may also terminate this Agreement if the Academy makes decisions regarding the personnel, curriculum, or program substantially inconsistent with the recommendations of Hamadeh. Termination shall not relieve the Academy of any obligations for payments outstanding to Hamadeh as of the date of termination. Hamadeh may also terminate this Agreement if the Contract is revoked by BMCC if such revocation was not, in any way, caused by Hamadeh.

(b) By Academy.

(i) The Academy may terminate this Agreement prior to the end of the terms specified in Article II in the event that Hamadeh shall fail to remedy a material breach within 60 days after receiving written notice from the Academy Board. Material breach includes, but is not limited to: (1) failure to account for its expenditures or to pay Academy operating costs as required under this Agreement (provided funds are available to do so), (2) failure to substantially follow policies, procedures, rules, regulations or curriculum duly adopted by the Academy Board which are not in violation of the Contract, this Agreement, or law, (3) any action or inaction by Hamadeh which leads to the revocation of the Contract by BMCC, or (4) failure to abide by and meet educational goals set forth in the Contract.

(ii) The Academy may terminate the Agreement without cause after the third year of any five year renewal period upon 90 days' written notice to Hamadeh.

(c) Termination by Either Party. If Hamadeh and the Academy Board are unable to agree on changes to the Educational Program or other policies that affect the Academy in a significant way, either party may elect to terminate this Agreement at the end of each fiscal year, provided the terminating party gives the other party at least ninety (90) days' written notice prior to termination and the opportunity within the ninety (90) day notice period to negotiate an agreement on the educational policies at issue.

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

(e) Revocation by BMCC. If the Academy's Charter Contract issued by the Bay Mills Community College Board of Trustees is revoked, terminated or a new contract is not issued to the Academy after expiration of the Academy's Contract, this agreement shall automatically terminate on the same date as the Academy's Contract is revoked, terminated or expires without further action of the parties.

10.2 Change in Law. If any federal, state or local law or regulation, or court or administrative decision or Attorney General's opinion has a material adverse impact on the ability of either party to carry out its obligations under this Agreement, then either party, upon written notice, may request renegotiation of this Agreement and if the parties are unable or unwilling to renegotiate the terms within 90 days after negotiations begin and after making good faith efforts which shall include the use of a third party arbitrator for alternative dispute resolution pursuant to Article XV, the party requesting the renegotiation may terminate this Agreement as of the end of the academic year.

The Academy may also terminate this Agreement if, at any time, the laws regarding payments to the Michigan Public School Employees' retirement System or any other public retirement system on behalf of employees assigned by Hamadeh to work at the Academy, or the laws regarding tenure, change such that teachers or principals and assistant principals employed by Hamadeh must be covered by such retirement or tenure laws.

10.3 Time of Termination/Expiration and Disposition of Funds and Property.

(a) Effective Date of Termination. In the event this Agreement is terminated by either party prior to the end of the term specified in Article II, the termination will not become effective until the end of the academic year in which the notice of termination was given. Notwithstanding the preceding sentence, any termination that results from a change in law as specified in Section 10.2, any violation of the applicable law or revocation of the Contract shall be effective immediately upon receipt of notice of such termination.

(b) Personal Property. Upon termination or expiration of this Agreement, for any reason, Hamadeh shall have the option to reclaim any personal property which has been purchased, or leased from a party other than the Academy, with Hamadeh funds, provided Hamadeh was not reimbursed for such funds from the Academy pursuant to Section 5.3. All personal property purchased or leased by Hamadeh with funds received pursuant to Section 5.3 shall remain the personal property of the Academy.

(c) Accounting. Upon termination or expiration of this Agreement, Hamadeh shall give an accounting of all funds of the Academy and shall send to the Secretary of the Academy Board statements of all accounts containing funds belonging to the Academy within (30) days.

(d) Future Advances/Out-of-Pocket Expenses. Upon termination or expiration of this Agreement, for any reason, all future advances or out-of-pocket expenses paid by Hamadeh with Hamadeh's own funds, which were incurred on or before receipt of notice of termination, shall be immediately repaid by the Academy unless otherwise agreed in writing by Hamadeh, provided such advances and expenses relate to Hamadeh's services and performance under this Agreement, as specified in Section 5.3. The Academy shall not be responsible for repayment of any amounts paid by Hamadeh, for any purpose, which are incurred after Hamadeh receives a termination notice, except those costs that Hamadeh may incur in connection with Section 10.4 below.

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

ARTICLE XI. PROPRIETARY INFORMATION

11.1 Required Disclosure. The Academy shall be permitted to report any new teaching techniques or methods or significant revisions to known teaching techniques or methods to BMCC and to the State Board of Education, which teaching techniques or methods may thereafter be made available to the public, as provided in Section 505(3) of the Code. To the extent required under the Code and the Freedom of Information Act, MCLA §15.231 *et seq.*, Hamadeh's educational materials and teaching techniques used at the Academy are subject to public disclosure.

11.2 Ownership. The Academy owns all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by the Academy; or (ii) were developed by HES at the direction of the Academy Board with Academy funds dedicated for the specific purpose of developing such curriculum or materials. Notwithstanding the foregoing, the Academy does not have any proprietary rights over curriculum or educational materials developed or copyrighted by HES, or curriculum or educational materials that are developed by HES using funds from the Academy that are not dedicated for the specific purpose of developing Academy curriculum or educational materials.

ARTICLE XII. INDEMNIFICATION

12.1 Indemnification of Hamadeh. To the extent permitted by law, the Academy shall indemnify and save and hold Hamadeh and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by the Academy with any agreements, covenants, warranties or undertakings of the Academy contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the Academy contained in or made pursuant to this Agreement. In addition, the Academy shall reimburse Hamadeh for any and all legal expenses and costs associated with the defense of any such claim, demand or suit.

12.2 Limitations of Liabilities. This Agreement does not restrict an Academy Board from waiving its governmental immunity or require an Academy Board to assert, waive or not waive its governmental immunity as provided by law.

12.3 Indemnification of Academy. Hamadeh shall indemnify and save and hold the Academy and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by Hamadeh with any agreements, covenants, warranties or undertakings of Hamadeh contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of Hamadeh contained in or made pursuant to this Agreement. In addition, Hamadeh shall reimburse the Academy for any and all legal expenses and costs associated with the defense of any such claim, demand or suit.

12.4 Indemnification of Bay Mills Community College. The parties acknowledge and agree that the Bay Mills Community College Board of Trustees, Bay Mills Community College and its members, officers, employees, agents or representatives are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the parties hereby promise to indemnify and hold harmless Bay Mills Community College, Bay Mills Community College Board of Trustees and its members, and their respective officers, employees, agents or representatives from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of Bay Mills Community College, which arise out of or are in any manner connected with Bay Mills Community College Board of Trustees' approval of the Academy's application, Bay Mills Community College Board of Trustees' consideration of or issuance of a Contract, the Academy Board's or the Educational Service Provider's preparation for and operation of the Academy, or which are incurred as a result of the reliance by Bay Mills Community College, Bay Mills Community College Board of Trustees or its members, or their respective officers, employees, agents or representatives, upon information supplied by the Academy Board or the Educational Service Provider, or which arise out of the failure of the Academy Board or the Education Service Provider to perform its obligations under the Contract or Applicable Law. The parties expressly acknowledge and agree that Bay Mills Community College, Bay Mills Community College Board of Trustees and its members, and their respective officers, employees, agents or representatives, or any of them, may commence legal action against either party to enforce its rights as set forth in this Agreement.

12.5 Indemnification for Negligence. **To the extent permitted by law, the Academy shall indemnify and hold harmless Hamadeh, and Hamadeh's board of directors, partners, officers, employees, agents and representatives, from any and all claims and liabilities which Hamadeh may incur and which arise out of the negligence of the Academy's directors, officers, employees, agents or representatives. Hamadeh shall indemnify and hold harmless the Academy, the Academy Board and its officers, employees, agents and representatives, from any and all claims and liabilities which the Academy may incur, and which arise out of the negligence of Hamadeh's directors, officers, employees, agents or representatives.**

ARTICLE XIII. INSURANCE

13.1 Insurance Coverage. The Academy shall maintain general liability insurance and umbrella insurance coverages in the amounts required by the Contract, with Hamadeh listed as an additional insured. Hamadeh shall comply with any information or reporting requirements applicable to the Academy under the Academy's policy with its insurer(s), to the extent practicable. Each party shall, upon request, present evidence

to the other that it maintains the requisite insurance in compliance with the provisions of this Article XIII.

13.2 Hamadeh Insurance Coverage. Hamadeh shall maintain general liability insurance and umbrella insurance coverages in the same amounts required for the Academy by the Contract, with the Academy listed as an additional insured. The Academy shall comply with any information or reporting requirements applicable to Hamadeh under Hamadeh's policy with its insurer(s), to the extent practicable.

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

ARTICLE XIV. WARRANTIES AND REPRESENTATIONS

14.1 Academy Warranties and Representations. The Academy represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. The Academy Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

14.2 Hamadeh Warranties and Representations. Hamadeh warrants and represents that it is a corporation in good standing and is authorized to conduct business in the State of Michigan. Hamadeh represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. Hamadeh warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

14.3 Mutual Warranties. Each party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XV. ALTERNATIVE DISPUTE RESOLUTION PROCEDURE

Any and all disputes between the parties concerning any alleged breach of this Agreement or arising out of or relating to the interpretation of this Agreement or the parties' performance of their respective obligations under this Agreement, shall be resolved by arbitration, and such procedure shall be the sole and exclusive remedy for such matters. Unless the parties agree upon a single arbitrator, a three person arbitration panel shall be appointed, with each party appointing a single arbitrator, and the third arbitrator chosen by the two so appointed. All three arbitrators shall be neutral, and the arbitration shall be conducted in accordance with the rules of the

American Arbitration Association then in effect, and with such variations as the parties and arbitrator(s) unanimously accept. The arbitrator(s) shall render a reasoned award, which shall be available to BMCC upon request. A judgment on the award rendered by the arbitrator(s) may be entered in any court having appropriate jurisdiction. The cost of arbitration, including attorney fees, shall be awarded at the discretion of the arbitrator(s).

ARTICLE XVI. MISCELLANEOUS

16.1 Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the Academy and Hamadeh.

16.2 Force Majeure. Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, flood, embargo, fire, explosion, sabotage, accident, labor strike, or other acts beyond its reasonable control, provided either party may terminate this Agreement under Article X if sufficient grounds exist as required by said Article X.

16.3 State Governing Law. The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Michigan.

16.4 Agreement in Entirety. This Agreement (including any attachments) constitutes the entire agreement of the parties. By signing this Agreement, the Academy certified that each of its board members have been afforded a period of not less than thirty (30) calendar days in which to review this Agreement with the Academy's legal counsel and negotiate any changes to the Agreement.

16.5 Official Notices. All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the address set forth below. Any changes to the addresses set forth in this section shall be submitted in writing to the other party. Notice may be given by: (1) certified or registered mail, postage prepaid, return receipt requested, or (2) personal delivery. Notice shall be deemed to have been given on the date of personal delivery if given by mail. The address of the parties hereto for the purposes giving notices required by this Agreement shall be:

Star International Academy,
A Michigan public school academy
P.O. Box 1440
Dearborn, MI 48121
Attn: Academy Board President

And to:
Hamadeh Educational Services, Inc.
37637 Five Mile Road #200
Livonia, MI 48154

Attn: Nawal Hamadeh

With a copy to:
Butler Davis, PLLC
615 Griswold, Suite 708D
Detroit, Michigan 48226
Attn: Erika L. Davis, Esq.

16.6 Assignment. This Agreement shall not be assigned by Hamadeh without the Academy's prior written consent (which consent shall not be unreasonably withheld) or by the Academy without Hamadeh's prior written consent (which consent shall not be unreasonably withheld), provided that Hamadeh may, without the consent of the Academy, delegate the performance of, but not responsibility for, any duties and obligations of Hamadeh hereunder to any independent contractor, expert or professional adviser, in accordance with the terms of this Agreement.

16.7 Amendment. This Agreement shall not be altered, amended, modified or supplemented except by written memorandum approved by the Academy Board and signed by both the President of the Academy and authorized officer of Hamadeh.

16.8 Amendment for Obtaining Tax-Exempt Financing. Should the Academy determine that it is in the best interest of the Academy to obtain financing from the Michigan Municipal Bond Authority or any other type of financing that is tax-exempt pursuant to the federal Internal Revenue Code of 1986, as amended, and it is determined that this Agreement does not comply with Revenue Procedure 97-13 or any successor, then this Agreement shall be automatically amended so it can be determined that this Agreement complies with Revenue Procedure 97-13 or any successor. The parties shall promptly execute a written document reflecting such amendment, but the failure of the parties to do so shall not affect the effectiveness of the automatic amendment.

16.9 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.

16.10 Severability. The invalidity of any of the covenants, phrases or clauses in this Agreement shall not affect the remaining portions of this Agreement, and this Agreement shall be construed as if such invalid covenant, phrase or clause had not been contained in this Agreement.

16.11 Successors and Assigns. This Agreement shall be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

16.12 No Third Party Rights. This Agreement is made for the sole benefit of the Academy and Hamadeh. Except as otherwise expressly provided, nothing in this

Agreement shall create or be deemed to create a relationship between the parties to this Agreement, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

16.13 Survival of Termination. All representations, warranties, and indemnities made in this Agreement shall survive termination of this Agreement.

16.14 Delegation of Authority. Nothing in this Agreement shall be construed as delegating to Hamadeh any of the powers or authority of the Academy Board which are not subject to delegation by the Academy Board under Michigan law.

16.15 Compliance with Law. The parties agree to comply with all applicable laws and regulations.

16.16 Compliance with the Contract. Hamadeh agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Contract. The provisions in the Contract shall supersede any competing or conflicting provisions contained in this Agreement.

ARTICLE XVII. BMCC ESP POLICY PROVISIONS

17.1 Non-Compete Provision. The Academy owns all proprietary rights to curriculum or educational materials that

- (i) are both directly developed and paid for by the Academy; or
- (ii) were developed by Hamadeh at the direction of the Academy Board with Academy funds dedicated for the specific purpose of developing such curriculum or materials.

The parties acknowledge that Hamadeh's educational materials and teaching techniques used by the Academy are subject to disclosure under the Code and the Michigan Freedom of Information Act, Act 442 of 1976, MCL 15.231, et. seq.

17.2 Non-Delegation/Interference with Public Body Obligations. No provision of this Agreement shall be construed to interfere with the Academy Board's constitutional duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the Academy. No provision of this Agreement shall be construed to prohibit the Academy Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Michigan Open Meetings Act, Act 267 of 1976, MCL 15.261, et. seq.

17.3 Waiver of Governmental Immunity Prohibited. This Agreement does not restrict the Academy Board from waiving its governmental immunity or require the Academy Board to assert, waive, or not waive its governmental immunity.

17.4 Obligations to Invest Academy Funds. This Agreement does not alter the Academy Board Treasurer's legal obligation to direct that the deposit of all funds received by the Academy be placed in the Academy's depository account as required by

law. The signatories on the depository account shall solely be Academy Board members and/or individuals properly designated annually by Board resolution. Interest income earned on Academy depository accounts shall accrue to the Academy.

17.5 Availability of Finance and Other Records to Academy's Independent Auditor. All finance and other records of Hamadeh related to the Academy's operations, which the Academy's independent auditor deems necessary for completion of an independent audit will be made available to the Academy's independent auditor.

17.6 Independent Auditor selected by Academy Board. The Agreement does not permit Hamadeh to select and retain an independent auditor for the Academy.

17.7 No Added Fees or Charges for Purchases by ESP on Academy's Behalf. If Hamadeh procures equipment, materials and supplies at the request of or on behalf of the Academy, Hamadeh shall not include any added fees or charges with the cost of equipment, materials and supplies purchased from third parties.

17.8 Marketing and Development Costs Limited to 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 Hamadeh.

17.9 Lease and Loan Agreement Provisions. If the Academy enters into a lease, executes promissory notes or other negotiable instruments, or enters into a lease-purchase agreement or other financing relationships with Hamadeh, then such agreements must be separately documented and not be a part of or incorporated into this Agreement.

17.10 Budget Reserve. The Board shall be responsible for determining the budget reserve amount included as part of the Academy's annual budget. The Board is responsible for implementing fiscal policies that will assist the Academy in attaining the stated budget reserve amount.

17.11 Criminal History Record Information. The parties shall adopt and implement procedures regarding criminal history record maintenance required by the November 15, 2013 Michigan State Police (MSP) Notice regarding Criminal History Record Information (CHRI) assuring that the Academy building where any Hamadeh contracted employee is placed receives and retains copies of the CHRI responses and that Hamadeh does not and shall not retain any copies of CHRI (electronically or physically) for any employee placed at the Academy by Hamadeh. These procedures will also adopt requirements and procedures for access to and use of the 2017 Criminal History Internet Subscription Service implemented by the MSP in accordance with MDE guidance memoranda of February 16, 2017 (New Criminal History Internet Subscription Service) and April 6, 2017 (2017 NCJA Audit, Security and Access to CHRIS Training), as amended and updated from time to time.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

HAMADEH EDUCATIONAL
SERVICES, INC.,
A Michigan corporation

By: 

Nawal Hamadeh

Its: President

STAR INTERNATIONAL ACADEMY,
A Michigan public school academy

By: 

SABAH YASSINE,

Its: President

Attachment: BdAp Ver_cin~UPDATED 0531 SIA - Management Agreement_BMCC 8 YEAR TERM (3986 : Presentation, Review and Approval of

AMENDED MANAGEMENT AGREEMENT

This Amended Management Agreement ("Agreement") is made and entered into as of the 10th day of March, 2020, by and between **HAMADEH EDUCATIONAL SERVICES, INC.**, a Michigan corporation ("Hamadeh"), and **STAR INTERNATIONAL ACADEMY**, a Michigan nonprofit corporation and public school academy (the "Academy") formed under Part 6A of the Revised School Code (the "Code"), as amended, being Sections 380.501 to 380.507 of the Michigan Compiled Laws.

RECITALS

The Academy is a charter school organized as a public school academy under the Code. The Code permits a public school academy to contract with persons and entities for the operation and management of the public school academy. The Academy has been issued a contract (the "Contract") by Board of Regents of Bay Mills Community College ("BMCC") to organize and operate a Michigan public school academy, which Contract provided that the parties shall comply with the Contract, BMCC's Educational Service Provider Policies and all applicable laws and regulations.

The Academy and Hamadeh desire to work together to develop and bring about a system of educational excellence and innovation at the Academy based, in part, on Hamadeh's school design, comprehensive educational program, and management principles.

The Academy desires that the acquisition of instructional materials as approved by the Academy Board, equipment and supplies, all matters of compensation, fringe benefits, sick leave, long and short term disability, and all matters pertaining to the daily work schedule for teachers and staff, as well as the employment of same, become the exclusive responsibility of Hamadeh, to the extent permitted by law.

THEREFORE, in order to operate the Academy for the 2019-20 school year and the continuation of the Academy thereafter, and to implement and maintain an innovative educational program at the Academy, the parties desire to establish this arrangement for the management and operation of the Academy, the Academy and Hamadeh mutually agree as follows:

ARTICLE I. CONTRACTUAL RELATIONSHIP

1.1 Authority. The Academy represents that it is authorized by law to enter into a contract with a private entity for the provision of educational management services to the Academy. The Academy further represents that it has been granted a Contract by BMCC to organize and operate a public school academy pursuant to the Code and applicable law. The Academy is authorized by BMCC to supervise and control the Academy and is invested with all powers necessary or desirable for carrying out the Educational Program, as hereinafter defined and contemplated in this Agreement.

1.2 Contract. The parties agree that Hamadeh, to the extent permitted by law, shall provide all employees, materials and supervision necessary for the provision of educational services to students of the Academy, and shall provide for the management, operation and maintenance of the Academy in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy and criteria, school calendar and school day schedule, and age and grade range of pupils to be enrolled, educational goals, and methods to be used to monitor compliance with

performance of targeted educational outcomes, all as previously adopted by the Board of Directors of the Academy (the "Academy Board"), submitted in the Academy's application to BMCC, and included in the Contract, as the same may be amended and supplemented from time to time by the Academy Board (the "Educational Program").

1.3 Status of the Parties. Hamadeh is not a division or any part of the Academy. The Academy is a body corporate and governmental entity authorized under the Code and is not a division or a part of Hamadeh. The relationship between the parties hereto was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement and those of any amendments executed pursuant to Section 16.7 hereof, that may exist from time to time.

1.4 Independent Contractor Status. The parties to this Agreement intend that the relationship between them created by this Agreement is that of an independent contractor, and not employer-employee, partner or agent. Hamadeh is not the agent of the Academy. No agent or employee of Hamadeh shall be determined to be the agent or employee of the Academy except as expressly acknowledged in writing by the Academy. Notwithstanding the foregoing, Hamadeh and its employees are designated as agents of the Academy for the limited purpose of allowing them access to educational records under the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g. Hamadeh shall be solely responsible for its acts and the acts of its agents, employees, and subcontractors, whether or not those agents, employees or subcontractors are deemed to be acting as agents of the Academy.

1.5 Access. The Academy hereby grants to Hamadeh all access and occupancy to the Academy school building as necessary or convenient to Hamadeh for the purpose of fulfilling its responsibilities under this Agreement.

ARTICLE II. TERM

2.1 Term. Except as otherwise provided in Article X of this Agreement, this Agreement shall become effective as of July 1st, 2018 and end on June 30, 2026 (the "Initial Term"). Notwithstanding the previous sentence, this Agreement is terminable by the Academy prior to the end of the Initial Term, without penalty or cause, by giving reasonable written notice (which shall be no more than ninety (90) days) before the end of the Initial Term in accordance with Article X of this Agreement.

ARTICLE III. DUTIES AND RESPONSIBILITIES OF HAMADEH

3.1 Responsibility. Hamadeh shall be responsible and accountable to the Academy Board for the administration, operation and performance of the Academy in accordance with the Contract and consistent with the implementation of the Educational Program. Neither Hamadeh nor the Academy shall be permitted to expend Academy funds on services in excess of the amount set forth in the Academy's annual budget approved and as amended from time to time by the Academy Board.

3.2 Educational Goals and Programs. Hamadeh agrees to implement the Educational Program. Should Hamadeh determine that it is necessary to modify the Educational Program, Hamadeh will make a recommendation to the Academy Board for the proposed changes. As

required by the Contract, Hamadeh may implement such changes to the Educational Program only after they have been approved by the Academy Board and when required, BMCC.

3.3 Specific Duties. Hamadeh shall be responsible for all of the management, operation, administration, and education at the Academy. Such duties include, but are not limited to:

(a) Implementation and administration of the Educational Program, including administration of any and all extra-curricular and co-curricular activities and programs approved by the Academy Board;

(c) Acquisition of instructional materials, equipment and supplies selected by the Academy Board. Equipment and supplies provided, or caused to be provided, to the Academy by Hamadeh with funds Hamadeh has received from sources other than the Academy under Sections 5.1 or 5.3 shall remain the property of Hamadeh or the providing entity unless agreed in writing to the contrary;

(d) Hiring, management and supervision of all personnel, including provision of professional development for all instructional personnel and the personnel functions outlined in Article IX of this Agreement;

(e) Operation and maintenance of the school building to the extent consistent with any and all leases pertaining to the Academy site, and the installation of technology integral to the school design as approved by the Academy Board;

(f) Management of all aspects of the business administration of the Academy, including receiving, depositing, accounting for all funds belonging to the Academy in Academy bank accounts, from any and all sources;

(g) the provision of transportation or food service, if any, for the Academy as the Academy Board decides shall be implemented pursuant to the Contract; and

(h) Any other function necessary or expedient for the administration of the Academy and implementation of the Educational Program as approved by the Academy Board.

3.4 Subcontracts. Subject to this Agreement, Hamadeh may subcontract the services it agrees to provide to the Academy, including, but not limited to transportation and/or food service. However, Hamadeh shall not subcontract the management, oversight or operation of the teaching and instructional program, or any other service for which the subcontractor would be paid twenty percent (20%) or more of the fee paid to Hamadeh pursuant to Section 5.1, except as specifically permitted and approved by the Academy Board.

3.5 Place of Performance. Hamadeh shall implement the instruction portion of the Educational Program at the Academy school building. Hamadeh may perform functions other than instruction, such as purchasing, professional development, and administrative functions, at any Hamadeh office, if any, unless prohibited by the Contract or applicable law. Student records and financial books and records belonging to the Academy shall be maintained at the Academy school building in accordance with the Contract and in compliance with the Code and other applicable law.

3.6 Student Recruitment. The Academy Board shall establish recruitment and admission policies. Hamadeh shall implement such policies. Students shall be selected in accordance with the procedures set forth in the Contract and in compliance with the Code and other applicable law.

3.7 Due Process Hearings. The Academy Board shall establish student discipline policies and procedures. Hamadeh shall implement such policies and procedures, which shall include, but not be limited to, providing students with due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to records. The Academy Board shall provide students with a right to appeal directly to the Academy Board for any matter of discipline that includes the possibility of expulsion.

3.8 Other Legal Requirements. Hamadeh shall provide educational services that meet federal, state, and local requirements, and the requirements imposed under the Code, the Educational Program and the Contract.

3.9 Rules and Procedures. Hamadeh shall recommend reasonable rules, regulations and procedures applicable to the Academy and is authorized and directed to enforce such rules, regulations and procedures as are approved by the Academy Board.

3.10 School Year and School Day. The school year and the school day shall be as provided in the Contract. The number of days of pupil instruction and the number of hours of pupil instruction shall not be extended by the Academy Board beyond the minimum number of hours and days of pupil instruction required under applicable law. If any extension is mandated by applicable law, Hamadeh shall implement those requirements.

3.11 Reporting. Hamadeh shall be responsible for and accountable to the Academy Board for student academic performance and the performance of Hamadeh's responsibilities as set forth herein. Hamadeh shall provide student academic performance information to the Academy Board on a quarterly basis to enable the Academy Board to reasonably monitor the students' academic performance and Hamadeh's performance under this Agreement.

3.12 Student and Financial Records. Notwithstanding anything in Section 3.5 to the contrary, all student and financial books and records pertaining to the Academy's business operations are Academy property and shall be kept at the Academy school building and available for public inspection upon reasonable request in accordance with the Contract and in compliance with the Code and other applicable law. Financial books and records pertaining to Hamadeh's operations belong to Hamadeh.

3.13 Pupil Performance Standards and Evaluation. Consistent with the Contract, Hamadeh shall implement pupil performance evaluations that permit evaluation of the educational progress of each Academy student. Hamadeh shall be responsible for and accountable to the Academy Board for the performance of students who attend the Academy. At a minimum, Hamadeh will utilize assessment strategies required by the Contract and the Educational Program. The Academy Board and Hamadeh will cooperate in good faith

to identify other measures of and goals for students and school performance, including but not limited to parent satisfaction.

3.14 Services to Disabled Students and Special Education. Hamadeh shall provide special education services to students who attend the Academy in conformity with the requirements of the Contract and applicable law. With the approval of the Academy Board, Hamadeh may subcontract

as necessary and appropriate for special education services. All special education services, whether provided directly or subcontracted by Hamadeh, shall be provided in a manner that complies with applicable laws and regulations.

3.15 Additional Programs and Services. The services provided by Hamadeh to the Academy under this Agreement consist of the Educational Program during the school year and school day, and age and grade levels, as set forth in the Contract, as such school year, school day, and age and grade levels may change from time to time. With the prior approval of the Academy Board, Hamadeh may provide additional programs, including, but not limited to prekindergarten, summer school, academic camps and latch-key programs. In such event, Hamadeh may retain the full amount of any and all revenue collected from or for such additional programs, and Hamadeh shall be responsible for the full cost of providing such additional programs, including, but not limited to the costs of any additional liability insurance or costs incurred for personal injury lawsuits filed in connection with the provision of such additional programs.

3.16 Contract Between the Academy and BMCC. Hamadeh will not act in a manner which will cause the Academy to be in breach of the Contract.

ARTICLE IV. OBLIGATIONS OF THE ACADEMY BOARD

Subject to constraints of applicable law, requirements of the Contract, and its fiduciary obligations to the Academy, the Academy Board shall exercise good faith in considering the recommendations of Hamadeh, including but not limited to, Hamadeh's recommendations concerning policies, rules, regulations, procedures, curriculum, and budgets. Hamadeh shall not adopt or implement such recommendations without obtaining Academy Board approval. The Academy Board shall retain the authority it may possess to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Academy, including regulations relative to the conduct of pupils while in attendance at the Academy or en route to and from the Academy. The Academy Board shall further retain the obligations, as provided in Section 1274 of the Code, to adopt written policies governing the procurement of supplies, materials, and equipment. Unless prohibited by the Contract or applicable law and consistent with the Academy Board's approved budget, the Academy Board authorizes Hamadeh to procure those supplies, materials, and equipment authorized by the Academy Board, provided that Hamadeh complies with Section 1274 of the Code and the Academy Board's policies promulgated pursuant to Section 1274.

ARTICLE V. COMPENSATION AND PAYMENT OF COSTS

5.1 Compensation for Services.

(a) For the term of this Agreement, the Academy Board shall pay Hamadeh an annual management fee, based upon the state school aid that the Academy receives, directly or indirectly, from the State of Michigan pursuant to the State School Aid Act of 1979, as amended (the "State Aid Act"), for the particular students enrolled in the Academy ("SSA") as well as any additional funds ("Funds") the Academy receives, directly or indirectly as a result of Hamadeh's services that are not otherwise restricted (collectively, "Receipts"). The SSA will change according to annual

amendments to the State Aid Act. For each school year, Hamadeh shall receive as compensation for its services a fee equal to ten percent (10%) of the Receipts.

(b) Hamadeh's compensation under this Agreement is reasonable compensation for services rendered. Hamadeh's compensation for services under this Agreement will not be based, in whole or in part, on a share of net profits from the operation of the Academy. The Academy Board's operation of the Academy is not-for-profit.

5.2 No Related Parties or Common Control.

(a) As stated in Section 1.4 hereof, the relationship between the parties is that of independent contractor. Hamadeh does not have any role or relationship with the Academy that in any way limits the Academy's ability to exercise its rights, including cancellation rights, under this Agreement. The Academy Board may not include any director, officer or employee of Hamadeh. It is agreed between the Academy and Hamadeh that none of the voting power of the governing body of the Academy will be vested in Hamadeh or its directors, members, managers, officers, shareholders, and employees, and none of the voting power of the governing body of Hamadeh will be vested in the Academy or its directors, members, managers, officers, shareholders, and employees. Further, the Academy and Hamadeh will not be members of the same controlled group, as defined in Section 1.150-1(f) of the regulations under the Internal Revenue Code of 1986, as amended, or related persons, as defined in Section 144(a)(3) of the Internal Revenue Code of 1986, as amended.

(b) No provision of an ESP agreement shall interfere with the Academy Board's duty to exercise its constitutional, statutory, contractual and fiduciary responsibilities governing the operation of the Academy.

(c) No provision of an ESP agreement shall prohibit the Academy Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Open Meetings Act.

5.3 Payment of Costs. In addition to the fee described in Section 5.1, the Academy shall reimburse Hamadeh for such costs that are consistent with each Academy annual budget approved by the Academy Board and incurred and expended by Hamadeh in providing the Educational Program and other goods and services approved by the Academy Board pursuant to Articles III and Article IX of this Agreement. Such costs include, but are not limited to, salaries of Hamadeh non-executive employees providing direct services at or in connection with the Academy, employee benefits, professional development costs, and subcontract services, recruitment, advertising, printing, technology services, curriculum and instructional materials, textbooks, library books, computer and other equipment, software and computer applications, supplies, food service, transportation, special education, psychological services, athletic program services, and medical services for students, if any. Hamadeh shall submit an invoice for reimbursement by the Academy in a form satisfactory to the Academy Board (the "Statement of Costs"). In any event, no such costs shall be reimbursed unless the cost constitutes an actual and direct expense paid by Hamadeh on the Academy's behalf to an unrelated party within the meaning of Internal Revenue Service Revenue Procedure 97-13. The Academy shall reimburse Hamadeh for any such costs incurred or paid by Hamadeh as a result of services provided or actions taken pursuant to Articles IV, VII, VIII, IX, X, and XIII (except as otherwise specifically indicated) of this Agreement. All acquisitions made by Hamadeh for the Academy with funds Hamadeh received pursuant to this Section 5.3 including, but

not limited to, instructional materials, equipment, supplies, furniture, computers and other technology, shall be owned by and remain the property of the Academy.

(a) **5.4 Time and Priority of Payments.** The fee due to Hamadeh pursuant to Section 5.1 shall be calculated for each school year at the same time as the State of Michigan calculates the SSA, and adjustments to such calculation shall occur at the same time as the State of Michigan makes adjustments to the SSA. Hamadeh shall receive its fee under Section 5.1, as calculated pursuant to the preceding sentence, in such monthly installments as provided in the State Aid Act for the payment of SSA to the Academy. Installment amounts shall be due and payable within ten (10) days of receipt by the Academy of its monthly SSA Payments of all costs listed in a Statement of Costs that has been delivered as provided in Section 5.3 shall be made by the Academy to Hamadeh on the last day of each month.

(b) The Academy shall satisfy its payment obligations under this Article to Hamadeh in the following order of priority: (1) to reimburse Hamadeh pursuant to Section 5.3 for sums due and owing for previous months; (2) to reimburse Hamadeh pursuant to Section 5.3 for sums due and owing for the current month; (3) to pay Hamadeh for installment payments due and owing pursuant to Section 5.1 for previous months; and (4) to pay Hamadeh for installment payments due and owing pursuant to Section 5.1 for the current month.

ARTICLE VI. REVENUE OF THE ACADEMY

6.1 Revenue Sources. In order to supplement and enhance the school aid payments received from the State of Michigan, and improve the quality of education at the Academy, the Academy Board and Hamadeh shall endeavor to obtain revenue from other sources. In this regard:

(a) The Academy and/or Hamadeh shall solicit and receive grants and donations consistent with the mission of the Academy, as authorized by the Academy Board;

(b) Academy and/or Hamadeh may apply for and receive grant money, in the name of Hamadeh or the Academy, as authorized by the Academy Board;

(c) To the extent permitted under the Code, Hamadeh may charge fees to students for extra services such as summer and after school programs, athletics, and charge non-Academy students who participate in such programs as approved by the Academy Board; and

(d) All funds received by the Academy or by Hamadeh on behalf of the Academy from such other revenue sources shall inure to and be deemed the property of the Academy and shall be held in the custody and care of Hamadeh as provided in Subsection 3.3(f) hereof.

ARTICLE VII. AGREEMENTS WITH OTHER EDUCATIONAL INSTITUTIONS

The Academy acknowledges that Hamadeh may enter into similar management agreements with other public or private schools or educational institutions ("Other Institutions"). Hamadeh shall maintain separate accounts for all of the Academy funds and reimbursable expenses incurred on behalf of the Academy. If Hamadeh incurs authorized reimbursable expenses on behalf of Academy and Other Institutions which are not capable of precise allocation between the Academy and such Other Institutions, then Hamadeh shall allocate such expenses among all such Other Institutions and the Academy, on a pro-rata basis based upon the number of students enrolled at the Academy and the Other Institutions, or upon such other equitable basis as is acceptable to the parties. All grants

or donations received by the Academy, or by Hamadeh for the specific benefit of the Academy, shall be maintained in separate accounts and used solely for the Academy.

ARTICLE VIII. REPORTING

8.1 Financial Reporting. Hamadeh shall provide the Academy Board with:

- (a) A projected annual budget at least thirty days (30) prior to the start of each school fiscal year.
- (b) Monthly financial statements that (at a minimum) include: a balance sheet, an object-level detailed statement of revenues, expenditures and changes in fund balance that includes a comparison of budget-to-actual information and an explanation of variances.
- (c) Monthly Statements of Costs as provided in Section 5.3 of this Agreement.
- (d) Annual audited financial statements in compliance with state law and regulations showing the manner in which funds are spent at the Academy.
- (e) Any other fiscal or student performance reports required by the Academy, BMCC or the Michigan Department of Education, or as otherwise provided by law.

8.2 Reports on Academy Operations and Student Performance. Hamadeh shall provide, upon the request of the Academy, BMCC or the State of Michigan, or on quarterly basis, operations and student performance reports.

8.3 Other Information. Hamadeh shall provide the Academy other information on a periodic basis to enable the Academy Board to monitor Hamadeh's educational performance and the efficiency of its operations of the Academy, including such information as necessary to enable the Academy to comply with all applicable law.

8.4 Access to Records. Hamadeh shall keep accurate financial records pertaining to its operation of the Academy, together with all Academy financial records prepared by or in the possession of Hamadeh and retain all of said records for the period of time required for such records as set forth in the Michigan Department of Education's record retention schedule for public schools. Hamadeh and the Academy shall maintain the proper confidentiality of personnel, students and other records as required by law. All Academy financial records retained by Hamadeh pertaining to the Academy are Academy property and shall be available to either the Academy or BMCC for inspection and copying upon reasonable request.

8.5 Review of Budget. The Academy Board shall be responsible for reviewing, revising, and approving the annual budget of the Academy. The Academy Board shall be responsible for ensuring that the Academy has adequately budgeted for the expenses of the Academy and for determining the budget reserve amount included as part of the Academy's annual budget. In addition, the Academy Board is responsible for implementing fiscal policies that will assist the Academy in attaining the stated budget reserve amount.

8.6 Compliance with MCL 380.503c. On an annual basis, Hamadeh agrees to provide the Academy Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979 (MCL 388.1618), for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this

information, the Academy Board shall make the information available on the Academy's website homepage, in a form and manner prescribed by the Michigan Department of Education. The defined terms in section 503c of the Code (MCL 380.503c), shall have the same meaning in this Agreement.

8.7 Compliance with Section 12.17 of Contract Terms and Conditions. Hamadeh shall make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4 of the Contract, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under Section 12.17(a) of the Contract Terms and Conditions.

ARTICLE IX. PERSONNEL AND TRAINING

9.1 Personnel Responsibility. Subject to the Contract, the Academy Board approved budget and Academy Board policies, Hamadeh shall have the responsibility to recruit, select, employ, evaluate, assign, discipline, transfer and terminate personnel provided to the Academy under this Agreement, consistent with applicable state and federal law, and consistent with the parameters adopted and included within the Educational Program.

9.2 Principal. Because the accountability of Hamadeh to the Academy is an essential foundation of this Agreement, and because the responsibility of a principal ("Principal") is critical to its success, the Principal will be an employee of Hamadeh and Hamadeh will have the authority, consistent with state law, to select and supervise the Principal and to hold him or her accountable for the success of the Academy. The employment contract with the Principal and the duties and compensation of the Principal shall be determined by Hamadeh, subject to Section 9.8 below. The Principal and Hamadeh, in turn, will have similar authority to select and hold accountable the teachers assigned to work at the Academy. Although the Principal will be a Hamadeh employee, Hamadeh agrees to consult with the Academy Board prior to hiring the Principal. If, at any time, the Academy Board is dissatisfied with the performance of the Principal, Hamadeh will remove the Principal from the Academy.

9.3 Teachers. Consistent with the Academy Board approved budget, Hamadeh shall provide the Academy with such teachers, qualified in the grade levels and subjects, as are required by the Academy. The curriculum taught by such teachers shall be the curriculum prescribed in the Contract. Such teachers may, in the discretion of Hamadeh, work at the Academy on a full or part time basis. If assigned to the Academy on a part time basis, such teachers may also work at other schools managed or operated by Hamadeh. Each teacher assigned or retained to work at the Academy shall hold a valid teaching certificate issued by the State Board of Education under the Code, and have undergone a criminal background check, a criminal record check and unprofessional conduct disclosure, as required under sections 1230, 1230a and 1230b of the Code. Such criminal and unprofessional conduct background checks shall be performed by Hamadeh prior to the first day of work at the Academy for every teacher and all other staff assigned by Hamadeh to work at the Academy school building.

9.4 Support Staff. Consistent with the Academy Board approved budget, Hamadeh shall determine the number and functions of support staff required for the operation of the Academy. The parties anticipate that such support staff may include clerical staff, administrative assistants to the Principal, a bookkeeping staff, maintenance personnel, and the like. Hamadeh shall provide the Academy with such support staff, qualified in the areas required, as are required by the Academy.

Such support staff may, in the discretion of Hamadeh, work at the Academy on a full or part time basis. If assigned to the Academy on a part time basis, such support staff may also work at other schools managed or operated by Hamadeh.

9.5 Employer of Personnel. Except as specified in this Agreement, all teaching, Support Services, and other non-teaching personnel performing functions on behalf of the Academy shall be employees or subcontractors of Hamadeh. Compensation of all employees of Hamadeh shall be paid by Hamadeh. For purposes of this Agreement, "Compensation" shall include salary, fringe benefits, and state, federal, local, and social security tax withholdings. Hamadeh shall be responsible for paying social security, unemployment, and any other taxes required by law to be paid on behalf of its employees. Unless required by applicable statute, court or administrative decision, or Attorney General's opinion, Hamadeh shall not make payments to the Michigan Public School Employees' Retirement System or any other public retirement system on behalf of its employees. Hamadeh shall be responsible for conducting criminal background checks and unprofessional conduct disclosures on its employees, as if it were a public school academy under the Code. Teachers employed by Hamadeh shall not be considered teachers for purposes of continuing tenure under MCLA §38.71 et seq. Hamadeh or the Academy Board may remove the Principal or any teacher if the Academy Board is dissatisfied with their performance at the end of a fiscal year.

9.6 Training. Hamadeh shall provide training in its methods, curriculum, program, and technology, to all teaching personnel on a regular and continuous basis. In addition to outside training, Hamadeh's teaching staff shall utilize their own professional abilities to provide in-service training to each other. Non-instructional personnel shall receive such training as Hamadeh determines as reasonable and necessary under the circumstances.

9.7 Educational Consultant. At any time during the term of this Agreement, the Academy Board may contract with an educational consultant to review the operations of the Academy and the performance of Hamadeh under this Agreement. Such educational consultant shall be selected by the Academy Board. Hamadeh shall cooperate with such educational consultant in the performance of his or her responsibilities to the Academy Board. Notwithstanding anything contained in this Article IX or elsewhere in this Agreement to the contrary, Hamadeh shall have no authority to select, evaluate, assign, supervise or control any educational consultant selected by the Academy Board. The performance evaluation of Hamadeh shall be reviewed at an Academy Board meeting and shall be submitted to BMCC in accordance with the Master Calendar of Reporting Requirements schedule.

9.8 Academy Employees. Nothing in this Article IX shall be read or construed to preclude the Academy from hiring employees, who shall report and be accountable to the Academy Board. Hamadeh shall cooperate with such employee(s) in the performance of his or her responsibilities to the Academy Board. Notwithstanding anything contained in this Article IX or elsewhere in this Agreement to the contrary, Hamadeh shall have no authority to select, evaluate, assign, supervise or control any person employed by the Academy Board. In the event the Academy hires employees, the Academy shall maintain a separate roster setting forth the name and position for each employee and shall be solely responsible for all matters relating to each employee, including hiring, firing, evaluation, instruction, training, and compensation. In the event the Academy hires employees, the Academy, to the extent permitted by law, agrees to indemnify, defend and hold harmless Hamadeh and its members, officers, employees, agents and representatives from all claims, demands, or

liability, including attorney fees, and related expenses, which arise out of or are in any manner connected with this Section 9.8.

ARTICLE X. TERMINATION OF AGREEMENT

10.1 Termination.

(a) By Hamadeh. Hamadeh may terminate this Agreement prior to the end of the term specified in Article II in the event the Academy Board fails to remedy a material breach within 60 days after receiving written notice from Hamadeh. A material breach includes, but is not limited to, Hamadeh's failure to receive any fee or reimbursement as required by the terms of Article V of this Agreement. Hamadeh may also terminate this Agreement if the Academy makes decisions regarding the personnel, curriculum, or program substantially inconsistent with the recommendations of Hamadeh. Termination shall not relieve the Academy of any obligations for payments outstanding to Hamadeh as of the date of termination. Hamadeh may also terminate this Agreement if the Contract is revoked by BMCC if such revocation was not, in any way, caused by Hamadeh.

(b) By Academy.

(i) (i) The Academy may terminate this Agreement prior to the end of the terms specified in Article II in the event that Hamadeh shall fail to remedy a material breach within 60 days after receiving written notice from the Academy Board. Material breach includes, but is not limited to: (1) failure to account for its expenditures or to pay Academy operating costs as required under this Agreement (provided funds are available to do so), (2) failure to substantially follow policies, procedures, rules, regulations or curriculum duly adopted by the Academy Board which are not in violation of the Contract, this Agreement, or law, (3) any action or inaction by Hamadeh which leads to the revocation of the Contract by BMCC, or (4) failure to abide by and meet educational goals set forth in the Contract.

(ii) The Academy may terminate the Agreement without cause after the third year of any five-year renewal period upon 90 days' written notice to Hamadeh.

(c) Termination by Either Party. If Hamadeh and the Academy Board are unable to agree on changes to the Educational Program or other policies that affect the Academy in a significant way, either party may elect to terminate this Agreement at the end of each fiscal year, provided the terminating party gives the other party at least ninety (90) days' written notice prior to termination and the opportunity within the ninety (90) day notice period to negotiate an agreement on the educational policies at issue.

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

(e) Amendment Caused by Academy Site Closure or Reconstitution. In the event that the Academy is required (i) to close an Academy site pursuant to a notice issued by the State School Reform/Redesign Officer under Section 507 of the Code, MCL 380.507; or (ii) to undergo a reconstitution pursuant to Section 507 of the Code, MCL 380.507, and Section 10.7 of the Contract Terms and Conditions, and such closure of an Academy site or reconstitution causes an amendment to or termination of this Agreement, the parties agree that this Agreement shall be amended or

terminated to implement the Academy site closure or reconstitution, with no cost or penalty to the Academy, and the Hamadeh shall have no recourse against the Academy or the College Board for implementing such site closure or reconstitution.

10.2 Change in Law. If any federal, state or local law or regulation, or court or administrative decision or Attorney General's opinion has a material adverse impact on the ability of either party to carry out its obligations under this Agreement, then either party, upon written notice, may request renegotiation of this Agreement and if the parties are unable or unwilling to renegotiate the terms within 90 days after negotiations begin and after making good faith efforts which shall include the use of a third party arbitrator for alternative dispute resolution pursuant to Article XV of this Agreement, the party requesting the renegotiation may terminate this Agreement as of the end of the academic year.

The Academy may also terminate this Agreement if, at any time, the laws regarding payments to the Michigan Public School Employees' Retirement System or any other public retirement system on behalf of employees assigned by Hamadeh to work at the Academy, or the laws regarding tenure, change such that teachers or principals and assistant principals employed by Hamadeh must be covered by such retirement or tenure laws.

10.3 Time of Termination/Expiration and Disposition of Funds and Property.

(a) Effective Date of Termination. In the event this Agreement is terminated by either party prior to the end of the term specified in Article II, the termination will not become effective until the end of the academic year in which the notice of termination was given. Notwithstanding the preceding sentence, any termination that results from a change in law as specified in Section 10.2, any violation of the applicable law or revocation of the Contract shall be effective immediately upon receipt of notice of such termination.

(b) Personal Property. Upon termination or expiration of this Agreement, for any reason, Hamadeh shall have the option to reclaim any personal property which has been purchased, or leased from a party other than the Academy, with Hamadeh funds, provided Hamadeh was not reimbursed for such funds from the Academy pursuant to Section 5.3. All personal property purchased or leased by Hamadeh with funds received pursuant to Section 5.3 shall remain the personal property of the Academy.

(c) Accounting. Upon termination or expiration of this Agreement, Hamadeh shall give an accounting of all funds of the Academy and shall send to the Secretary of the Academy Board statements of all accounts containing funds belonging to the Academy within (30) days.

(d) Future Advances/Out-of-Pocket Expenses. Upon termination or expiration of this Agreement, for any reason, all future advances or out-of-pocket expenses paid by Hamadeh with Hamadeh's own funds, which were incurred on or before receipt of notice of termination, shall be immediately repaid by the Academy unless otherwise agreed in writing by Hamadeh, provided such advances and expenses relate to Hamadeh's services and performance under this Agreement, as specified in Section 5.3. The Academy shall not be responsible for repayment of any amounts paid by Hamadeh, for any purpose, which are incurred after Hamadeh receives a termination notice, except those costs that Hamadeh may incur in connection with Section 10.4 below.

10.4 Transition. In the event of termination of this Agreement for any reason by either party prior to the end of this Agreement's term, Hamadeh shall, upon the request of the Academy

Board, provide the Academy reasonable assistance for up to 90 days to assist in the transition back to a regular school program.

ARTICLE XI. PROPRIETARY INFORMATION

11.1 Required Disclosure. The Academy shall be permitted to report any new teaching techniques or methods or significant revisions to known teaching techniques or methods to BMCC and to the State Board of Education, which teaching techniques or methods may thereafter be made available to the public, as provided in Section 505(3) of the Code. To the extent required under the Code and the Freedom of Information Act, MCLA §15.231 et seq., Hamadeh's educational materials and teaching techniques used at the Academy are subject to public disclosure.

11.2 Ownership. The Academy owns all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by the Academy; or (ii) were developed by HES at the direction of the Academy Board with Academy funds dedicated for the specific purpose of developing such curriculum or materials. Notwithstanding the foregoing, the Academy does not have any proprietary rights over curriculum or educational materials developed or copyrighted by HES, or curriculum or educational materials that are developed by HES using funds from the Academy that are not dedicated for the specific purpose of developing Academy curriculum or educational materials.

ARTICLE XII. INDEMNIFICATION

12.1 Indemnification of Hamadeh. To the extent permitted by law, the Academy shall indemnify and save and hold Hamadeh and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by the Academy with any agreements, covenants, warranties or undertakings of the Academy contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the Academy contained in or made pursuant to this Agreement. In addition, the Academy shall reimburse Hamadeh for any and all legal expenses and costs associated with the defense of any such claim, demand or suit.

12.2 Limitations of Liabilities. This Agreement does not restrict an Academy Board from waiving its governmental immunity or require an Academy Board to assert, waive or not waive its governmental immunity as provided by law.

12.3 Indemnification of Academy. Hamadeh shall indemnify and save and hold the Academy and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by Hamadeh with any agreements, covenants, warranties or undertakings of Hamadeh contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of Hamadeh contained in or made pursuant to this Agreement. In addition, Hamadeh shall reimburse the Academy for any and all legal expenses and costs associated with the defense of any such claim, demand or suit.

12.4 Indemnification of Bay Mills Community College. 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, the parties hereby promise to indemnify, defend, and hold harmless Bay Mills Community College against all claims, demands, actions, suits, causes of action, losses, judgments, damages, fines, penalties, demands, 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 Contract, the Academy Board’s or Hamadeh’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 the Academy Board or Hamadeh, or which arise out of the failure of the Academy Board or Hamadeh to perform its obligations under the Contract or Applicable Law. 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 either party to enforce its rights as set forth in this Agreement.

12.5 Indemnification for Negligence. To the extent permitted by law, the Academy shall indemnify and hold harmless Hamadeh, and Hamadeh's board of directors, partners, officers, employees, agents and representatives, from any and all claims and liabilities which Hamadeh may incur and which arise out of the negligence of the Academy's directors, officers, employees, agents or representatives. Hamadeh shall indemnify and hold harmless the Academy, the Academy Board and its officers, employees, agents and representatives, from any and all claims and liabilities which the Academy may incur, and which arise out of the negligence of Hamadeh's directors, officers, employees, agents or representatives.

ARTICLE XIII. INSURANCE

13.1 Insurance Coverage. The Academy shall maintain general liability insurance and umbrella insurance coverages in the amounts required by the Contract, with Hamadeh listed as an additional insured. Hamadeh shall comply with any information or reporting requirements applicable to the Academy under the Academy's policy with its insurer(s), to the extent practicable. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Article XIII.

13.2 Hamadeh Insurance Coverage. Hamadeh shall maintain insurance coverages in the same amounts required for the Academy by the Contract, with the Academy listed as an additional insured. The Academy shall comply with any information or reporting requirements applicable to Hamadeh under Hamadeh's policy with its insurer(s), to the extent practicable.

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

ARTICLE XIV. WARRANTIES AND REPRESENTATIONS

14.1 Academy Warranties and Representations. The Academy represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations

provided for under this Agreement. The Academy Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

14.2 Hamadeh Warranties and Representations. Hamadeh warrants and represents that it is a corporation in good standing and is authorized to conduct business in the State of Michigan. Hamadeh represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. Hamadeh warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

14.3 Mutual Warranties. Each party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XV. ALTERNATIVE DISPUTE RESOLUTION PROCEDURE

Any and all disputes between the parties concerning any alleged breach of this Agreement or arising out of or relating to the interpretation of this Agreement or the parties' performance of their respective obligations under this Agreement, shall be resolved by arbitration, and such procedure shall be the sole and exclusive remedy for such matters. Unless the parties agree upon a single arbitrator, a three person arbitration panel shall be appointed, with each party appointing a single arbitrator, and the third arbitrator chosen by the two so appointed. All three arbitrators shall be neutral, and the arbitration shall be conducted in accordance with the rules of the American Arbitration Association then in effect, and with such variations as the parties and arbitrator(s) unanimously accept. The arbitrator(s) shall render a reasoned award, which shall be available to BMCC upon request. A judgment on the award rendered by the arbitrator(s) may be entered in any court having appropriate jurisdiction. The cost of arbitration, including attorney fees, shall be awarded at the discretion of the arbitrator(s).

ARTICLE XVI. MISCELLANEOUS

16.1 Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the Academy and Hamadeh.

16.2 Force Majeure. Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, flood, embargo, fire, explosion, sabotage, accident, labor strike, or other acts beyond its reasonable control, provided either party may terminate this Agreement under Article X if sufficient grounds exist as required by said Article X.

16.3 State Governing Law. The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Michigan.

16.4 Agreement in Entirety. This Agreement (including any attachments) constitutes the entire agreement of the parties. By signing this Agreement, the Academy certified that each of its board members have been afforded a period of not less than thirty (30) calendar days in which to review this Agreement with the Academy's legal counsel and negotiate any changes to the Agreement.

16.5 Official Notices. All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the address set forth below. Any changes to the addresses set forth in this section shall be submitted in writing to the other party. Notice may be given by: (1) certified or registered mail, postage prepaid, return receipt requested, or (2) personal delivery. Notice shall be deemed to have been given on the date of personal delivery if given by mail. The address of the parties hereto for the purposes giving notices required by this Agreement shall be:

Star International Academy,
A Michigan public school academy
P.O. Box 1440
Dearborn, MI 48121
Attn: Academy Board President

And to:
Hamadeh Educational Services, Inc.
37637 Five Mile Road #200
Livonia, MI 48154
Attn: Nawal Hamadeh

With a copy to:
Butler Davis, PLLC
615 Griswold, Suite 708D
Detroit, Michigan 48226
Attn: Erika L. Davis, Esq.

16.6 Assignment. This Agreement shall not be assigned by Hamadeh without the Academy's prior written consent (which consent shall not be unreasonably withheld) or by the Academy without Hamadeh's prior written consent (which consent shall not be unreasonably withheld), provided that Hamadeh may, without the consent of the Academy, delegate the performance of, but not responsibility for, any duties and obligations of Hamadeh hereunder to any independent contractor, expert or professional adviser, in accordance with the terms of this Agreement.

16.7 Amendment. This Agreement shall not be altered, amended, modified or supplemented except by written memorandum approved by the Academy Board and signed by both the President of the Academy and authorized officer of Hamadeh.

16.8 Compliance with Rev. Proc. 2017-13. The Academy has entered into one or more transactions in which the Academy has warranted to comply with Section 103 of the Internal Revenue Code of 1986, as amended, and to take all necessary actions in order to maintain the federal tax exemption of the interest component of payments under such transactions, to this end, the Academy and HES make the following representations regarding this Agreement:

- (A) HES' compensation under the Agreement is reasonable and is not based, in whole or in part, on a share of the net profits and/or a share of the net losses from the operation of the Academy or upon the disposition, damage or destruction of the Academy's property;

- (B) The Agreement does not pass along to HES the burden of bearing any share of the net losses from the operation of the Academy or upon the disposition, damage or destruction of the Academy's property;
- (C) The term of the Agreement is not greater than 30 years or 80 percent of the useful life of the Academy's tax-exempt bond-financed school facility (if shorter) including all renewal options;
- (D) The Academy bears the risk of loss upon the disposition, damage or destruction of the Academy's property; and
- (E) HES is not entitled to and will not take any federal tax position that is inconsistent with being a service provider under this Agreement to the Academy.

Further, with regard to governance;

- (A) None of the voting power of the governing body of the Academy is vested in the directors, officers, shareholders, partners, members, and employees of the service provider, as such an arrangement would be contrary to Michigan law;
- (B) The governing body of the Academy does not include the chief executive officer of the service provider or the chairperson (or equivalent executive) of the service provider's governing body; and
- (C) The chief executive officer of the service provider is not the chief executive officer of the PSA or any of the PSA's related parties (as defined in §1.150-1(b)).

16.9 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.

16.10 Severability. The invalidity of any of the covenants, phrases or clauses in this Agreement shall not affect the remaining portions of this Agreement, and this Agreement shall be construed as if such invalid covenant, phrase or clause had not been contained in this Agreement.

16.11 Successors and Assigns. This Agreement shall be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

16.12 No Third Party Rights. This Agreement is made for the sole benefit of the Academy and Hamadeh. Except as otherwise expressly provided, nothing in this Agreement shall create or be deemed to create a relationship between the parties to this Agreement, or either of them, and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.

16.13 Survival of Termination. All representations, warranties, and indemnities made in this Agreement shall survive termination of this Agreement.

16.14 Delegation of Authority. Nothing in this Agreement shall be construed as delegating to Hamadeh any of the powers or authority of the Academy Board which are not subject to delegation by the Academy Board under Michigan law.

16.15 Compliance with Law. The parties agree to comply with all applicable laws and regulations.

16.16 Compliance with the Contract. Hamadeh agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Contract. The provisions in the Contract shall supersede any competing or conflicting provisions contained in this Agreement.

ARTICLE XVII. BMCC ESP POLICY PROVISIONS

17.1 Non-Compete Provision. The Academy owns all proprietary rights to curriculum or educational materials that

(i) are both directly developed and paid for by the Academy; or

(ii) were developed by Hamadeh at the direction of the Academy Board with Academy funds dedicated for the specific purpose of developing such curriculum or materials.

The parties acknowledge that Hamadeh's educational materials and teaching techniques used by the Academy are subject to disclosure under the Code and the Michigan Freedom of Information Act, Act 442 of 1976, MCL 15.231, et. seq.

17.2 Non-Delegation/Interference with Public Body Obligations. No provision of this Agreement shall be construed to interfere with the Academy Board's constitutional duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the Academy. No provision of this Agreement shall be construed to prohibit the Academy Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Michigan Open Meetings Act, Act 267 of 1976, MCL 15.261, et. seq.

17.3 Waiver of Governmental Immunity Prohibited. This Agreement does not restrict the Academy Board from waiving its governmental immunity or require the Academy Board to assert, waive, or not waive its governmental immunity.

17.4 Obligations to Invest Academy Funds. This Agreement does not alter the Academy Board Treasurer's legal obligation to direct that the deposit of all funds received by the Academy be placed in the Academy's depository account as required by the Contract and applicable law. The signatories on the depository account shall solely be Academy Board members and/or individuals properly designated annually by Board resolution. Interest income earned on Academy depository accounts shall accrue to the Academy.

17.5 Availability of Finance and Other Records to Academy's Independent Auditor. All finance and other records of Hamadeh related to the Academy's operations, which the Academy's independent auditor deems necessary for completion of an independent audit will be made available to the Academy's independent auditor.

17.6 Independent Auditor selected by Academy Board. The Agreement does not permit Hamadeh to select and retain an independent auditor for the Academy. The Academy's independent auditor shall be selected and retained by the Academy Board.

17.7 No Added Fees or Charges for Purchases by ESP on Academy's Behalf. If Hamadeh procures equipment, materials and supplies at the request of or on behalf of the Academy, the equipment, materials and supplies shall be owned by the Academy and are Academy property.

Hamadeh shall not include any added fees or charges with the cost of equipment, materials and supplies purchased from third parties.

17.8 Marketing and Development Costs Limited to 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 Hamadeh.

17.9 Lease and Loan Agreement Provisions. If the Academy enters into a lease, executes promissory notes or other negotiable instruments, or enters into a lease-purchase agreement or other financing relationships with Hamadeh, then such agreements must be separately documented and not be a part of or incorporated into this Agreement.

17.10 Budget Reserve. The Board shall be responsible for determining the budget reserve amount included as part of the Academy's annual budget. The Board is responsible for implementing fiscal policies that will assist the Academy in attaining the stated budget reserve amount.

17.11 Criminal History Record Information. The parties shall adopt and implement procedures regarding criminal history record maintenance required by the November 15, 2013 Michigan State Police (MSP) Notice regarding Criminal History Record Information (CHRI) assuring that the Academy building where any Hamadeh contracted employee is placed receives and retains copies of the CHRI responses and that Hamadeh does not and shall not retain any copies of CHRI (electronically or physically) for any employee placed at the Academy by Hamadeh. These procedures will also adopt requirements and procedures for access to and use of the 2017 Criminal History Internet Subscription Service implemented by the MSP in accordance with MDE guidance memoranda of February 16, 2017 (New Criminal History Internet Subscription Service) and April 6, 2017 (2017 NCJA Audit, Security and Access to CHRIS Training), as amended and updated from time to time. **17.12. Chief Administrative Officer.** The Chief Administrative Officer ("CAO") for the Academy shall be a member of the Academy Board. Neither Hamadeh or any owner, officer or employee of Hamadeh shall be the Academy's CAO. However, Hamadeh or any owner, officer or employee may assist the CAO in carrying out their duties and responsibilities.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

HAMADEH EDUCATIONAL
SERVICES, INC.,
A Michigan corporation

By: 

Nawal Hamadeh

Its: President

STAR INTERNATIONAL ACADEMY, A
Michigan public school academy

Attachment: REVISED SIA - Management Agreement (5150 : Amended Management Agreement)



By: _____
SABAH YASSINE
Its: President

Attachment: REVISED SIA - Management Agreement (5150 : Amended Management Agreement)

Exhibit 2

Site E: Star International Academy Support Center and Career Technical Education Building

Address: 6919 N. Waverly
Dearborn Heights, MI 48127

General Description: The site consists of a one-story facility that contains approximately 12,000 square feet of place located on approximately 2 acres of land. The exterior is constructed of brick and has no basement. The facility contains 5 classroom settings, 22 office spaces, 1 boys and 1 girls restrooms as well as 3 unisex restrooms. In addition to the rooms, the facility does have a staff lounge/kitchen area and 2 storage areas/garages. The building is currently updated to meet all building, school and safety codes.

Term of Use: Term of Contract

Configuration of Grade Levels: Ninth through twelfth grade

Name of School District and Intermediate School District:

Local: Crestwood School District

ISD: Wayne RESA

3. It is acknowledged and agreed that the following information about this Proposed Site is provided on the following pages, or must be provided to the satisfaction of the College Board, before the Academy may operate as a public school in this state.

- A. Size of building
- B. Floor Plan
- C. Description of Rooms
- D. Copy of Lease or purchase agreement

4. In addition, the Academy and the College Board hereby acknowledge and agree that this Contract is being issued to the Academy with the understanding that the Academy cannot conduct classes as a public school academy in the state until it has obtained the necessary fire, health and safety approvals for the above-described proposed physical facility. These approvals must be provided and be acceptable to the College Board or its designee prior to the Academy operating as a public school. In cases of disagreement, the Academy may not begin operations without the consent of the College Board.

5. If the Proposed Site described above is not used as the physical facilities for the Academy, then Schedule 6 of this Contract between the Academy and the College Board must be amended pursuant to Article IX of the Terms and Conditions of the Contract, to designate, describe, and agree upon the Academy's physical facilities. The Academy must submit to the College Board or its designee complete information about the new site to be actually used. This information includes that described in paragraphs 2, 3 and 4 of this Schedule 6. It is acknowledged and agreed that the public school academy cannot conduct classes as a public school in this state until it has submitted all the information described above, to the satisfaction of the College, and the amendment regarding the new site has been executed.

6. The Academy agrees to comply with the single site restrictions contained in this Schedule 6 for the configuration of grade levels identified at the site. Any change in the configuration of grade levels at the site requires an amendment to this Schedule 6 pursuant to Article IX of the Terms and Conditions set forth above.

Exhibit 3

Star International Academy

24425 Hass St, Dearborn Heights, MI 48127

Ph. (313) 724-8990 Fax (313) 724-8994



HIGH SCHOOL COURSE OFFERINGS

GRADES

9–12

2023–2024

Table of Contents

Mission	3
Philosophy	3
The Four Pillars of HES and the Academy	4
Educational Program	6
Reassessment & Grading Policies for Students	7
Core Course/Credit Requirements	10
High School Courses Taken for Credit	10
MMC and Graduation Requirements	11
GRADUATION REQUIREMENTS	11
GRADE LEVEL	11
COURSE	11
Credit Recovery	12
MDE CORE COURSES	13
MMC Personal Curriculum (PC) Process	14
Dual Enrollment and Alternative Courses	20
Career Technical Education Courses	21
Work-Based Experiences (WBLE), Apprenticeships, and Internships	23
Technology, Computer and Information Science Departments	29
Life Management and Employability Department	33
Community Service	33
Physical Health and Safety Education Department	34
Fine and Performing Arts Department	37
Mathematics Department	41
English Language and Literature Department	48
Life and Physical Science Department	56
Social Sciences and History Department	66
Foreign Language and Literature Department	73
MICHIGAN SEAL OF BILITERACY	75
Academic Enrichment, Tutorial, and Miscellaneous Courses	76
HIGH SCHOOL FORMS	79
TRAINING PLAN FOR WORK-BASED LEARNING	81
WORK-BASED LEARNING TRAINING AGREEMENT	83

Student/Learner Information	83
School District Information	83
Placement Information	84
Training Plan	84
School Responsibilities [Local district determines these responsibilities]	85
Employer Responsibilities [Local district determines these responsibilities]	86

Dear Student(s),

Welcome to Star International Academy, where learning is exciting! We have put together this course description handbook to help you decide and choose the right classes. The course abstracts will help you understand what each class has to offer. Some courses have prerequisites, be sure to pay attention to these requirements prior to your selection, your counselor or counselor advocate and or your principal can assist you if you have any questions. Remember, the best choices are made by students who carefully study this information, explore their career goals, and share their high school plans with their parents.

Mission

The mission of Star International Academy is to provide its students with quality education that focuses on the Michigan core curriculum and international cultures, including the study of a language, culture, and history different from one's own.

The Academy shall provide an education that will enable the various ethnic traditions, values, and experiences of students to enrich and nurture one another. Moreover, the Academy shall provide an education of the whole child by integrating the different aspects of children's learning and lives so as to make them more meaningful.

The Academy will prepare its students to be independent lifelong learners and productive working members of a global society through acquired diverse knowledge, experiences and skills. The Academy shall provide an environment that encourages students to become upright responsible decision-makers, reflective of equity, respect and understanding, maximizing each individual's intellectual, physical, psychological and moral self by utilizing a unique safe and orderly environment that is conducive to learning to meet the challenges of this ever-changing world.

Philosophy

Star International Academy believes that...

- 👂 Quality education enhances the student's mental, physical, and emotional abilities and promotes altruistic thinking in this diverse and divided world.
- 👂 Quality education integrates teaching the ethnic and cultural traditions and values into the academic program and develops an awareness of their self, identity, and obligations towards self, family, community, society and the world.
- 👂 A successful school inspires the joy of learning.
- 👂 All students are capable of learning and can reach their potential if given the opportunity.
- 👂 Learning is an on-going life-long process.
- 👂 Successful learning requires active participation and involvement in the school by parents and the community.

Effective schools promote teaming, collaboration and shared decision-making among staff, students, and community.

The Four Pillars of HES and the Academy

Education at Hamadeh Educational Services and its academies is centered around FOUR PILLARS and instilling these values, ideals, and principles in ourselves and in our students. We—all students *and* staff of HES—believe in and strive to embody the following characteristics, habits, traits, and values...

I. Scholarship (based on a commitment to life-long learning)

- 👂 We are educated—familiar and informed regarding well-known concepts and ideas.
- 👂 We are inquisitive—questioning, examining, and exploring what we see/are presented with.
- 👂 We are intellectual—able to think things through, reason, and problem-solve.
- 👂 We are reflective—taking stock of how we’re progressing academically and making plans for ongoing improvement.

II. Character

(based on learning/acquiring habits and traits that will make one successful in all aspects of life, including being a leader/an example for others to follow, instilled with a sense of contribution and fulfillment)

- 👂 We have true grit.
 - We are self-motivated, driven, ambitious, and determined; we possess strong will power.
 - We are self-disciplined/self-controlled.
 - We are optimistic and confident.
 - We are tenacious, resilient, and able to persevere in the face of obstacles.

- We understand that failure is an important and integral part of the road to success.
- We possess a strong work ethic.
- ✚ We are honest, trustworthy, and principled.
- ✚ We are fair, moral, and ethical.
- ✚ We are respectful to ourselves, family, and all others.
- ✚ We have integrity and the strength/fortitude to stand up for our rights and what we believe in.
- ✚ We are reflective and accountable--able to admit when we are wrong, accept responsibility for our wrongdoings, and willing to learn from our mistakes.
 - We are forgiving and apologetic whenever necessary.
- ✚ We are appreciative and humble, instilled with a sense of modesty.
- ✚ We are willing, effective, and respectful communicators—even when we disagree with others or have others disagree with us.
- ✚ We are empathetic, caring, kind, understanding, and open-minded.
- ✚ We are balanced and successfully able to “juggle” the different roles of life.
- ✚ We are courageous, brave, and smart risk-takers.
- ✚ We are passionate and enthusiastic with a zest for life.
- ✚ And because we have strong character, we undoubtedly have a strong sense of contribution.
 - We are actively engaged and have a strong willingness to make a difference in the lives of others.
 - We desire to help others (based on our own intrinsic motivation to do so and a sense of responsibility to others).
 - We possess a sense of benevolence.
 - We have an innate sense of giving and generosity.

III. Culture

(based on a sense of respecting, honoring, understanding, and valuing the practices, ideas, an experiences shared by a common group—integral when building community)

- ✚ We realize just how crucial it is to know, understand, and appreciate our own culture.
- ✚ We know how vital culture is to all peoples and that we must seek to understand not only our own culture, but the culture of other peoples as well.
- ✚ We value, respect, and understand how the common experiences of a group/community help shape the way its members understand the world—that culture is a collective, agreed-upon set of familiar values, beliefs, perspectives, practices, products (e.g. books, foods, laws, dress, music, arts and crafts, games, etc.), and ideas that bind a group together in harmony.

- ✚ We appreciate and value how one’s culture influences one’s views, ideas, loyalties, perspectives, fears, hopes, and other characteristics.
- ✚ We understand and empathize with the concept that while all groups/cultures certainly have diverse and distinctive characteristics, all cultures are composed of human beings who ultimately share the same basic needs and want the same things in life: physical needs (food, water, etc.), safety and security, supporting relationships--specially family, a sense of accomplishment and realization of hopes and dreams, etc.
- ✚ We realize that each cultural group has unique strengths and perspectives that the larger community—the world—can benefit from.
- ✚ We are aware that understanding culture and cultural differences will help us all overcome and prevent division and misunderstandings (like racial and ethnic division, gender bias, stereotyping, etc.).
- ✚ We know that understanding and appreciating culture is a vital first step to building community.

IV. Community

(based on a sense of belonging and responsibility to others/all the diverse groups we are a part of—a sense and understanding that we are all brothers and sisters of the human race)

- ✚ We *know*—not just recognize—that while we must be aware of and learn from others different from us (capitalizing on the diversity of the world), we are *more* similar than different and are all brothers and sisters of the human race.
- ✚ We consistently and actively communicate with those around us—those in our various communities.
- ✚ We are responsible for more than just ourselves; we belong to, support, and are responsible/loyal to a great variety of groups/communities including:
 - One’s family (parents, siblings, immediate and extended family), neighbors, friends, teams, and school.
 - One’s affiliations/organizations/memberships, city/village/tribe, state, country, culture, species, environment, and the entire world.

Educational Program

The Academy offers a variety of educational programs that comply with the Michigan Core/Merit Curriculum Content and Common Core Standards recommended by the Michigan State Board of Education. Students will receive instruction in the following areas:

Career and Employability Skills (MISC)

Computer and Information Sciences

Cornerstone/Study Skills

English Language and Literature (Reading/Writing)

Life and Physical Sciences

Life Skills and Other Electives

Mathematics

Physical Health and Safety

Education
 Fine and Performing Arts
 Foreign Language and Literature
 Violence Prevention/Character Education

Social Sciences and History
 Standardized Assessment Skills

Academy Grade Scale

Students enrolled in high school courses are subject to the following grade scale:

Overall Grade Interpretation

A	93-100 4.0	C	73-77 2.3
A-	90-92 3.7	C-	70-72 1.8
B+	88-89 3.5	D+	65-69 1.5
B	83-87 3.3	D	64-63 1.3
B-	80-82 2.8	F	0-62 0.0
C+	78-79 2.5	<i>*Any student taking an AP class will earn a +1.0 GPA point</i>	

Academy Overall Grade Make-Up

Students enrolled in high school course are subject to the following overall grade make-up:

Summative: (60%) these are based on assessments in direct alignment to state standards per course. Such assessments may include: end of unit test, projects, and/or performance.

Formative: (40%) these are based on homework (online or hardcopy) assignments, quizzes, exit tickets, projects, and/or performance.

*****HIGH SCHOOL STUDENTS ONLY** will have a semester exam worth 15% of their grade***

Reassessment & Grading Policies for Students

I) A Balanced Assessment System

- *Locally administered and scored classroom-based assessments providing formative and summative assessment data.* The goal of formative assessments is to monitor students' progress, provide ongoing actionable feedback, and inform instruction. The goal of summative assessments is to evaluate students' performance at the end of an instructional unit.
- *An externally developed assessment* intended to provide information on student progress for school improvement purposes and measure students' growth between the fall and the spring of a school year NWEA for grades K-8, and PSAT for grades 8-11.
- *A large-scale assessment* administered once a year that provides an annual summary of student status: M-STEP for grades 3-8, and grade 11.

ASSESSMENTS AT A GLANCE

NWEA	PSAT	PSAT-NNSQT	SAT	M-STEP	WIDA	Fountas & Pinnell
Fall/ Winter/Spring Grades K-8	Fall/Spring Grades 8-9 Spring 10	Fall/Spring Grade 10- 11	Spring Grade 11	Spring Grades 3-8, 11	Screeners in Fall Testing in Feb-EL Students Grades K-12	Fall/ Winter/Spring Grades K-5

II) Classroom-Based Assessment Guidelines

- ✓ All courses are **semester based (two semesters)**, with the exception of **Advance Placement (AP)**. Report cards are issued at the end of each semester. Progress reports are sent home to parents/students before parent teacher conferences.
- ✓ Grades should be an accurate reflection of what students have learned and accomplished.
- ✓ **Formative assessments:** *weighted 40% of students' grade.* **Daily formative assessment strategies that are used to CHECK FOR UNDERSTANDING cannot be graded.** Formal assessable formative assessments that are completed by the INDIVIDUAL STUDENT include quizzes (multiple choice, short answer), summaries, reflections, homework, concept maps, short write-ups, minor labs, comprehension questions, daily mathematical problems/exercises, etc.
- ✓ **Summative assessments:** *weighted 60% of students' grade.* These include multiple end of unit exams, essays, research papers, lab reports, project/design write-ups, presentations, art portfolios, performances, mathematical investigations, etc.
- ✓ **Semester Exam:** *15% of students' final semester grade* for high school students

(high school only).

- ✓ **2-3 formal formative assignments** should be entered weekly to reflect students' performance on the taught learning targets/objectives.
Teachers can opt to enter a weekly homework grade.
- ✓ **2-4 formal summative assessment** should be entered in at every unit (6-8 weeks) to reflect on student overall unit performance on the taught learning targets/objectives.

III) Reassessment Policy:

The purpose of allowing students to reassess is to expect evidence of an increased proficiency/mastery of content expectations.

*Grade level teachers will set up after school dates and times to coordinate students' reassessments.

*Teachers will take the **average of the two scores** to update students' grade on the reassessed assignment.

*Score inspector comments will be entered to document that a reassessment has been administered for a particular student.

Core Course/Credit Requirements

The minimum credit requirements have been revised and established as follows to help high school students plan their progression from one grade to another. The successful completion of the number of credits listed will be necessary before a student will be “passed” to the next grade in high school.

Michigan Merit Curriculum High School Graduation Requirements (18 credits)	
ENGLISH LANGUAGE ARTS (ELA) - 4 Credits	
Proficiency in State Content Standards for ELA (4 credits)	
MATHEMATICS - 4 Credits	
Proficiency in State Content Standards for Mathematics (3 credits) Proficiency in district approved 4 th mathematics credit options (1 credit) (Student must have a math experience in their final year of high school.)	
ONLINE LEARNING EXPERIENCE	
Course, Learning, or Integrated Learning Experience	
PHYSICAL EDUCATION & HEALTH - 1 Credit	
Proficiency in State Content Standards for Physical Education and Health (1 credit); <i>Or</i> Proficiency with State Content Standards for Health (1/2 credit) and district approved extra-curricular activities involving physical activities (1/2 credit)	
SCIENCE - 3 Credits	
Proficiency in State Content Standards for Science (3 credits); <i>Or beginning with the class of 2015:</i> Proficiency in some State Content Standards for Science (2 credits) and completion of a department approved formal career and technical education program (1 credit)	
SOCIAL STUDIES - 3 Credits	
Proficiency in State Content Standards for Social Studies (3 credits)	
VISUAL, PERFORMING AND APPLIED ARTS - 1 Credit	
Proficiency in State Content Standards for Visual, Performing and Applied Arts (1 credit)	
WORLD LANGUAGE - 2 Credits (Effective beginning with students graduating in 2016)	
Formal coursework OR an equivalent learning experience in grades K-12 (2 credits); <i>Or</i> Formal coursework or an equivalent learning experience in grades (1 credit) and completion of a department approved formal career and technical education program or an additional visual, performing and applied arts credit (1 credit)	

High School Courses Taken for Credit

Graduation Requirements	Freshman	Sophomores	Juniors	Seniors
English Language Arts	4.00	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00	4.00
Science	3.00	3.00	3.00	3.00
Social Studies/History	3.00	3.00	3.00	3.00
World Languages	2.00*	2.00*	2.00*	2.00*
Visual/Performing Arts	1.00	1.00	1.00	1.00
Physical Education/Health	1.00*	1.00	1.00	1.00
Electives	6.00	6.00**	6.00**	6.00**
Total MMC Credits	24.00	24.00	24.00	24.00
Technology/Online Learning	20 hours	20 hours	20 hours	20 hours
Community Service*	50 hours	50 hours	50 hours	50 hours

*Based on the MDE credit requirements students may use

Credit is not issued for Technology/Online Learning hours. Up to 1.00 electives credits may be issued for Community Service hours on an individual basis if all core credits have been met and a student is short on electives credit that would prevent a student from meeting 4-year graduation requirements. This must be approved by the high school Principal and Superintendent.

MMC and Graduation Requirements

GRADUATION REQUIREMENTS				
GRADE LEVEL		COURSE	EARNED	NOT EARNED
ENGLISH LANGUAGE ART (4 credits)				
ELA	9 th Grade	ELA I		
	10 th Grade	ELA II		
	11 th Grade	ELA III		
	12 th Grade	ELA IV		
MATHEMATICS (4 credits)				
MATH	9th Grade	Algebra I		
	10th Grade	Algebra II		
	11th Grade	Geometry		
	12th Grade	4 th Year Math Options: Business Math, Pre-Calculus, AP Calculus, College Algebra		
SCIENCE (3 credits)				
Science	9 th Grade	Biology		
	10 th Grade	Chemistry		
	11 th Grade	Physics		
	*Anything else is an elective			
SOCIAL STUDIES (3 credits)				
Social Studies	9 th Grade	U.S History		
	10 th Grade	Civics		
	10 th Grade	Economics		
	11 th Grade	World History		
	* Anything else is an elective			
WORLD LANGUAGE (2 credits)				
World Language (Arabic)	9-12 th Grade	Foreign language: *Formal coursework in grades K-12 (2 credits) or for coursework (1 credit) and additional visual/performing arts credit (1 credit)		
VISUAL PERFORMING ARTS (1 credit)				
Art	9-12 th Grade	Art and/or Music		
PHYSICAL EDUCATION (1 credit)				
PE	9-12 th Grades	PE/Health		
	9-12 th Grades	* Or - PE/Health (0.5 semester) and play a sport for one season		
ELECTIVES (6 credits)				
Electives	9-12 th Grades	**Any offered elective course of interest per student educational development plan (EDP)		
(50) HOURS COMMUNITY SERVICE HOURS				

Students are expected to follow a course of study as outlined and updated in their Educational Development Plan (EDP) and in preparation for post-secondary education or career readiness as applicable to student's individual needs. Students are expected to complete their High School graduation requirements within 4 years of first time enrolling as a 9th grader in the State of Michigan. School Counselor(s) and School Principal are available to provide guidance and facilitate alternative options for earning credit through summer, online and night programs for students in need of remediation and make-up credit with approval through our credit recovery program. A student must be enrolled and in attendance during the final marking period prior to graduate at the Academy in order to receive the Academy's High School Diploma.

Credit Recovery

The credit recovery program is offered to students during semester I, II and summer school in a given school year. The courses supplement the existing curriculum and provide students an opportunity to earn high school credits in courses they did not pass during a given school year.





With approval from the school principal (see form in the section high school forms), students can independently take the course they need through Keystone, within a given semester or summer school. When completed, the student's work is evaluated by Keystone and a report is sent to the student's guidance counselor, who can assign a grade and award credit at their discretion.

Students are not permitted to take Keystone classes independently to advance their credits, graduate early, and/or skip classes that the Academy offers. Keystone is ONLY used for credit recovery.

The Academy will pay up to two credit recovery courses within a given school year. If students fail these course(s), they will need to reimburse the Academy for the class(es).

Michigan Merit Curriculum (MMC) High School Graduation Requirements To prepare Michigan's students with the knowledge and skills needed for the jobs in the 21st Century, the State of Michigan has enacted a rigorous new set of statewide graduation requirements that are among the best in the nation. With these new graduation requirements, students will be well-prepared for future success in college and the workplace.








Michigan Merit High School Graduation Requirements are meant to ensure that Michigan's high school graduates have the necessary skills to succeed either in post-secondary education or in the workplace.

-  Awarding credit is based on proficiency in expectations, not seat time and can be earned prior to student entering high school or by testing-out (credit must be evaluated and approved by the Principal, and Superintendent);
-  Credit may be earned through one or more of the following: alternative course work, humanities course sequences, career and technical education, industrial technology courses, or vocational education (credit must be evaluated and approved by the Principal, and Superintendent);
-  Credit can be earned through advanced studies such as accelerated course placement, advanced placement, dual enrollment, or an early college/middle college program (credit must be evaluated and approved by Principal, and Superintendent);
-  The Michigan Department of Education is required to develop subject area content expectations and

subject area assessments to evaluate whether students have met those expectations; students are currently evaluated at no more than 25% of course grade in MDE defined Core classes using MDE created assessments, SAT (Scholastic Assessment Test): college admission exams on specific subjects and/or teacher created assessments aligned to Secondary Credit Assessment (SCA) requirements;

- Beginning with students entering 8th grade in 2006 (Class of 2011), schools must give 7th grade students the opportunity to create an educational development plan based on a career pathways program or similar career exploration program. All students must create a plan before entering high school and we currently use Career Cruising online.

MDE CORE COURSES

-  **English Language Arts:** Language Arts, English, Reading
-  **Social Studies:** Social Studies, Economics, Geography, History, Political Science, Genocide
-  **Science:** Science, Biology, Chemistry, Physics, Geology-Earth Science, Astronomy, Integrated Science, Physical Science
-  **Mathematics:** Mathematics
-  **World Language:** French, German, Greek, Latin, Russian, Spanish, Other World Languages, Italian, Polish, Hebrew, Japanese, Chinese, Arabic
-  **The Arts:** Music Education, Visual Art, Theatre/Performance, Dance
-  **Level-Related Assignments:** General Elementary, K-5 All Subjects, K-8 Self-Contained

Graduation/Honors Recognition Criteria Valedictorian & Salutatorian

The valedictorian designation shall be the student who has the highest cumulative grade point average in grades 9-12 and the salutatorian shall be the student with the next highest cumulative grade point average. Student must also meet all graduation requirements including compliance with all Academy policies, guidelines, and pillars.

Any disciplinary issue dealing with academic honesty and major discipline issues that involve Out of School Suspension days will automatically disqualify a student even if they are holding the highest GPA. At the Principal's and/or Superintendent's discretion, discipline concerns prior to the senior(s) year may be forgiven.

To qualify, a student must have been attending full time at the Academy for two consecutive school years at time of graduation. All grades earned in all subjects, both required and elective, shall count in determining the final average. In the instance of a tie, students will be awarded a designation as co-valedictorian or co-salutatorian.

More information can be found in the parent student handbook on page 57.

Top 10 Students

Our top 10 ranking students will lead the class during graduation and sit in the front. Rankings are based on final GPA's. If there is a tie for ranking 10 and 11, then both will join the Top 10.

Graduation Cords

Honors (Gold) Cord: Students must have a cumulative GPA of a 3.5-3.69.

High Honors (blue and gold) Cord: Students must have a 3.7-3.99.

Honors with Distinction (blue, gold, and white) Cord: Students must have a GPA of 4.0 or higher.

National Honor Society (NHS): In order to receive the following, you must have met the requirements of National Honor Society and be in good standing. (*Requirements will be shared at the first NHS meeting*)

NHS Board Members: Wear the Blue NHS stole as well as the light blue cord.

NHS Members: Wear the Blue NHS stole

Student Government (SG): In order to receive the following, you must have met the requirements of Student Government and be in good standing. (*Requirements will be share at the first student government meeting*)

SG Board Members: Wear the yellow sash with their elected positions shown on the front and a navy-blue cord.

SG Members: Wear a navy-blue cord.

Honor Awards

The President's Education Award: This award is given to our highly qualified students who have earned a cumulative GPA of 3.5 or higher throughout all 4 years of high school and a minimum cumulative SAT of 1100.

The Full-Ride Scholarship Award: The Full-Ride Scholarship Award is awarded to students who received a full-ride scholarship to the university of their choice. This scholarship covers the tuition of all four years. Students must be attending that university.

Advance Placement Award

AP Scholar Award: (3 or higher on 3 or more exams)

AP Scholar with Honors: (average score of 3.25 on ALL AP exams AND 3 or higher on 4 or more exams)

AP Scholar with Distinction: (average score of 3.50 on ALL AP exams and 3 or higher on 5 or more exams)

Scholarship & Raised at Star International Academy Recognition

Raised at Star: Students who attended Star International Academy from Kindergarten through senior year. Students must have attended all years.

Million Dollar Club

The Million Dollar Club consists of students who raise a million dollars in scholarships on their own. Their names will be engraved in the million-dollar plaque and with given a million-dollar check. Students will be recognized during Honors Night.

MMC Personal Curriculum (PC) Process

The Personal Curriculum (PC) is an option any student or family can explore as a way to modify certain graduation requirements and earn a diploma. The purpose of secondary education is to prepare students for life after high school. Any modification to a student's graduation requirements needs to be consistent with this purpose. The high school diploma is documentation that the student has met the expectations and possesses the knowledge and skills necessary for post-secondary success. Students who are not pursuing a diploma or students who are unable to meet modified MMC requirements do not need a personal curriculum. The PC is a process to modify specific credit requirements and/or content expectations based on the individual learning needs of a student.

It is important to understand when it may be appropriate to use a personal curriculum (PC) option to modify the Michigan Merit Curriculum (MMC) requirements.

State statute allows personal curriculum modification in order to:

- ✚ Go beyond the academic credit requirements by adding more math, science, English language arts, or world languages credits.
- ✚ Modify the mathematics requirement.
- ✚ Modify, if necessary, the credit requirements of a student with an Individualized Education Plan (IEP).
- ✚ Modify credit requirements for a student who transfers from out of state or from a nonpublic school and is unable to meet the MMC requirements.

The personal curriculum option allows the board of a school district or public-school academy to award a regular high school diploma providing the student completes the requirements of the PC, including as many of the content expectations of the MMC as practicable (MCL 380.1278 a) and allows several flexible learning options, including:

- ✚ For any student, earning additional credit in specific subject areas and counting these credits toward meeting the state requirements.
- ✚ For students challenged with meeting Algebra II expectations, adjusting mathematics requirements.
- ✚ For students with an IEP, allowing modifications of the MMC necessary to demonstrate proficiency.
- ✚ For students transferring to a district from out of state or from a nonpublic school, modifications of requirements under limited conditions.

A personal curriculum may be appropriate for a student who has demonstrated one or more of the following:

- ✚ The ability or desire to access advanced or specialized content that cannot be met through electives (e.g., district lacks the resources to provide the course/content, or schedule does not allow student to access district offering).
- ✚ The ability to succeed in accelerated or advanced math, science, English language arts, or world languages.
- ✚ The academic need to reduce the Algebra II credit requirement from 1.0 credit to 0.5 credits.

For a student with an IEP:

- ✚ A documented need to make modifications because of the student's disability affects access to and/or demonstration of proficiency in the curriculum.
- ✚ Lack of progress on the MMC despite documented interventions, supports, and accommodations.

For a transfer student:

- ✚ Transferring from out of state or from a nonpublic school after successful completion of the equivalence of two years of high school credit.

Prior to considering a personal curriculum modification as a course of action for any student, educators must make every effort to help the student meet the requirements of the MMC using what is commonly known as Response to Intervention (RtI) or varied and creative strategies such as:

- ✚ Integrated and differentiated instruction
- ✚ Interventions and support
- ✚ Spiraled curriculum
- ✚ Online learning Work-based learning
- ✚ Project-based learning
- ✚ Flexible scheduling
- ✚ Peer coaching

- ✚ Adult mentoring
- ✚ Electives
- ✚ College credit opportunities

While every request to modify a student's graduation requirements shall be considered, the Academy may deny a personal curriculum request if:

- ✚ The request does not comply with state statute.
- ✚ Other options for meeting the student's education needs have not been documented.
- ✚ It is not in the best interest of the student.
- ✚ The members of the PC development team cannot reach agreement.

Modifications should be made in such a way as to support meeting most or all of the content expectations where possible keeping in mind the following questions:

- ✚ How much high school content mastery is necessary to meet or exceed MME performance standards?
- ✚ What knowledge and skills are necessary to be considered "college ready" based on the SAT?
- ✚ How will modifying expectations affect early access to the Michigan Promise Scholarship?
- ✚ How much content is sufficient to ensure that the student is prepared for post-secondary success?

In addition to identifying content or credit modifications, the PC must:

- ✚ Align with the EDP, post-secondary goals, and the IEP.
- ✚ Establish measurable goals.
- ✚ Provide a method to evaluate whether the student meets the goals.
- ✚ Include quarterly communication of progress with parent(s).

There are no modifications to credit requirements allowed in the following areas (exceptions may apply for students with an IEP or transfer students):

- ✚ English language arts
- ✚ Science
- ✚ World languages
- ✚ Civics/Government
- ✚ Online learning experience

The personal curriculum (PC) process demands the involvement of many people and should be used only after other options, like the use of supports and research-based interventions have been exhausted. At the Academy, the PC process shall include the student, parent/legal guardian, counselor, school principal designee, school psychologist (if available for a student with an IEP), teacher(s) with content expertise, and District Superintendent.

Step 1: Parent, student, or school personnel requests a personal curriculum (PC). Request is reviewed to determine if modifications are consistent with state and district policy.

Step 2: The PC team meets and:

- ✚ Reviews the EDP, student information, performance data, supports and interventions already implemented, and decide whether to recommend a PC.
- ✚ Analyzes student needs and MMC content to determine appropriate modifications.
- ✚ Determines how much of MMC content is practicable.
- ✚ Develops measurable performance goals and evaluation standards aligned to the goals for student success.
- ✚ Provides a method for evaluating progress.

 Confirms alignment with EDP goals

Step 3: PC team writes agreement and gets sign-off from the Superintendent, parent, and student.

Step 4: PC is implemented.

Step 5: Parent monitors progress through quarterly communication with each teacher of modified curriculum area. If revisions are needed, PC team reconvenes and revises using same process.

Step 6: The board of local school district or public school academy may award a diploma to students completing all requirements of a PC.

The Personal Curriculum

A Tool for Modifying the Michigan Merit Curriculum

Michigan Merit Curriculum (MMC)

Subject Area Credit Requirements	Personal Curriculum (PC) Modifications (Sequence and delivery up to district)
4 English Language Arts (ELA) Credits <ul style="list-style-type: none"> 1 credit in 9th, 10th, 11th, and 12th grade All credits aligned to state content expectations 	<ul style="list-style-type: none"> ✓ No modification except for students with an Individualized Education Program (IEP) and for transfer students who have completed 2 years of high school
4 Mathematics Credits <ul style="list-style-type: none"> 3 credits aligned with the required state content expectations (i.e., Geometry, Algebra I, and Algebra II) 1 math or math-related credit (not required to be aligned with state content expectations) 1 math or math-related course required in the final year which could include any of the 4 credits described above or may be an additional district credit Note: Students may earn 2 math credits for Algebra II when the credit is earned over 2 years, or 1.5 credits over 1.5 years, without requesting a personal curriculum 	<ul style="list-style-type: none"> ✓ 1 credit of Algebra II may be modified to ½ credit Algebra II, statistics, or functions and data analysis ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
3 Science Credits <ul style="list-style-type: none"> 1 Biology credit 1 Chemistry or Physics credit 1 additional science credit All credits aligned to state content expectations 	<ul style="list-style-type: none"> ✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school
3 Social Studies Credits <ul style="list-style-type: none"> ½ Civics credit ½ Economics credit 1 U.S. History and Geography credit 1 World History and Geography credit All credits aligned to state content expectations 	<ul style="list-style-type: none"> ✓ No modification of Civics ✓ Minimum of 2 social studies credits prior to modification ✓ 1 social studies credit (other than Civics) can be exchanged for an additional English language arts, math, science, or world languages credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
1 Physical Education and Health Credit <ul style="list-style-type: none"> Credit aligned to state guidelines 	<ul style="list-style-type: none"> ✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
1 Visual, Performing, and Applied Arts Credit <ul style="list-style-type: none"> Credit aligned to state guidelines 	<ul style="list-style-type: none"> ✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
2 World Languages Credits (Begins with Class of 2016) <ul style="list-style-type: none"> Credits earned in grades 9-12 or an equivalent learning experience in grades K-12 Credits aligned to state guidelines 	<ul style="list-style-type: none"> ✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school
Online Learning Experience <ul style="list-style-type: none"> Online course, learning experience, or experience is incorporated into one or more required credits 	<ul style="list-style-type: none"> ✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school

Subject Area Credit Requirements	Personal Curriculum (PC) Modifications (Sequence and delivery up to district; support courses can count for credit regardless of year)
4 English Language Arts (ELA) Credits <ul style="list-style-type: none"> • 1 credit in 9th, 10th, 11th, and 12th grade • All credits aligned to state content expectations 	<ul style="list-style-type: none"> ✓ No modification except for students with an Individualized Education Program (IEP) and for transfer students who have completed 2 years of high school
4 Mathematics Credits <ul style="list-style-type: none"> • 3 credits aligned with the required state content expectations (i.e., Geometry, Algebra I, and Algebra II) • 1 math or math-related credit (not required to be aligned with state content expectations) • 1 math or math-related credit required in the final year which could include any of the 4 credits described above or may be an additional district credit • Note: Students may earn 2 math credits for Algebra II when the credit is earned over 2 years without requesting a personal curriculum 	<ul style="list-style-type: none"> ✓ Completion of at least 1.5 credits aligned to math content expectations prior to any modification ✓ 1 credit of Algebra II may be modified to ½ credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
3 Science Credits <ul style="list-style-type: none"> • 1 Biology credit • 1 Chemistry or Physics credit • 1 additional science credit • All credits aligned to state content expectations 	<ul style="list-style-type: none"> ✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school
3 Social Studies Credits <ul style="list-style-type: none"> • ½ Civics credit • ½ Economics credit • 1 U.S. History and Geography credit • 1 World History and Geography credit • All credits aligned to state content expectations 	<ul style="list-style-type: none"> ✓ No modification of Civics ✓ Minimum of 2 social studies credits prior to modification ✓ 1 social studies credit (other than Civics) can be exchanged for an additional English language arts, math, science, or world languages credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
1 Physical Education and Health Credit <ul style="list-style-type: none"> • Credit aligned to state guidelines 	<ul style="list-style-type: none"> ✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
1 Visual, Performing, and Applied Arts Credit <ul style="list-style-type: none"> • Credit aligned to state guidelines 	<ul style="list-style-type: none"> ✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
2 World Languages Credits (Begins with Class of 2016) <ul style="list-style-type: none"> • Credits earned in grades 9-12 <i>or</i> an equivalent learning experience in grades K-12 • Credits aligned to state guidelines 	<ul style="list-style-type: none"> ✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school
Online Learning Experience <ul style="list-style-type: none"> • Online course, learning experience, or experience is incorporated into one or more required credits 	<ul style="list-style-type: none"> ✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school

Dual Enrollment and Alternative Courses

The Postsecondary Enrollment Options Act, 1996 PA 160 (MCL 388.511-388.524), and the Career and Technical Preparations Act, 2000 PA 258 (ML 388.1901-388.1913), encourage and enable qualified pupils to enroll in courses or programs in eligible postsecondary institutions (state universities, community colleges, or independent nonprofit-degree-granting colleges or universities located within Michigan. This law, commonly referred to as Dual Enrollment, directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities. The conditions necessary to be met can be found in the High School Dual Enrollment Application Form on the next page and are aligned to MDE Pupil Accounting Manual requirements. Please review the contents of this notice with your parents. If you believe you are eligible for dual enrollment, qualify for tuition and fee support, and wish to participate, contact your counselor or school Principal.

High school credit may be granted to students who successfully complete a course of instruction offered by an eligible postsecondary institution. The following requirements apply to such courses of instruction:

1. Application and admission to the postsecondary institution are the responsibility of the student.
2. To receive high school credit for the successful completion of a postsecondary institution coursework, the student must obtain prior approval from the High School Counselor, Principal, Superintendent and District Office Authorization. Approval will be based upon the following factors:
 - Credit earned under this policy section shall be based on a “pass” grade.
 - Computation of high school credit for postsecondary institution coursework will be based on the following formula: 3 to 4 semester hours equals $\frac{1}{2}$ unit of high school credit.
 - Upon validation from the issuing postsecondary institution, the student’s credit and grade will be recorded on the student’s high school transcript. The grade earned by the student shall not be included for any purpose in the computation of the student’s grade point average or class ranks (pass or fail grades issued only).
 - The student is responsible to have the postsecondary institution report the student’s grade and credit to the High School Counselor and Principal in a timely fashion.
 - Tuition for the course(s) will be paid by the school district for eligible students only in accordance with the requirements of the Postsecondary Enrollment Options Act.

A student enrolled in a correspondence course may receive high school credit for work completed, provided:

1. The course is given by an institution accredited by the North Central Association of Colleges and Secondary Schools;
2. The student is a fourth or fifth year senior;
3. The student assumes responsibility for all fees; and
4. The building Principal and Superintendent approve the course in advance.

A maximum of 6 units of credit may be counted toward the requirements for a student’s high school graduation. A student will receive high school credit for successfully completing: (1) any course given by an institution accredited by the North Central Association of Colleges and Secondary Schools, and (2) independent study in a curriculum area not offered by the District, provided the student obtains the consent of a supervising teacher as well as the building Principal.

Dual Enrollment**Course No/MI ID: Based on college CRN#****GRADES: 9-12****CREDIT TYPE: Miscellaneous****CREDIT(S): 0.5**

Seminar courses vary widely, but typically offer a small peer group the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigatory skills, presentation skills, interpersonal skills, group process skills, and problem-solving and critical-thinking skills. Seminars aimed at juniors and seniors often include a college and career exploration and planning component. This course is also used for students who are enrolled in dual enrollment courses at the college level.

Career Technical Education Courses

What Is Career and Technical Education?

Today, more than ever, employers want to hire entry-level employees who can hit the ground running. This is where career and technical education (CTE) comes in. CTE is a broad term for education that combines academic and technical skills with the knowledge and training needed to succeed in today's labor market. CTE prepares students for the world of work by introducing them to workplace competencies in a real-world, applied context.

Compared to vocational school of decades past, modern CTE spans nearly every industry. In addition to traditional pathways like automotive repair and construction, today's CTE programs cover health sciences, engineering, entrepreneurship, computer science, sustainable agriculture, theater arts production, media, culinary arts, and many other fields.

In recent years, CTE has expanded dramatically in high schools across the country. Furthermore, the programs are designed for all students: those who want to attend a four-year college, those who plan to combine work and learning at a community college, and those who intend to enter the labor market directly.

Who is Eligible?

- Any 9-12th grade high school students
- 1 - academic year program

CTE Benefits: Building Pathways to Both College and Career

CTE doesn't replace academic learning; it complements traditional education by helping students at every level—middle school, high school, and college—develop practical skills. Research found that students who enrolled in CTE in high school were just as likely to enroll in postsecondary education as their peers who did not participate in CTE. In addition, many high school CTE programs offer dual credit, helping students get a head start on postsecondary education by simultaneously earning high school and college credit.

High-quality CTE programming links secondary and postsecondary education in a sequenced series of courses, aligns curriculum with industry-validated standards, and provides hands-on, work-based learning experiences that enable students to apply their skills. CTE is not a "track" so much as a pedagogy; it contextualizes learning in real-world settings to spark students' creativity and sense of possibility.

COURSES OFFERED:

CTE – GENERAL EDUCATION

Child Development Associate (CDA)**Course No/MI ID: CIP CODE 13.0000****GRADES: 9-12****CREDIT TYPE: Career Technical Education****CREDIT(S): 1**

Students who complete the General Education courses may test and become a Child Development Associate (CDA) Preschool and be job-ready upon graduation.

QUALIFICATIONS OR PRE-REQUISITES:

To be eligible to test, a candidate must be enrolled as a junior or senior in SIA's Career and Technical Education program in the Education & Training Career Cluster. Students must apply to begin the credential process and develop a portfolio with training documentation. Students must log 120 hours of instructional time and 480 hours of work-based learning working with children ages 3-5 in a center-based setting. Each CDA Credential will expire after three years, but is renewable with continuing education.

General Education is a program that focuses on the general theory and practice of learning and teaching, the basic principles of educational psychology, the art of teaching, the planning and administration of educational activities, school safety and health issues, and the social foundations of education.

This course prepares students for careers in childcare, teaching, and other careers involving young children. Emphasis is placed on understanding children and applying that knowledge while providing care or teaching. Topics include child development, developmentally appropriate practices and activities, health, safety, guidance, nutrition, and administrative skills. Skills in communication, interpersonal relationships, and professional development are reinforced in this course. Students will have the opportunity to interact with young children in a childcare setting next door in the Pre-K classrooms.

CTE - HEALTH SERVICES/ALLIED HEALTH/HEALTH SCIENCES, GENERAL

Certified Nurse Aid (CNA)

Course No/MI ID: CIP CODE 51.0000

GRADES: 9-12

CREDIT TYPE: Career Technical Education

CREDIT(S): 1

Students who complete the Medical Assisting courses may become certified clinical medical assistant and be job-ready upon graduation.

CNA I and II - The Nursing Assistant program offers an introduction into the healthcare field with an emphasis on entry level employment as a nursing assistant and/or advanced careers through continued education. In this program, students will be provided instruction through classroom theory, lab and clinical skills in preparation for the Michigan State Nurse Aide Certification exam. Nursing assistant skills will be demonstrated and practiced on mannequins and peers in the nursing lab and at clinical rotations

**** The above stated courses are to be taken instead of elective classes. CTE does not replace your graduation requirement. ****

CTE Policy

Star International Academy's enrollment policy for students in CTE programs supports access and equity for all students regardless of gender, race, color, national origin, ethnicity, disability, age, or sexual orientation. As well as an English Language Learner or Special Education designation of a student will not cause any barrier to the enrollment or success in any CTE program in our district. Enrollment into any of our 3 CTE programs is based on FTE availability and student interest only.

The Board of Education recognizes the importance of career and technical education in meeting the needs of youth, adults, business, industry, and labor of this State. Knowledgeable students having access to career and technical

education programs established to meet needs of high school students and adults are even more important today with the need for continued economic growth, school- to-career transition, and a global workforce.

The Board of Education agrees to delegate the responsibility of coordinating, recruiting, advertising enrollment and cooperating with intermediate, State, and Federal educational agencies in an effort to establish Career and Technical Education (CTE) in the Academy to the Academy's Superintendent.

Through participation in the State Aid categorical of Added Cost (61a) and Federal legislation including the Carl D. Perkins Vocational and Applied Technology Act, and in cooperation with public secondary and postsecondary educational agencies, the Board will seek to provide funding to support career-related education opportunities for both youth and adults in the service area by:

- A. seeking to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions;
- B. promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;
- C. increasing flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education;
- D. conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities;
- E. providing technical assistance that promotes leadership, initial preparation, and professional development at the State and local levels; and that improves the quality of career and technical education teachers, faculty, administrators, and counselors;
- F. supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;
- G. providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

Work-Based Experiences (WBLE), Apprenticeships, and Internships

Work-based learning experiences (WBLE), apprenticeships, and internships provide pupils with a planned program of job training and other employment experiences related to a chosen career.

The Work-based learning experiences Program is a school-to-work program offering work-based courses on/off the premises of the Academy. The Program matches a student's class work and career interests and offers work-site based learning opportunities. The Work-based learning experiences Program is not a job placement service; it is an Enrollment Program, which enables students to receive career exploration, training and supervised work experience, while also continuing their academic studies.

The Work-based learning experiences is a full-year program designed primarily for high school seniors. Juniors are

accepted into the program by recommendation of their counselor. Either one-half or one credit per year is granted for Work-Based depending upon the number of courses a student is enrolled in. Placement will be determined based on the student’s Career Pathway as identified in his/her E.D.P. (Educational Development Plan).

The student’s job duties are outlined in advance and performance and progress on his/her job will be supervised by the school designated certified teacher. Work Based students are approved to work between 5-10 hours per week, with a minimum requirement of 5 hours per week. Should a student’s school work or performance on the job become unsatisfactory, removal from the Work Based program could result. The student’s first obligation is to his/her school work.

The qualifications and requirements to be met can be found in the High School Work-Based Learning Application on the next page and aligned to the MDE Pupil Accounting Manual requirements.

Please contact your counselor or school principal, to discuss further and determine your eligibility. A student will receive high school credit after successfully completing the program (pass or fail grades will be issued only).

WBLE A/B/C
GRADES: 11-12

CREDIT TYPE: Miscellaneous

Course No/MI ID: 22998a/b/c
CREDIT(S): 2

WBLE courses are learning experiences coordinated by a school district through a training agreement providing an educational experience related to school instruction involving supervised work and monitored by a certified instructor employed by the district. Seminar courses vary widely, but typically offer a small peer group the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigatory skills, presentation skills, interpersonal skills, group process skills, and problem-solving and critical-thinking skills. Seminars aimed at juniors and seniors often include a college and career exploration and planning component. This course is also used for students who are enrolled in dual enrollment courses at the college level.

**** Work-based learning experiences can be found in the “forms” section in the course offerings handbook (pg. 85).**

Virtual Learning, Distance Learning and Independent Study

In the event of a pandemic that forces schools to shut-down, the Academy will move to the online based platform to continue the educational year remotely. All courses in the course offerings will be marked with “VCO: Face to Face/Blended/Virtual Course**” to ensure a smooth transition from in-person learning to virtual. Virtual learning is ONLY offered in the event of a shutdown and not a regulatory practice.*

Students have the opportunity to participate in additional learning experiences with School Principal and Superintendent’s approval to take courses defined as virtual learning, distance learning and/or independent study experiences. The courses must be academic in nature, local school board approved, and earning you credit towards MMC high school diploma or grade progression.

Courses may be offered at the Academy during the day as a scheduled class period with a certified teacher available in the classroom or through distance learning, through enrollment at a community college or university, or, the course may be offered at a self-scheduled time. An on-site certified teacher serving as a mentor, for assistance and evaluation, shall be assigned to the pupil by the Academy.

Types of courses are defined as follows:

- **Computer or internet courses provided at the school** during the school day as part of your class schedule, while you are in regular daily attendance. A certified teacher will be present in the classroom. The number of courses taken, through the computer or the internet, at the school with the certified teacher present are unlimited but require an application/approval process similar to dual enrollment process to ensure successful completion of a 4-year MMC high school diploma program.
- **Distance Learning** is provided via two-way communication between the teacher-of-record and a group of students over a television monitor. The period of instruction is part of your schedule during the regular school day. An adult shall be present in the classroom and opportunities are made available pending availability of cooperative arrangements among districts. The number of courses taken, through the two-way communication device, at the school with the certified teacher present are unlimited but require an application/approval process similar to dual enrollment process to ensure successful completion of a 4-year MMC high school diploma program.
- **Self-scheduled** virtual learning courses are taken at your self-scheduled time and place. The course will be a part of your class schedule with the teacher-of-record identified and you shall be concurrently enrolled in and attending at least one course offered by the district in which credit is earned and regular daily attendance is required. You shall be enrolled in the self-scheduled course and in attendance on the pupil membership count day or the supplemental count day during the class time designated for approved courses. You are limited to two self-scheduled courses, which require an application/approval process similar to dual enrollment process to ensure successful completion of a 4-year MMC high school diploma program.
- **Independent study** courses are a learning experience that is academic in nature providing you the opportunity for self-directed learning. This course shall appear on your schedule and teacher-of-record must be identified. You shall be concurrently enrolled in and attending at least one course offered by the district in which credit is earned and regular daily attendance is required. You shall be enrolled and in attendance on the pupil membership count day or the supplemental count day during the class time designated for approved courses. You are limited to two independent studies courses which require an application/approval process similar to dual enrollment process to ensure successful completion of a 4-year MMC high school diploma program.

Continuity of Learning Plan [Communicable Diseases]

High School (9-12th Grade)

In the event of a pandemic that forces schools to shut-down, the Academy will move to the online based platform previously used to continue the educational year remotely.

As done in previous years, the Academy will provide pupils with equitable access to technology and the internet necessary to participate in instruction (Chromebooks for All students, Hotspots and Wi-Fi) Professional Development for Teachers to support Technology proficiency and Virtual Teaching Best Practices, Technology Updates to Platforms to support Interactive best practices , and tutorial videos and step by step guides to help parents/students readapt to virtual learning The Academy will also identify, address and support all other needs that come up throughout the remote learning process. All students will have access to grade-level/course instructional materials and text as needed to complete their work either remotely and/or hard copy format.

These tools include:

1. Technology Platforms: other technology platforms that students are more comfortable with: Classroom Dojo, Ed Modo, and or Remind. These tools are used for ongoing communication about lessons, engagement, and resources to promote learning.

2. Communication: using PowerSchool and district created Gmail accounts for staff and students, instructional information and support is being provided and communicated. For students who struggle with using technology as a means of learning, teachers are providing instructional packets instead. These packets are created and individualized for student's base upon written request to the teacher and or school principal.
3. High School Dual Enrollment: Our partnership with community colleges and university will continue for semester 2 as instruction and/or materials are being provided by virtually through Blackboard and or Canvas platform. The district will continue to pay for these courses and resources for students who have elected this as their learning platforms. Additionally, students are able to elect not to continue in these courses with no academic penalty
4. Social Media Sites: these sites are used within the district to provide ongoing communication to students and parents:
 - a. Remind (@siahass, @siageorge)
 - b. Facebook (@starintacademy)
 - c. Instagram (@starintacademy)
 - d. Class Dojo

With the implementation of the online platform for remote learning the following will be taking place:

1. Teachers will be posting threaded discussions for students everyday to think and respond to. Assignment will also be given to students on a weekly basis that are in direct alignment to grade level state standards.
2. 'Live' sessions will be held on a weekly basis with students and the teacher. Times and dates to the live sessions will be shared with the classroom teacher
3. Students will also be receiving learning links to help support the lesson. These links include: Khan Academy (<https://www.khanacademy.org/>), IXL (<https://www.ixl.com/>), Reading A-Z (<https://www.readinga-z.com/>), Mystery Science (<https://mysteryscience.com/>), Math XI (<https://www.mathxl.com/>), and many others will be uploading pre-recorded videos of direct instruction.
4. Parents are highly encouraged to sit through a live session and or engage with their children on threaded discussions and or assignments given by classroom teachers.
5. New learning will focus on those concepts most important for the content area or course for the remainder of the year.
6. Teachers will be available for students and families when needed. We highly encourage email notifications so the classroom teacher can provide a date and time to meet virtually to answer questions and or provide additional support.
7. Technology support is available throughout the school day and beyond. When students are struggling with the Chromebook or have questions in relations to our online learning, questions are submitted to the technology department (via by the teacher on behalf of the student/parent).

ELL and Special Education Services

All students, including the special population will be provided with Chromebooks and equal opportunities to have equal access as per their individualized plans and applicable laws and regulations.

During remote learning, the Academy will provide alternative modes of instruction for English Language Learners (ELL) and using multiple online resources to address the individualized needs. ESL teachers and interventionists will continue to facilitate English Language Development (ELD) sessions via online platforms. Paraprofessionals will be collaborating and will continue to work closely but virtually with teachers to provide additional layer of learning opportunities to students to accelerate their learning process with the guidance of the teachers.

Students with Individualized Educational Plans (IEPs) will also be provided with alternative and accommodated instruction that meets each student's IEP goals. Using mixed learning platforms to match student needs (i.e. online, videos, and packets), the Academy will ensure that students with IEPs get the full level of support and services they need to be successful. Resource room teachers will ensure that every student with an IEP gets the one on one interaction and support needed. Paraeducators and paraprofessionals are supporting the delivery of instruction and provision of services in collaboration with resource room teachers and grade level content teachers. All services that are contracted through third party vendors to support occupational and physical therapy for students who are in need will continue to stay active but move to an online platform. Speech and language therapy will continue to take place with students remotely. School psychologists will continue to work with students via phone/online methods.

Social workers will be communicating with families and students either/or by phone, ClassDojo messages, email, and through online platforms to support them with any resources or social-emotional supports they may need during this time. Social workers will use an online platform, uploading lessons and activities, videos and links for students to work on and hold meetings virtually to review the lessons posted. Students with transition services are provided with the services remotely. Parents will be informed about all online meetings.

The priority is providing students and families with support. Making phone calls to student families and connecting families with resources to make sure their basic needs are being met which is crucial at this time. Parent consent will be retrieved via phone to speak with the student via phone or virtually to do a check in or provide social-emotional support and build on their social skills during these strenuous times.

Remote Learning: Accountability

In the event the Academy moves to a remote learning platform, teachers and administrators will continue to monitor all students through a variety of ways to ensure all students have access and are continuing the educational learning from home, either remotely and or packet format. Despite moving to an online platform, ALL students will be held accountable for their work (formative, summative, live sessions) and earn their letter grade based on a 60/40 split (60% summative /40% formative).

Aside from formative and summative assessments, teachers will continuously monitor learning through the following ways:

1. Using the district's online platform, many reports on participation, posting, and submitting assignments can be generated on a daily or weekly basis for teachers and support staff to see the level of participation per student.
2. Daily and ongoing feedback will be provided to students by the teacher on their postings, assignments, and or projects students posted
3. PowerSchool, student data management system, will be used to track who has been participating and submitting in assignments.
4. Progress reports will be generated from PowerSchool and send remotely to students and parents through the district Gmail account
5. Parent Portal applications will be active for parents to continuously check in on their child(s) status in each of their classes.
6. In the fall 2023, Students will be assessed in the NWEA where applicable. We will use the assessment results to identify gaps and adjust instruction and tutorial support as part of the MTSS process to provide differentiated instruction based on individual student needs and the curriculum expectations.

For students with special needs, we will be following state guidelines to utilize best efforts to manage and monitor IEP goals. Resource room teachers and grade level teachers will be communicating with families who children have IEP’s to keep an open dialogue and provide ongoing support to ensure each child is successful. ESL teachers (and paraprofessionals) will be working with teachers to support students and families who need language accommodations.

Academy Grade Scale

Students enrolled in high school courses are subject to the following grading scale:

Overall Grade Interpretation

A	93-100 4.0	C	73-77 2.3
A-	90-92 3.7	C-	70-72 1.8
B+	88-89 3.5	D+	65-69 1.5
B	83-87 3.3	D	64-63 1.3
B-	80-82 2.8	F	0-62 0.0
C+	78-79 2.5	<i>*Any student taking an AP class will earn a +1.0 GPA point</i>	

Academy Overall Grade Make-Up

Students enrolled in high school course are subject to the following overall grade make-up:

Summative: (60%) these are based on assessments in direct alignment to state standards per course. Such assessments may include: end of unit test, projects, and/or performance.

Formative: (40%) these are based on homework (online or hardcopy) assignments, quizzes, exit tickets, projects, and/or performance.

Participation

Student participation is MANDATORY for all students. While the Academy understands the current pandemic situation, flexibility and patience is key to getting student engagement. For students who will not be participating with the online learning and or paper pencil learning the following will be taking place at the Academy to address this lack of participation:

1. Teachers will call home to ensure parents and students understand the requirements of their participation to ensure the students learns their grade level content standards so they can advance to the next grade level.
2. Administration team will be working with teachers on providing support by following up with parents and students to ensure they will be engaging within online/paper pencil learning by:

- a. Utilizing social media and sending messages to all stakeholders about the requirements of online/paper pencil learning
 - b. Calling home to parents and students
 - c. Sending written notices to the home (if needed and mailed) letting them know their lack of participation may affect their overall grade level content and they may not be ready to advance to the next grade level.
3. Teachers will be putting in '0' in gradebook for high school students who will not be participating with online learning which will quickly alert parents via text message generated in Parent Portal (parent gradebook view).





Technology, Computer and Information Science Departments

The MMC's Online Learning Experience Guidelines document¹ identifies the three manners in which a student in middle school through high school can have a meaningful online learning experience. From the guidelines we see that online learning is identified as "a structured learning activity that utilizes technology with intranet/Internet-based tools and resources as the delivery method for instruction, research, assessment, and communication." The three manners in which a student can have an online learning experience are Online Courses, Online Learning Experiences and Online Learning incorporated into each of the Required Credits.

Based on the guidelines, a quality online learning experience is a combination of structured, sustained, integrated, meaningful learning activities accessed via a telecommunications network. A student that has been successful in this type of experience should develop competency for being able to learn in a virtual environment (life-long learning). The total collection across all grades 6-12 of these experiences are required to be a minimum of 20 hours. Since Online Learning is incorporated into each of the Required Core Classes, students will not be required to submit learning experience logs. Instructional Staff will collaborate at the beginning of the school year to include specific activities in the course syllabus and planning documents so that one full year meets a minimum of 20 hours giving students the opportunity to accumulate 140+ hours of online learning experience.

Courses in computer and informational science departments can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD and State approval.

Virtual Course Offering (VCO) could be 50/50 blended or virtual learning course where students receive academic instruction online through a computer over the internet in addition to traditional academic instruction

-  **WebQuests** – an inquiry-oriented activity in which most or all of the information used by students is online.
-  **Educational Blog** – a personal online journal that is frequently updated and intended for public consumption.
-  **Wiki** – collaborative editing place on the web.
-  **Podcast/Videocast** – the distribution of audio or video files over the Internet for listening on mobile devices

and personal computers.

- 🔊 **RSS Feed** – RSS stands for “Really Simple Syndication”. It is a way to easily distribute a list of headlines, update notices, and sometimes content to a wide number of people. It is used by computer programs that organize those headlines and notices for easy reading.
- 🔊 **Learning Management System** – a software application or Web-based technology that provides a teacher a way to create and deliver content, monitor student progress and assess performance.
- 🔊 **Online Research** – teacher directed and guided practical online searching that weeds out poor or non-relevant sites and directs students to sites easily recognizable as valid and trustworthy.
- 🔊 **Electronic Portfolio** – a type of learning record that provides actual evidence of achievement – a collection of electronic documents that demonstrate your skills.

9-12.CI. Creativity and Innovation—By the end of grade 12 each student will:

- 9-12.CI.1. apply advanced software features (e.g. built-in thesaurus, templates, styles) to redesign the appearance of word processing documents, spreadsheets, and presentations
- 9-12.CI.2. create a web page (e.g., Dreamweaver, iGoogle, Kompozer)
- 9-12.CI.3. use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, web sites, presentations, photo galleries)

9-12.CC. Communication and Collaboration—By the end of grade 12 each student will:

- 9-12.CC.1. identify various collaboration technologies and describe their use (e.g., desktop conferencing, webinar, listserv, blog, wiki)
- 9-12.CC.2. use available technologies (e.g., desktop conferencing, e-mail, videoconferencing, instant messaging) to communicate with others on a class assignment or project
- 9-12.CC.3. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models)
- 9-12.CC.4. plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, interactive web sites, videoconferencing)
- 9-12.CC.5. describe the potential risks and dangers associated with online communications
- 9-12.CC.6. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)

9-12.RI. Research and Information Literacy—By the end of grade 12 each student will:

- 9-12.RI.1. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)
- 9-12.RI.2. identify, evaluate, and select appropriate online sources to answer content related questions
- 9-12.RI.3. demonstrate the ability to use library and online databases for accessing information (e.g., MEL, Proquest, Info-source, United Streaming)
- 9-12.RI.4. distinguish between fact, opinion, point of view, and inference
- 9-12.RI.5. evaluate information found in selected online sources on the basis of accuracy and validity
- 9-12.RI.6. evaluate resources for stereotyping, prejudice, and misrepresentation
- 9-12.RI.7. understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources must always be researched
- 9-12.RI.8. research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates, reports, mock trials, presentations)

Particular Topics in Computer Literacy

Course No/MI ID: 10008

VCO: Face to Face/Blended/Virtual Course

GRADES: 9 CREDIT TYPE: CommunicationAudioVisualTechnology CREDIT(S): 0.5

An engaging and personalized learning environment designed to optimize teaching and learning through the interconnected use of mobile computing, audio, visual and formative assessment technologies across the curriculum.

Digital Media Technology

Course No/MI ID: 11151

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: CommunicationAudioVisualTechnology CREDIT(S): 0.5

These courses are designed to give students the skills necessary to support and enhance their learning about digital medial technology. Topics covered in the course may include internet research, copyright laws, web-publishing, use of digital imagery, electronic forums, newsgroups, mailing lists, presentation tools, and project planning.

Communication Technology

Course No/MI ID: 11002

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 CREDIT TYPE: CommunicationAudioVisualTechnology CREDIT(S): 0.5

Communication Technology courses enable students to effectively communicate ideas and information through experiences dealing with drafting, design, electronic communication, graphic arts, printing process, photography, telecommunications, and computers. Additional topics covered in the course include information storage and retrieval. Drafting equipment may be used to make scale drawings, including multi-view drawing, photographs, and poster mock-ups.

Publication Production

Course No/MI ID: 11104

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 CREDIT TYPE: CommunicationAudioVisualTechnology CREDIT(S): 1 (Full year class)

Publication Production courses provide students with the knowledge and skills necessary to produce the school newspaper, yearbook, literary magazine, or other printed publication. Students may gain experience in several components (writing, editing, layout, production, and so on) or may focus on a single aspect while producing the publication.

Computer Applications

Course No/MI ID: 60004

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 CREDIT TYPE: CommunicationAudioVisualTechnology CREDIT(S): 0.5

This course is designed to bring students to a basic level of proficiency in applying computer technology in the educational setting. Emphasis will be placed on file management and appropriate technology use in a network environment. Students will be introduced to fundamental computer concepts, beginning keyboarding skills, word processing, multimedia presentations, Internet applications and spreadsheets. Special attention will be devoted to legal issues, copyright law, and safety. Application of technology in the workplace will be emphasized.

Business Communications

Course No/MI ID: 12009

VCO: Face to Face/Blended/Virtual Course

Grades: 10-12 CREDIT TYPE: CommunicationAudioVisualTechnology CREDIT(S): 0.5

This course will provide an introduction to business writing and speaking with a particular emphasis on grammar, sentence structure, thought formation, and presentation skills. Class activities will emphasize communication in real-world business situations and enable students to begin developing their ability to write and speak effectively in the workplace.

Life Management and Employability Department

Consumer Economics/Personal Finance

Course No/MI ID: 22210

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12

CREDIT TYPE: Miscellaneous

CREDIT(S): 0.5

Consumer Economics/Personal Finance courses provide students with an understanding of the concepts and principles involved in managing one's personal finances. Topics may include savings and investing, credit, insurance, taxes and social security, spending patterns and budget planning, contracts, and consumer protection. These courses may also provide an overview of the American economy.

Other Electives for 11-12th as outlined in the IES National Center for Education Statistics Secondary School Course Classification System SCED found online²:

👉 Banking and Finance	👉 Life Skills
👉 Clothing/Sewing	👉 Marketing Career Exploration
👉 Community Living	👉 Metal and Wood Processing/Production
👉 Community Protection	👉 Particular Topics in Child and Elder Care
👉 Criminal Justice	👉 Particular Topics in Law Enforcement
👉 Energy/Power	👉 Particular Topics in Reaction/Amusement/Attractions
👉 Engineering Applications	👉 Particular Topics in Travel and Tourism
👉 Exploration of Electricity/Electronics	👉 Personal Development
👉 Family Living	👉 Product Development
👉 Food Service	👉 Public Policy
👉 Food and Nutrition	👉 Robotics
👉 Food Science	👉 Self-Management
👉 General Horticulture	👉 Social Development Instruction
👉 Health Care Occupations	👉 Wildlife Management
👉 Home Décor	

Courses in life management and employability can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD and State approval.

Virtual Course Offering (VCO) could be 50/50 blended or virtual learning course where students receive academic instruction online through a computer over the internet in addition to traditional academic instruction.

Community Service

Community Service is defined as "sharing your gifts of time and talent to serve those who are in need of assistance." It may involve interaction with individuals or groups, enabling you to share in the benefits of that experience, agency, organization, or business. Students have the opportunity to contribute to the social progress and cultural development of those in the community in general.

Requirements:

1. All high school students are required to complete and document 50 hours of community service in order to meet the graduation requirements of the Academy. Students are required to perform service as a non-paid volunteer experience at an agreed upon location, local agency, business or organization.

2. The student must make arrangements with the school counselor for approval of the agency or organization in which they plan to volunteer. The school counselor will assist those who need to find a community service site in which to volunteer. The school counselor will then issue the student a weekly time sheet where their volunteer time should be recorded for each week of community service completed. This time sheet is completed and submitted to the school counselor on a weekly basis during scheduled volunteer activities. The signatures of the student, community service site supervisor and the school counselor must be on the time sheet before the student can receive approved community service hours.
3. All students are required to keep a journal of the activities performed during their community service opportunities. *STUDENTS WILL NOT RECEIVE APPROVED COMMUNITY SERVICE HOURS WITHOUT A SUBMITTED JOURNAL.*

Evaluation:

1. The supervisor and student at the community service site will evaluate each student's performance and the evaluation should be submitted to the school counselor upon completion of the community service opportunity.
2. Any evaluations not submitted to the school counselor will result in a delay in the student's approved community service hours at the end of the school year.





Examples of Community Service Sites:

American Diabetes Association	Hospitals and/or Health Clinics
American Red Cross	Libraries
American Cancer Society	Motor City Makeover
Colleges and Universities	Museums/Science Centers/Art Galleries
Community Centers and/or Civil Rights Groups	Neighborhood Centers
Domestic Violence Shelters	Public Parks and Camp Grounds
Family Services Centers	Salvation Army Schools
Focus: HOPE	Schools and/or Day Cares
Food Banks/Distribution Centers	Senior Citizen/Nursing Homes
Girl and Boy Scouts	Sporting Facilities
Homeless Shelters	Soup Kitchens

Physical Health and Safety Education Department

Fitness Test

The student must complete the following FitnessGram or the Brockport Physical Fitness Test (BPFT) items:

-  Cardiovascular fitness (PACER)
-  Muscular strength and endurance (Curl-up and Push-up)
-  Flexibility (Back-Saver Sit-and-Reach)
-  Body composition (Body Mass Index and Percent Body Fat)

Students must meet the criterion-referenced health-related fitness standards for age and gender for three of the four tests listed above.

Written Test

Score a minimum of 78% on a written test based on the rules, procedures, tactics, and information from selected activities that represent the three categories of physical activities (i.e., target, outdoor pursuits, target, rhythmic activities etc.) and fitness, including capacity to calculate target heart rate, explanation of the importance of monitoring heart rate during exercise, and the impact that it has on health and explanation of the principles of frequency, intensity, time, overload, progression, and specificity.

Skills Test

The student must demonstrate advanced skills and tactics in three activities from three categories, as well as basic skills and tactics in five additional activities. Students will be evaluated using the Task Analysis form of the skill. Assessment templates for use at the local level will be distributed by MDE.

Personal Fitness Plan

- 👉 Develop a personal fitness plan based on fitness assessment results.
- 👉 Monitor nutrition on MyPyramid.gov for one week, and create a report on the results.
- 👉 Complete MyPyramid worksheet.

Courses in physical health and safety education can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD and State approval.

Virtual Course Offering (VCO) could be 50/50 blended or virtual learning course where students receive academic instruction online through a computer over the internet in addition to traditional academic instruction.

Physical Education

Course No/MI ID: 08001

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: Physical Health and Safety Education CREDIT(S): 0.5

Physical Education courses provide students with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities.

Fitness/Conditioning Activities

Course No/MI ID: 08005

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: Physical Health and Safety Education CREDIT(S): 0.5

Fitness/Conditioning Activities courses emphasize conditioning activities that help develop muscular strength, flexibility, and cardiovascular fitness.

Recreation Sports

Course No/MI ID: 08004

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: Physical Health and Safety Education CREDIT(S): 0.5

Recreation Sports courses provide students with knowledge, experience, and an opportunity to develop skills in more than one recreational sport or outdoor pursuit (such as adventure activities, croquet, Frisbee, wall climbing, bocce ball, fishing, hiking, cycling, and so on).

Health Education

Course No/MI ID: 08051

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: Physical Health and Safety Education CREDIT(S): 0.5

Topics covered within Health Education courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include grief studies of environmental health, personal development, and/or community resources.

Health Education - IS

Course No/MI ID: 08097

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5

Courses in Health Education—Independent Study, often conducted with instructors as mentors, enable students to explore topics of interest related to health and health education. Independent Study courses may provide students with opportunity to expand expertise in a particular application, to explore a topic of special interest in greater detail, or to develop more advanced skills.

Health and Fitness

Course No/MI ID: 08052

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5

Health and Fitness courses combine the topics of Health Education courses (nutrition, stress management, substance abuse prevention, disease prevention, first aid, and so on) with an active fitness component (typically including aerobic activity and fitness circuits) with the intention of conveying the importance of life-long wellness habits.

Weight Training

Course No/MI ID: 08009

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5

Weight Training courses help students develop knowledge and skills with free weights and universal stations while emphasizing safety and proper body positioning; they may include other components such as anatomy and conditioning.

Health and Life Management

Course No/MI ID: 08057

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5

Health and Life Management courses focus as much on consumer education topics (such as money management and evaluation of consumer information and advertising) as on personal health topics (such as nutrition, stress management, drug/alcohol abuse prevention, disease prevention, and first aid). Course objectives include helping students develop decision-making, communication, interpersonal, and coping skills and strategies.

Nutrition Science

Course No/MI ID: 19253

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5

Nutrition Science courses focus on the examination of individual nutrients; their structure and function in the human body; nutrient composition of food; and selection of food to meet nutrient needs, maintain health and provide satisfaction. Topics covered include digestion, absorption, and metabolism of carbohydrates, lipids, and proteins; vitamins and minerals; physical activity; nutritional needs throughout the life cycle; and evaluation of nutritional claims.

Team Sports

Course No/MI ID: 08002

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5

Team Sports courses provide students with knowledge, experience, and an opportunity to develop skills in more than one team sport (such as volleyball, basketball, soccer, and so on).

Other Electives for 11-12th as outlined in the IES National Center for Education Statistics Secondary School Course Classification System SCED found online³:

Team Games

Course No/MI ID: PED012D

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5

The purpose of this course is to provide learning experiences that will lead to the development of basic skills in team games. An emphasis will be placed on the use of the game stages and movement framework as a guide for designing a variety of sport game experiences for students.

Basketball Tech

Course No/MI ID:08049

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S):0.5

The purpose of this course is to involve many basketball activities to help students improve in dribbling, shooting, defense, and teamwork. An emphasis will be place on the teaching students the essential skills of basketball so that students can p

icipate effectively.

Fine and Performing Arts Department

Courses in fine and performing arts can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD and State approval.

Virtual Course Offering (VCO) could be 50/50 blended or virtual learning course where students receive academic instruction online through a computer over the internet in addition to traditional academic instruction.

Creative Art - Comprehensive

Course No/MI ID: 05154

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: FineandPerformingArts CREDIT(S): 0.5

Creative Art—Comprehensive courses provide students with the knowledge and opportunity to explore an art form and to create individual works of art. These courses may also provide a discussion and exploration of career opportunities in the art world. Initial courses cover the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic styles. Although Creative Art courses focus on creation, they may also include the study of major artists, art movements, and styles.

Creative Art - Drawing

Course No/MI ID: 05156

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: FineandPerformingArts CREDIT(S): 0.5

Creative Art—Drawing courses cover the same topics as Creative Art—Drawing/Painting, but focus on drawing. In

³ SCED: Secondary School Course Classification System: School Codes for the Exchange of Data: <http://nces.ed.gov/pubs2007/2007341.pdf>

keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, and so on), but some courses may focus on only one medium.

Creative Art - Drawing/Painting

Course No/MI ID: 05155

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: FineandPerformingArts

CREDIT(S): 0.5

Creative Art—Drawing/Painting courses cover the same topics as Creative Art—Comprehensive courses, but focus on drawing and painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, watercolor, tempera, oils, acrylics, and so on), but some courses may focus on only one medium.

3-D Design

Course ID: 05159

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: FineandPerformingArts

CREDIT(S): 0.5

3-D Design is a course focused on the creation of three dimensional art for both artistic and functional purposes. In this studio course, students will learn three dimensional techniques, materials and tools and apply these skills to their own creative work. Students will become familiar with the principles and elements of design while completing a variety of assigned projects and experimenting with different media and processes. In addition to art production, students will be introduced to art history, art careers, and art criticism. 3-D Design classes will cover a wide array of 3-D projects such as relief sculpture, sculpture in the round, additive/subtractive sculpture, jewelry/wearable art, & commercial art. (must have previously earned .5 Art Credits (any art class)**)

Photography

Course No/MI ID: 05167

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: FineandPerformingArts

CREDIT(S): 0.5

Photography courses expose students to the materials, processes, and artistic techniques of taking artistic photographs. Students learn about the operation of a camera, composition, lighting techniques, depth of field, filters, camera angles, and film development. The course may cover black-and-white photography, color photography, or both. As students advance, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic style. These courses may also cover major photographers, art movements, and styles.

Art Portfolio

Course No/MI ID: 05170

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: FineandPerformingArts

CREDIT(S): 0.5

Art Portfolio courses offer students the opportunity to create a professional body of work that reflects their personal style and talent. Students are often encouraged to display their work publicly.

Art IS

Course No/MI ID: 05997

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12

CREDIT TYPE: FineandPerformingArts

CREDIT(S): 0.5

Art Independent Study is a course designed to allow students to establish goals for individual growth and exploration of their own interests and style in their study of the visual arts. In addition to completing art projects, students are responsible for completing both written and reading assignments as well maintaining a process journal/ sketchbook. Students will be required to design and display their finished portfolio in the Fine Arts Showcase in the spring of each year.

AP Studio Art 2-D Design**Course No/MI ID: 00000*****VCO: Face to Face/Blended/Virtual Course*****GRADES: 10-12****CREDIT TYPE: FineandPerformingArts****CREDIT(S): 1.0**

AP Studio Art emphasizes on making art as an ongoing process that involves the student in informed and critical decision making. This helps students develop technical skills and familiarize them with the function of the visual elements. The class encourages students to be creative and systematic investigation of formal and conceptual issues. Students will become independent thinkers who will contribute inventively and critically to their culture through art making.

Graphic Design**Course No/MI ID: 05162*****VCO: Face to Face/Blended/Virtual Course*****GRADES: 10-12****CREDIT TYPE: FineandPerformingArts****CREDIT(S): 0.5**

Graphic Design courses emphasize design elements and principles in the purposeful arrangement of images and text to communicate a message. They focus on creating art products such as advertisements, product designs, and identity symbols. Graphic Design courses may investigate the computer's influence on and role in creating contemporary designs and provide a cultural and historical study of master design works of different periods and styles.

Art Foundations**Course No/MI ID: 05199*****VCO: Face to Face/Blended/Virtual Course*****Grades: 9-12****Credit Type: FineandPerformingArts****Credits: 0.5**

Art Foundations is a lively, inviting, comprehensive course written for beginning level artists. This course includes interactive activities and multicultural studio projects representing a wide variety of cultures, artistic styles and art media. This course is designed to enrich the lives of its participants through discovery and creative problem solving. It provides students with a broader perception of their environment and cultural perspectives

Art History**Course No/MI ID: 05152*****VCO: Face to Face/Blended/Virtual Course*****Grades: 9-12****Credit Type: FineandPerformingArts****Credits: 0.5**

Art History courses introduce students to significant works of art, artists, and artistic movements that have shaped the art world and have influenced or reflected periods of history. These courses often emphasize the evolution of art forms, techniques, symbols, and themes.

Advertising Design**Course No/MI ID: 05163*****VCO: Face to Face/Blended/Virtual Course*****GRADES: 10-12****CREDIT TYPE: FineandPerformingArts****CREDIT(S): 0.5**

Advertising Design courses relate and apply creative expression and design principles to the field of advertising and commercial art. The courses offer practical experiences in generating original ideas, executing layouts, and preparing artwork for reproduction. Advertising Design courses may also provide a historical and contemporary view of art as students learn to critique work.

Beginning Band**Course No/MI ID: 05101*****VCO: Face to Face/Blended/Virtual Course*****GRADES: 9-12****CREDIT TYPE: FineandPerformingArts****CREDIT(S): 0.5**

General Band courses develop students' technique for playing brass, woodwind, and percussion instruments and cover a variety of non-specified band literature styles (concert, marching, orchestral, and modern styles). Students learning how to play an instrument for the first time should enroll in this course.

Advanced Band

Course No/MI ID: 05102

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: FineandPerformingArts

CREDIT(S): 0.5

Courses in Concert Band are designed to promote students' technique for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles, primarily for concert performances. Students who already know how to play an instrument and read music should enroll in this course. **Prerequisite:** General Band or Recommendation from Music Teacher

Instrumental Ensemble

Course No/MI ID: 00000

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12

CREDIT TYPE: FineandPerformingArts

CREDIT(S): 0.5

Instrumental Ensemble courses are intended to further develop students' technique for playing brass, woodwind, percussion, and/or string instruments in small ensemble groups. Instrumental Ensemble courses cover one or more instrumental ensemble or band literature styles. Advanced music students should enroll in this course after recommendation from the music teacher or audition if recommendation is not available. **Prerequisite:** Audition or Recommendation from music teacher

Chorus I

Course No/MI ID: 05110

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: FineandPerformingArts

CREDIT(S): 0.5

Chorus I provides the opportunity to sing a variety of choral literature styles for men's and/or women's voices and is designed to develop beginning vocal techniques and the ability to sing parts. **Prerequisite: None**

Chorus II

Course No/MI ID: 05110b

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12

CREDIT TYPE: FineandPerformingArts

CREDIT(S): 0.5

Chorus II provides the opportunity to sing a variety of choral literature styles for men's and/or women's voices and is designed to promote intermediate vocal techniques and the ability to sing parts. **Prerequisite: Chorus I**

Music History/Appreciation

Course No/MI ID: 05116

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12

CREDIT TYPE: FineandPerformingArts

CREDIT(S): 0.5

Music History/Appreciation courses survey different musical styles and periods with the intent of increasing students' enjoyment of musical styles and/or developing their artistic or technical judgment. Music History/Appreciation courses may also focus on developing an understanding of a particular style or period.

Music Appreciation

Course No/MI ID: 05118

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: FineandPerformingArts

CREDIT(S): 0.5

Similar in nature to Music History/Appreciation courses, Music Appreciation courses focus specifically on students' appreciation of music. They are designed to help students explore the world of music and to develop an understanding

of the importance of music in their lives.

Composition/Songwriting

Course No/MI ID: 05119

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: FineandPerformingArts

CREDIT(S): 0.5

Composition and Songwriting courses prepare students to express themselves thorough creating music. These courses may use conventional or nonconventional notation and may include harmonization in addition to melody writing. Along with musical instruments, students will also use computers for creating music.

Strings

Course No/MI ID: 05139

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: FineandPerformingArts

CREDIT(S): 0.5

Sting courses introduce students to the fundamentals of music and string-playing techniques, such as strumming and chords. This course may also include more string-playing techniques.

Other Electives for 11-12th as outlined in the IES National Center for Education Statistics Secondary School Course Classification System SCED found online⁴:

👉 Ceramics/Pottery
👉 Choreography
👉 Composition/Songwriting
👉 Computer-Assisted Art
Exploration in Drama

👉 Intro to Theater
👉 Jewelry
👉 Printmaking/Graphics
👉 Playwriting
👉 Theater Arts

Mathematics Department

Per MI Merit Curriculum (MMC) Course/Credit Requirements⁵, Mathematical understanding and skills are essential elements for meaningful participation in the global information society. US expectations in mathematics for high school students have not kept pace with expectations in high-achieving countries around the world. And, expectations about who can do mathematics in the US have led to inequitable and unacceptably low opportunities to learn for students living in poor and urban communities. In Michigan, the K-8 Mathematics Common Core Standards represent a major step forward in raising expectations in mathematics for all students. These high school expectations assume the ambitious foundation of the K-8 Common Core Standards and are intended to equip all students with a solid background for continued post-secondary study in any area, as well as with skills and knowledge essential for the workplace.

In addition to the high school expectations, The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) released a set of state-led education standards, recently known as the Common Core State Standards. The mathematics standards for grades K-12 were developed in collaboration with a variety of stakeholders including content experts, states, teachers, school administrators and parents. The standards establish clear and consistent goals for learning that will prepare America's children for success in college and work.

⁴ SCED:Secondary School Course Classification System: School Codes for the Exchange of Data <http://nces.ed.gov/pubs2007/2007341.pdf>

The Common Core Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school fully prepared for college and careers.

The standards are aligned with college and work expectations:

- 🏠 Clear, understandable and consistent;
- 🏠 Include rigorous content and application of knowledge through high-order skills; build upon strengths and lessons of current state standards;
- 🏠 Informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- 🏠 Evidence and research-based.

It is essential to hold high expectations in mathematics for all students for completion of high school, whether they will enter the workforce or go on to post-secondary education.

As schools transition to the Common Core Standards, and realign their curriculum to such, both the Common Core Standards and High School Mathematics Standards will be carefully utilized to ensure appropriate instruction for high school students is taking place. The high school mathematics content expectations are organized in four strands: Quantitative Literacy and Logic, Algebra and Functions, Geometry and Trigonometry, and Statistics and Probability. The topics within each strand have been arranged to show mathematical growth and to illustrate mathematical trajectories of ideas that build on one another, when possible. There is a strong emphasis on mathematical reasoning throughout all of these strands. It is also important for high school students to become successful in applying mathematical concepts and processes to solve complex problems. Technological advances affect what is possible and necessary to learn in high school mathematics, and these expectations reflect this trend.

In alignment with recommendations from the National Research Council, 2001 “Adding it Up”, all students will complete a rigorous Mathematics curriculum in which they demonstrate proficiency in:

- ❖ Comprehension of mathematical concepts, operations and relations.
- ❖ Skill in carrying out procedures flexibly, accurately, efficiently, and appropriately.
- ❖ Ability to formulate, represent, and solve mathematical problems.
- ❖ Capacity for logical thought, reflection, explanation, and justification.
- ❖ Habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy.

The MI Common Core Standards in Mathematics for K-8⁶ prescribe a thorough treatment of number, including strong emphasis on computational fluency and understanding of number concepts, to be completed largely by the sixth grade. In high school, students peel away the contexts and study the language and thought patterns of formal mathematical reasoning. Connections and applications of number ideas and logic to other areas of mathematics, such as algebra, geometry, and statistics, are emphasized. Number representations and properties extend from the rational numbers into the real and complex numbers, as well as to other systems that students will encounter both in the workplace and in more advanced mathematics. The expectations for calculation, algorithms and estimation reflect important uses of number in a range of real-life situations. Ideas about measurement and precision tie closely

⁶ MI Common Core Standards for K-8 – Mathematics

○ http://www.michigan.gov/documents/mde/K-12_MI_Math_Standards_REV_470033_7_550413_7.pdf

to geometry. By learning logic and by constructing arguments and proofs, students will strengthen not only their knowledge and facility with mathematics, but also their ways of thinking in other areas of study and in their daily lives.

The Standard 1 focus is on Quantitative Literacy and Logic in which students will:

- 🏠 Based on their knowledge of the properties of arithmetic, understand and reason about numbers, number systems, and the relationships between them; represent quantitative relationships using mathematical symbols, and interpret relationships from those representations.
- 🏠 Calculate fluently, estimate proficiently, and describe and use algorithms in appropriate situations (e.g., approximating solutions to equations); understand the basic ideas of iteration and algorithms.
- 🏠 Understand mathematical reasoning as being grounded in logic and proof and can distinguish mathematical arguments from other types of arguments. Interpret arguments made about quantitative situations in the popular media; know the language and laws of logic and can apply them in both mathematical and everyday settings; write proofs using direct and indirect methods and use counterexamples appropriately to show that statements are false.

It is also recommended that students will:

- 🏠 Read and interpret representations from various technological sources, such as contour or isobar diagrams.
- 🏠 Understand the mathematical bases for the differences among voting procedures
- 🏠 Compute sums of infinite geometric sequences.

In the middle grades, students see the progressive generalization of arithmetic to algebra. They learn symbolic manipulation skills and use them to solve equations. They study simple forms of elementary polynomial functions such as linear, quadratic, and power functions as represented by tables, graphs, symbols, and verbal descriptions. In high school, students continue to develop their “symbol sense” by examining expressions, equations and functions, and applying algebraic properties to solve equations. By the end of high school, their catalog of functions will encompass linear, quadratic, polynomial, rational, power, exponential, logarithmic, and trigonometric functions. The rich learning experience in Algebra will provide opportunities for students to understand both its structure and its applicability to solving real-world problems. Students will view Algebra as a tool for analyzing and describing mathematical relationships, and for modeling problems that come from the workplace, the sciences, technology, engineering, and mathematics.

The Standard 2 focus is on Algebra and Functions in which students will:

- 🏠 Recognize, construct, interpret, and evaluate expressions; fluently transform symbolic expressions into equivalent forms; determine appropriate techniques for solving each type of equation, inequality, or system of equations, apply the techniques correctly to solve, justify the steps in the solutions, and draw conclusions from the solutions; know and apply common formulas.
- 🏠 Understand functions, their representations, and their attributes; perform transformations, combine and compose functions, and find inverses; classify functions and know the characteristics of each family; work with functions with real coefficients fluently; construct or select a function to model a real-world situation in order to solve applied problems; draw on their knowledge of families of functions to do so.
- 🏠 Study the symbolic and graphical forms of each function family; recognize the unique characteristics of each family; use them as tools for solving problems or for modeling real-world situations.

It is also recommended that students will:

- 🏠 Transform trigonometric expressions into equivalent forms using basic identities such as $\sin^2 \theta + \cos^2 \theta = 1$ and $\tan^2 \theta + 1 = \sec^2 \theta$.

- 👉 If a function has an inverse, find the expression(s) for the inverse.
- 👉 Write an expression for the composition of one function with another and recognize component functions when a function is a composition of other functions
- 👉 Know and interpret the function notation for inverses and verify that two functions are inverses using composition
- 👉 Use methods of linear programming to represent and solve simple real-life problems.

In grades K-5, students study figures such as triangles, rectangles, circles, rectangular solids, cylinders, and spheres. They examine similarities and differences between geometric shapes. They learn to quantify geometric figures by measuring and calculating lengths, angles, areas and volumes. In grades 6-8, students broaden their understanding of area and volume and develop the basic concepts of congruence, similarity, symmetry and the Pythagorean Theorem. They apply these ideas to solve geometric problems, including ones related to the real world.

In high school, students see geometry developed as a coherent, structure subject. They use the geometrical skills and ideas introduced earlier, such as congruence and similarity, to solve a wide variety of problems. There is an emphasis on the importance of clear language and on learning to construct geometric proofs. In this process, students build geometric intuition and facility at deductive reasoning. They use elements of logic and reasoning as described in the Quantitative Literacy and Logic strand, including both direct and indirect proof presented in narrative form. They begin to use new techniques, including transformations and trigonometry. They apply these ideas to solve complex problems about two- and three-dimensional figures, again including ones related to the real world. Their spatial visualization skills will be developed through the study of the relationship between two- and three-dimensional shapes.

The Standard 3 focus is on Geometry and Trigonometry in which students will:

- 👉 Represent basic geometric figures, polygons, and conic sections and apply their definitions and properties in solving problems and justifying arguments, including constructions and representations in the coordinate plane; represent three-dimensional figures, understand the concepts of volume and surface area, and use them to solve problems; know and apply properties of common three-dimensional figures.
- 👉 Students use and justify relationships between lines, angles, area and volume formulas, and 2- and 3-dimensional representations; solve problems and provide proofs about congruence and similarity.
- 👉 Solve problems about distance-preserving transformations and shape-preserving transformations; transformations will be described synthetically and, in simple cases, by analytic expressions in coordinates.

It is also recommended that students will:

- 👉 Understand the definition of a cyclic quadrilateral and know and use the basic properties of cyclic quadrilaterals.
- 👉 Know and use the relationship between the vertices and foci in an ellipse, the vertices and foci in a hyperbola, and the directrix and focus in a parabola, interpret these relationships in applied contexts.
- 👉 Find the image of a figure under the composition of dilation and an isometry.

In K-8, students develop the ability to read, analyze, and construct a repertoire of statistical graphs. Students also examine the fundamentals of experimental and theoretical probability in informal ways. The Basic Counting Principle and tree diagrams serve as tools to solve simple counting problems in these grades.

During high school, students continue to build on that foundation. They develop the data interpretation and decision-making skills that will serve them in their further study of mathematics as well as in their coursework in the

physical, biological, and social sciences. Students learn important skills related to the collection, display, and interpretation of both univariate and bivariate data. They understand basic sampling methods and apply principles of effective data analysis and data presentation. These skills are also highly valuable outside of school, both in the workplace and in day-to-day life.

In probability, students utilize probability models to calculate probabilities and make decisions. The normal distribution and its properties are studied. Students then use their understanding of probability to make decisions, solve problems, and determine whether or not statements about probabilities of events are reasonable. Students use technology when appropriate, including spreadsheets. This strong background in statistics and probability will enable students to be savvy decision-makers and smart information-consumers and producers who have a full range of tools in order to make wise choices.

The Standard 4 focus is on Statistics and Probability in which students will:

- 👉 Plot and analyze univariate data by considering the shape of distributions and analyzing outliers; they find and interpret commonly-used measures of center and variation; and they explain and use properties of the normal distribution.
- 👉 Plot and interpret bivariate data by constructing scatter plots, recognizing linear and nonlinear patterns, and interpreting correlation coefficients; fit and interpret regression models, using technology as appropriate.
- 👉 Understand and apply sampling and various sampling methods, examine surveys and experiments, identify bias in methods of conducting surveys, and learn strategies to minimize bias; understand basic principles of good experimental design.
- 👉 Understand probability and find probabilities in various situations, including those involving compound events, using diagrams, tables, geometric models and counting strategies; apply the concepts of probability to make decisions.

It is also recommended that students will:

- 👉 Design simple experiments or investigations to collect data to answer questions of interest; interpret and present results.
- 👉 Understand methods of sampling, including random sampling, stratified sampling, and convenience sampling, and be able to determine, in context, the advantages and disadvantages of each.
- 👉 Explain the importance of randomization, double-blind protocols, replication, and the placebo effect in designing experiments and interpreting the results of studies.
- 👉 Explain the basic ideas of statistical process control, including recording data from a process over time.

Students must successfully complete prior classes with a final marking period average of 63% or above in order to proceed to the next course. Details for specific standards covered per section are outlined in the course syllabus by each teacher and shared with students when they enroll and attend the required courses.

Courses in mathematics can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD and State approval.

Virtual Course Offering (VCO) could be 50/50 blended or virtual learning course where students receive academic instruction online through a computer over the internet in addition to traditional academic instruction

Algebra I/VCO

Course No/MI ID: 02052

VCO: Face to Face/Blended/Virtual Course

GRADES: 9

CREDIT TYPE: Mathematics

CREDIT(S): 1

Algebra I courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. This course may offer sections of Virtual Course Offering (VCO).

Algebra II/VCO

Course No/MI ID: 02056

VCO: Face to Face/Blended/Virtual Course

GRADES: 10

CREDIT TYPE: Mathematics

CREDIT(S): 1

Algebra II course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents. This course may offer sections of Virtual Course Offering (VCO).

College Algebra/VCO

Course No/MI ID: 02069

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12

CREDIT TYPE: Mathematics

CREDIT(S): UP TO 1

College algebra courses review and extend algebraic concepts for students who have already taken Algebra II. Course topics include (but are not limited to) operations with rational and irrational expressions, factoring of rational expressions, linear equations and inequalities, quadratic equations, solving systems of linear and quadratic equations, properties of higher degree equations, and operations with rational and irrational exponents. The courses may introduce topics in discrete math, elementary probability and statistics; matrices and determinants; and sequences and series. This course may offer sections of Virtual Offering (VCO).

Geometry/VCO

Course No/MI ID: 02072

VCO: Face to Face/Blended/Virtual Course

GRADES: 11

CREDIT TYPE: Mathematics

CREDIT(S): 1

Geometry courses, emphasizing an abstract, formal approach to the study of geometry, typically include topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles. This course may offer sections of Virtual Course Offering (VCO).

Discrete Mathematics/VCO

Course No/MI ID: 02102

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12

CREDIT TYPE: Mathematics

CREDIT(S): 0.5 Discrete Mathematics

courses include the study of topics such as number theory, discrete probability, set theory, symbolic logic, Boolean algebra, combinatorics, recursion, basic algebraic structures and graph theory. This course may offer sections of Virtual Course Offering (VCO).

Pre-Calculus/VCO

Course No/MI ID: 02110

VCO: Face to Face/Blended/Virtual Course

GRADES: 12

CREDIT TYPE: Mathematics

CREDIT(S): 1

Pre-Calculus courses combine the study of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis topics as preparation for calculus. Topics typically include the study of complex numbers; polynomial,

logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity. This course may offer sections of Virtual Course Offering (VCO).

AP Calculus AB/VCO

Course No/MI ID: 02124

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12

CREDIT TYPE: Mathematics

CREDIT(S): 1

Following the College Board's suggested curriculum designed to parallel college-level calculus courses, AP Calculus AB provides students with an intuitive understanding of the concepts of calculus and experience with its methods and applications. These courses introduce calculus and include the following topics: elementary functions; properties of functions and their graphs; limits and continuity; differential calculus (including definition of the derivative, derivative formulas, theorems about derivatives, geometric applications, optimization problems, and rate-of-change problems); and integral calculus (including antiderivatives and the definite integral). This course may offer sections of Virtual Course Offering (VCO).

Mathematics - Test Prep

Course No/MI ID: 02993

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: Mathematics

CREDIT(S): 0.5

Mathematics—Test Preparation courses provide students with activities in analytical thinking and with the skills and strategies associated with standardized test taking (such as the PSAT and SAT). Topics covered include strategies for arithmetic, algebra, geometry, and quantitative comparison problems as well as time management, scoring procedures and calculator usage.

Technical Math

Course No/MI ID: 02153

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12

CREDIT TYPE: Mathematics

CREDIT(S): 0.5

Technical Math courses extend students' proficiency in mathematics, and often apply these skills to technical and/or industrial situations and problems. Technical Math topics may include but are not limited to rational numbers, systems of measurements, tolerances, numerical languages, geometry, algebra, statistics, and using tables, graphs, charts, and other data displays. Technology is integrated as appropriate.

Mathematics Proficiency Development

Course No/MI ID: 02994

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: Mathematics

CREDIT(S): 0.5

Mathematics Proficiency Development courses are designed to assist students in acquiring the skills necessary to pass proficiency examinations.

Consumer Math

Course No/MI ID: 02157

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12

CREDIT TYPE: Mathematics

CREDIT(S): 0.5

Consumer Math courses reinforce general math topics (such as arithmetic using rational numbers, measurement, ratio and proportion, and basic statistics) and apply these skills to consumer problems and situations. Applications typically include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment.

Business Math

Course No/MI ID: 02154

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12

CREDIT TYPE: Mathematics

CREDIT(S): 0.5

Business Math courses reinforce general math skills, emphasize speed and accuracy in computations, and use these skills in a variety of business applications. Business Math courses reinforce general math topics (e.g., arithmetic, measurement, statistics, ratio and proportion, exponents, formulas, and simple equations) by applying these skills to business problems and situations; applications might include wages, hourly rates, payroll deductions, sales, receipts, accounts payable and receivable, financial reports, discounts, and interest.

Probability and Statistics

Course No/MI ID: 02201

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12

CREDIT TYPE: Mathematics

CREDIT(S): 0.5

Probability and Statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data. Course topics generally include basic probability and statistics: discrete probability theory, odds and probabilities, probability trees, populations and samples, frequency tables, measures of central tendency, and presentation of data (including graphs). Course topics may also include normal distribution and measures of variability.

Mathematics - IS

Course No/MI ID: 02997

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12

CREDIT TYPE: Mathematics

CREDIT(S): 0.5

Mathematics—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest related to mathematics. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.

Occupationally Applied Math

Course No/MI ID: 02152

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: Mathematics

CREDIT(S): UP TO 4

The structure of this class is intended to accommodate students who have had difficulty with the traditional math classroom. The course material is designed to prepare students continuing on to vocation and technical training and/or develop and refine job-related mathematics skills. The emphasis of this course is to understand and apply functional mathematics to solve problems in real world settings. Students will study the topics of estimation, measurement skills, geometry, simple statistics, and algebraic formulas to solve problems.

English Language and Literature Department

Per MI Merit Curriculum (MMC) Course/Credit Requirements⁷, the English Language and Literature Standards are built upon the expectation that students will engage in broad reading and writing experiences to encompass literary texts, nonfiction literary texts, and other informational texts. In addition to the English Language and Literature Standards and English High School Content Expectations, The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) released a set of state-led education standards, recently known as the Common Core State Standards. The English Language and Literature standards for grades K-12 were developed in collaboration with a variety of stakeholders including content experts, states, teachers, school administrators and parents. The standards establish clear and consistent goals for learning that will prepare America's children for success in college and work.

⁷ Michigan Merit Curriculum – English Language Arts http://www.michigan.gov/mde/0,4615,7-140-28753_38924_41644_42674---,00.html

The Common Core Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school fully prepared for college and careers. The standards are aligned with college and work expectations;

- 👉 Clear, understandable and consistent;
- 👉 Include rigorous content and application of knowledge through high-order skills; Build upon strengths and lessons of current state standards;
- 👉 Informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- 👉 Evidence and research-based.

As schools transition to the Common Core Standards, and realign their curriculum to such, both the Common Core Standards and High School English Language and Literature Standards will be carefully utilized to ensure appropriate instruction for high school students is taking place.

The High School Content Expectations incorporate a new emphasis on informational text comprehension and workplace reading and writing skills. They are organized into four strands, 14 standards, and 91 expectations. The skills and content addressed in these expectations will, in practice, be woven together into a coherent, integrated English language and Literature curriculum. The language and Literature processes are recursive* and reinforcing; students learn by engaging in and reflecting on these processes at increasingly complex levels over time.

Students will develop effective communication and literacy skills through rigorous and relevant units of instruction and engaging learning experiences by focusing on four key dispositions:

- 👉 Inter-Relationships and Self-Reliance
- 👉 Critical Response and Stance
- 👉 Transformational Thinking
- 👉 Leadership Qualities

Teacher-created thematic units are designed to meet all of the English Language and Literature High School Content Expectations (HSCEs) allowing students to make connections that lead to mastery of the four dispositions. The units utilize what text offers for meeting the expectations including opportunities for direct instruction of text characteristics and features, reading and writing strategies, critical thinking, building of historical background knowledge, and On-Going Literacy development including vocabulary and grammar.

The Unit framework includes:

- 👉 Themes, Dispositions and Essential Questions
- 👉 Literacy Genre Focus/Anchor Texts, Linking Texts
- 👉 Literary Analysis and Genre Study
- 👉 Reading, Listening, Viewing Strategies and Activities
- 👉 Writing, Speaking, Expressing Strategies and Activities
- 👉 On-Going Literacy Development

The 9th Grade Focus is on Inter-Relationships and Self-Reliance in which students will learn to answer the following questions:

- 👉 Who am I?
- 👉 How do my skills and talents help to define me?
- 👉 How do I relate to my family, my community, and society?
- 👉 How do I build networks of people to support me?
- 👉 How am I a reflection of my relationships?
- 👉 How do my relationships within and across groups affect others?
- 👉 What influence do class, religion, language, and culture have on my relationships and my decisions?
- 👉 What can I contribute as an individual?
- 👉 What is my responsibility to society?
- 👉 How do I see my beliefs reflected in government policies and by politicians?

The 10th Grade Focus is on Critical Response and Stance in which students will learn to answer the following questions:

- 👉 How can I discover the truth about others?
- 👉 What sacrifices will I make for the truth?
- 👉 What criteria do I use to judge my values?
- 👉 How will I stand up for what I value?
- 👉 What can I do to realize and act on my dreams or visions for the future?
- 👉 How do I handle others' points of view?
- 👉 What role does empathy play in how I treat others?
- 👉 What power do I have as an individual to make positive change?
- 👉 How do I respond to improper use of power?
- 👉 How do I determine when taking social action is appropriate?
- 👉 What voice do I use to be heard?

The 11th Grade Focus is on Transformational Thinking in which students will learn to answer the following questions:

- 👉 How can forward thinking help me make better decisions?
- 👉 How do I develop a realistic plan for the future?
- 👉 What evidence do I have that I am committed to learning?
- 👉 How do I build a context for change in my life?
- 👉 When is loyalty to myself more important than loyalty to a friend?
- 👉 How will I know when to risk failure for possible success?
- 👉 How do I demonstrate that I am open-minded enough to learn from my experiences?
- 👉 How can I generate new ideas for solving problems?
- 👉 How can I invent new opportunities?
- 👉 What are the tradeoffs for technological advances?

🏠 Which decisions I make today will affect me for my entire life?

🏠 Where will I find wisdom?

The 12th Grade Focus is on Leadership Qualities in which students learn to answer the following questions:

🏠 How do I know if I am developing the academic skills that I will need in my future life?

🏠 What rules or principles do I use for how I treat others?

🏠 What responsibility do I have to society?

🏠 How do I resolve my responsibilities to myself with those to my family members, my school, community, and world?

🏠 How can I effectively articulate my opinions and perspectives?

🏠 Who is in a position to help me affect change?

🏠 What can I do to avoid repeating mistakes made in history?

🏠 What leadership skills have I developed?

🏠 What leadership qualities will I need to take with me from high school?

🏠 What qualities define a good world citizen?

🏠 How can I contribute to creating the world I want to live in?

🏠 How can I use my talents to create new opportunities for myself and others?

In alignment with recommendations from High Schools That Work and the SAT's "The Official SAT Study Guide", all students will complete a rigorous English Language and Literature curriculum in which they:

🏠 Read 8-10 books and demonstrate understanding

🏠 Write short papers (1-3 pages) weekly that are scored with a rubric

🏠 1 formal essay per unit

🏠 Write a major research paper annually

🏠 Speak or present 3 to 5 times per year

🏠 Discuss or debate topics monthly

🏠 Take and organize notes weekly

🏠 Maintain a portfolio of personal reading and writing

Students must successfully complete prior classes with a final marking period average of 63% or above in order to proceed to the next course. Details for specific standards covered per section and thematic units developed are outlined in the course syllabus by each teacher and shared with students when they enroll and attend the required courses. Students may take English Electives that qualify to meet English 12 Merit Curriculum Requirements.

Courses in English language arts can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD and State approval.

Virtual Course Offering (VCO) could be 50/50 blended or virtual learning course where students receive academic instruction online through a computer over the internet in addition to traditional academic instruction.

English/Language Arts I/VCO

Course No/MI ID: 01001

VCO: Face to Face/Blended/Virtual Course

GRADES: 9

CREDIT TYPE: EnglishLanguageLiterature

CREDIT(S): 1

English/Language Arts I (9th grade) is designed to get students thinking through the means of English. It emphasizes reading of a variety of genres, in addition to full essay writing, with critical thinking, analysis and evaluation of texts. With this course, students are exposed to a diverse group of themes to explore international concepts/ideas. Such collaborative class discussions, formative and summative assessments will further empower students to think creatively, express themselves, and become more aware of world cultures, reflecting their own cultures and those of others. This course may offer sections of Virtual Course Offering (VCO).

English/Language Arts II/VCO

Course No/MI ID: 01002

VCO: Face to Face/Blended/Virtual Course

GRADES: 10

CREDIT TYPE: EnglishLanguageLiterature

CREDIT(S): 1

English/Language Arts II (10th grade) is designed to further expand upon students’ higher level order thinking skills addressing reading comprehension, analysis of text, written expression, speaking and listening skills. Students will be exposed to a variety of genres to include fiction and nonfiction texts, in addition to several novels within the school year. Socratic seminar and Fish Bowl activities will further support students to take leadership opportunities in the classroom. This course may offer sections of Virtual Course Offering (VCO).

English/Language Arts III/VCO

Course No/MI ID: 01003

VCO: Face to Face/Blended/Virtual Course

GRADES: 11

CREDIT TYPE: EnglishLanguageLiterature

CREDIT(S): 1

English/Language Arts III (11th grade) courses continue to develop students’ writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses. This course may offer sections of Virtual Course Offering (VCO).

English/Language Arts IV/VCO

Course No/MI ID: 01004

VCO: Face to Face/Blended/Virtual Course

GRADES: 12

CREDIT TYPE: EnglishLanguageLiterature

CREDIT(S): 1

English/Language Arts IV (12th grade) courses blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers. This course may offer sections of Virtual Course Offering (VCO).

English Proficiency Development

Course No/MI ID: 01992

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: EnglishLanguageLiterature

CREDIT(S): 0.5

English Proficiency Development courses are designed to assist students in acquiring the skills necessary to pass proficiency examinations.

AP English Literature and Composition

Course No/MI ID: 01006

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12

CREDIT TYPE: EnglishLanguageLiterature

CREDIT(S): 1

Following the College Board’s suggested curriculum designed to parallel college-level English courses, AP English Literature and Composition courses enable students to develop critical standards for evaluating literature. Students study the language, character, action, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis,

exposition, argument, narrative, and creative writing).

AP English Language and Composition

Course No/MI ID: 01006b

VCO: Face to Face/Blended/Virtual Course

Grades: 11-12

CREDIT TYPE: EnglishLanguageLiterature

CREDIT(S): 1

This course is designed to provide high school students the opportunity to engage in a typical introductory-level college English curriculum. The AP English Language and Composition course focuses on rhetorical analysis of nonfiction texts and the development and revision of well-reasoned, evidence-centered analytic and argumentative writing. Students choosing AP English Language and Composition should be interested in studying and writing various kinds of analytic or persuasive essays.

English - Test Prep

Course No/MI ID: 01203

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: EnglishLanguageLiterature

CREDIT(S): 0.5

English—Test preparation courses provide students with activities in analytical thinking and with the skills and strategies associated with standardized test taking. Topics covered include vocabulary, reading comprehension, and writing strategies, as well as time management, scoring procedures, and dealing with stress. Course materials may include the SAT and PSAT review materials, current assessment software programs, and previous standardized examinations.

Research/Technical Writing

Course No/MI ID: 01105

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12

CREDIT TYPE: EnglishLanguageLiterature

CREDIT(S): 0.5

Research/Technical Writing classes prepare students to write research papers and/or technical reports. These classes emphasize researching (primary and secondary sources), organizing (material, thoughts, and arguments), and writing in a persuasive or technical style.

Applied English and Communications

Course No/MI ID: 01156

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12

CREDIT TYPE: EnglishLanguageLiterature

CREDIT(S): 0.5

Applied English and Communications courses teach students communication skills—reading, writing, listening, speaking—concentrating on “real-world” applications. These courses usually emphasize the practical application of communication as a business tool—using technical reports and manuals, business letters, resumes, and applications as examples—rather than emphasize language arts skills as applied to scholarly and literary materials.

Literature of a Theme

Course No/MI ID: 01065

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12

CREDIT TYPE: EnglishLanguageLiterature

CREDIT(S): 0.5

These courses have the same aim as general literature courses (to improve students’ language arts and critical-thinking skills), but use selected literature to explore a particular theme as expressed from several points of view. Such themes might include The American Dream, Society and Self, Exploration, War and Peace, and the like.

Literature of an Author

Course No/MI ID: 01060

VCO: Face to Face/Blended/Virtual Course

Grades: 9-12

CREDIT TYPE: EnglishLanguageLiterature

CREDIT(S): 0.5

These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on a particular author and his or her work. Students determine the underlying assumptions and values within the selected works; compare techniques, styles, and themes of the author; and reflect upon the time period in which the author lived. Oral discussion is an integral part of literature courses, and written compositions are often required.

Literature of a Genre

Course No/MI ID: 01061

VCO: Face to Face/Blended/Virtual Course

Grades: 9-12

CREDIT TYPE: EnglishLanguageLiterature

CREDIT(S): 0.5

These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on one or several genres, such as poetry, essay, biography, short story, drama, and so on. Students determine the underlying assumptions and values within the selected works and also examine the structure, techniques, and intentions of the genre being studied. Oral discussion is an integral part of these genre-oriented courses, and written compositions are often required.

Literature of a Period

Course No/MI ID: 01062

VCO: Face to Face/Blended/Virtual Course

Grades: 9-12

CREDIT TYPE: EnglishLanguageLiterature

CREDIT(S): 0.5

These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on the literature written during or reflecting a particular time period (such as the French Revolution, the 1960s, or the 20th century). Students determine the underlying assumptions and values within the selected works, reflect upon the influence of societal events and social attitudes, and compare the points of view of various authors. Oral discussion is an integral part of literature courses, and written compositions are often required.

Literature of a People

Course No/MI ID: 01064

VCO: Face to Face/Blended/Virtual Course

Grades: 9-12

CREDIT TYPE: EnglishLanguageLiterature

CREDIT(S): 0.5

These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), but use literature written by authors who share a particular characteristic such as culture or gender. Students determine the underlying assumptions and values within the selected works, reflect upon the influence of a common characteristic, and compare the points of view of various authors. Oral discussion is an integral part of literature courses, and written compositions are often required.

Creative Writing

Course No/MI ID: 01104

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12

CREDIT TYPE: EnglishLanguageLiterature

CREDIT(S): 0.5

Creative Writing course offers students with the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the courses is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft. Although most creative writing classes cover several expressive forms, others concentrate exclusively on one particular form (such as poetry or playwriting).

English IS

Course No/MI ID: 01997

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**

This course seeks to support and enhance students' test-taking skills. The targeted skills practice and period full-length practice tests will prepare students for the SAT English and Reading portion of the exam, as well as the Work Keys Reading for Information test.

Exploration in Drama

Course No/MI ID: 05054

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**

Students will analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various styles and media. Students will create characters consistent with a variety of styles, including classical, contemporary, and realistic/non-realistic dramatic texts in informal/formal theatre, film, television, or electronic media productions.

Public Speaking

Course No/MI ID: 01151

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**

This course will enable students, through practice, to develop communication skills that can be used in a variety of speaking situations (such as small and large group discussions, delivery of lectures or speeches in front of audiences, and so on). Course topics may include (but are not limited to) research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence.

Yearbook

Course No/MI ID: 12051

VCO: Face to Face/Blended/Virtual Course

Grades: 9-12 **Credit Type: EnglishLanguageArts** **Credits: UP TO 1**

Yearbook courses provide students with the knowledge and skills necessary to produce the school newspaper, yearbook, literary magazine, or other printed publication. Students may gain experience in several components (writing, editing, layout, production, and so on) or may focus on a single aspect while producing the publication.

Particular Topics in Journalism and Broadcasting

Course No/MI ID: 61105

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**

This course will address such topics as: First Amendment Rights, with a focus on freedom of the press, as they apply to written communication; the basics of writing objective news stories; journalistic law; and the history of journalism.

Journalism

Course No/MI ID: 61101

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**

This course will address such topics as: basic writing skills in various journalistic styles and formats with an emphasis on the idea of writing for one's target reader and adjusting language usage accordingly. Specific topics of focus would target: grammar, spelling, punctuation, and Associated Press style. This would prepare students for advancedlevel journalism classes as well as writing as a career and within other career fields.

Other Electives for 11-12th as outlined in the IES National Center for Education Statistics Secondary School Course

📖	Communications	📖	Literature of a Place
📖	Forensic Speech – Debate	📖	Literature of a People (Arab American)
📖	Literature of an Arthur (Shakespeare)	📖	Literature of a People (African American)

Life and Physical Science Department

Per MI Merit Curriculum (MMC) Course/Credit Requirements⁹, Science defines useful and connected knowledge at four levels: prerequisite, essential, core and recommended. The Life and Physical Sciences expectations are organized into Disciplines, Standards, Content Standards and Specific Performance Expectations. Essential expectations are defined and organized by discipline: Earth Science, Biology, Physics, and Chemistry. Essential content knowledge and performance expectations are required for graduation and are assessable on the Michigan Merit Exam (MME) and can also be assessed with formative assessments. Students who have useful and connected knowledge should be able to apply knowledge in new situations; to solve problems by generating new ideas; to make connections among what they read and hear in class, the world around them, and the future; and through their work, to develop leadership qualities while still in high school. In particular, high school graduates with useful and connected knowledge are able to engage in four key practices of science literacy. Overall course goals are organized in Bookmarks for students to use as checklists.

The first key practice is to be able to communicate accurately and effectively Identifying Life and Physical Sciences Principles as follows:

- 📖 Describe, measure, or classify observations.
- 📖 State or recognize correct science principles.
- 📖 Demonstrate relationships among closely related science principles.
- 📖 Demonstrate relationships among different representations of principles.

The second key practice is to be able to communicate accurately and effectively Using Science Principles as follows:

- 📖 Explain observations of phenomena.
- 📖 Predict observations of phenomena.
- 📖 Suggest examples of observations that illustrate a science principle.
- 📖 Propose, analyze, and evaluate alternative explanations or predictions.

The third key practice is to be able to communicate accurately and effectively Scientific Inquiry as follows:

- 📖 Generate new questions that can be investigated in the laboratory or field.
- 📖 Critique aspects of scientific investigations.
- 📖 Conduct scientific investigations using appropriate tools and techniques.
- 📖 Identify patterns in data; relate patterns to theoretical models.
- 📖 Describe a reason for a given conclusion using evidence from an investigation.
- 📖 Explain how scientific evidence supports or refutes claims or explanations of phenomena.

⁸ SCED: Secondary School Course Classification System: School Codes for the Exchange of Data: <http://nces.ed.gov/pubs2007/2007341.pdf>

- 👉 Design and conduct a scientific investigation with a hypothesis, several controlled variables, and one manipulated variable; gather data and organize the results in graphs, tables and/or other charts.

The fourth key practice is to be able to communicate accurately and effectively Reflection and Social Implications as follows:

- 👉 Critique whether questions can be answered through scientific investigations.
- 👉 Identify and critique arguments based on scientific evidence.
- 👉 Use appropriate scientific knowledge in social arguments, recognizing their limitations.
- 👉 Gather, synthesize, and evaluate information from multiple sources.
- 👉 Discuss scientific topics in groups, make presentations, summarize what others have said, ask for clarification, take alternative perspectives, and defend a position.
- 👉 Evaluate the future career and occupational prospects of science fields.
- 👉 Explain why a claim or a conclusion is flawed.
- 👉 Critique solutions to problems, given criteria and scientific constraints.
- 👉 Identify scientific tradeoffs in design decisions and choose among alternative solutions.
- 👉 Apply science principles or scientific data to anticipate effects of technological design decisions.

Star International Academy has adopted the newly released K-12 Michigan Science Standards that were adopted in November 2015 by the state. Design teams working in four domains- life sciences, physical sciences, earth and space sciences, and engineering and technology. Research suggests students need to be engaged in doing science by engaging the same practices used by scientists and engineers.

Furthermore, students should engage in science and engineering practices in the context of core ideas that become ever more sophisticated as students move through school. Students also need to see the connections of these disciplinary-based core ideas to the bigger science concepts that cross disciplinary lines.

Cross Cutting Concepts (CCC)

The seven Crosscutting Concepts outlined by the *Framework for K-12 Science Education* are the overarching and enduring understandings that provide an organizational framework under which students can connect the core ideas from the various disciplines into a “cumulative, coherent, and usable understanding of science and engineering” (*Framework*, pg. 83).

These crosscutting concepts are...

1. Patterns
2. Cause and Effect
3. Scale, Proportion, and Quantity
4. Systems and System Models
5. Energy and Matter in Systems
6. Structure and Function
7. Stability and Change of Systems

Disciplinary Core Ideas (DCI)

The crosscutting concepts cross disciplines. However, within each discipline are core ideas that are developed across grade spans, increasing in sophistication and depth of understanding. Each performance expectation (PE) is coded to a DCI. A list of DCIs and their codes can be found on the MDE website and in the MDE Guidance Documents.

Science and Engineering Practices

In addition to the Crosscutting Concepts and Disciplinary Core Ideas, the National Research Council has outlined 8 practices for K-12 science classrooms that describe ways students should be engaged in the classroom as a reflection of the practices of actual scientists and engineers. When students “do” science, the learning of the content becomes more meaningful. Lessons should be carefully designed so that students have opportunities to not only learn the essential science content, but to practice being a scientist or engineer. These opportunities set the stage for students to transition to college or directly into STEM careers.

Listed below are the Science and Engineering Practices from the *Framework*:

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence

Obtaining, evaluating, and communicating information

Developing Michigan's New K-12 Science Standards

Michigan became a lead state in the development of the Next Generation Science Standards in 2011. Michigan was one of 26 lead states involved, with over 60 Michigan educators and scientists participating as lead developers or reviewers. Many college and university professors, teacher educators, business and industry professionals, district and ISD leaders, and classroom teachers became involved in the process, representing several organizations that will eventually support implementation of the standards.



CROSS-CUTTING CONCEPTS

Patterns			
Cause and Effect			
Scale, Proportion, and Quantity			
Systems and System Models			
Energy and Matter			
Structure and Function			
Stability and Change			
Engineering and Design			
Cross-disciplinary Integration			
Mathematics and Language Arts			

Based upon the Framework, the new standards are really a set of student performance expectations. These performance expectations incorporate three main elements:

- Disciplinary Core Ideas (science specific concepts in the life, earth, and physical sciences),
- Science and Engineering Practices (the practices of engaging in scientific investigation to answer questions, and engineering design to solve problems),
- Cross-Cutting Concepts (conceptual ideas common to all areas of science).

These expectations are also interwoven across disciplines, including connections to language arts and mathematics.

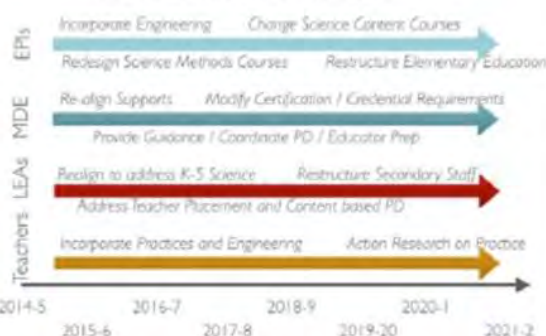
Implementing the Standards

Upon adoption of new standards, the real challenge of implementing the standards throughout Michigan's educational system begins. Parts of this are already in development,

including professional development from organizations like the Michigan Science Teachers Association and the Michigan Mathematics and Science Center Network.

These efforts need to happen with a variety of stakeholders to develop a new support structure to address school district and higher education systems to engage in continuous improvement.

TRANSITION TIMELINE



The Michigan Department of Education is working with the State Board of Education to ensure that our legislature and the education community at large understand the benefits and challenges of implementation of these new standards. Next steps, upon legislative review and adoption, include initial stages of an implementation plan,

including communication to all stakeholders, identification of instructional and systems exemplars, and development of Michigan-specific guidance for how to incorporate Michigan examples of science and engineering content into classroom instruction for all students.

For additional information, contact Stephen Best (BestS1@michigan.gov).



Earth Science Bookmark

Processes and Materials of the Geosphere

- Infer geologic events using features and dating techniques.
- Relate geologic features to plate tectonics.
- Describe evolution of scientific consensus and current questions being researched.*

Hydrogeology

- Compare ground and surface water systems.
- Evaluate sustainability of aquifers related to land use decisions.
- Design and conduct an investigation on a the local watershed.*
- Evaluate solutions and careers in hydrogeology.*

Atmosphere and Severe Weather

- Analyze variables to predict severe weather.
- Propose plans to reduce risk of severe weather.*
- Evaluate the uncertainties that limit forecasting precision.*

Oceans, Climate and Climate Change

- Explain the mechanisms that control climate.
- Explain historical climate change.
- Analyze changes in CO₂ and temperature.
- Analyze the assumptions and variables of climate change models.*
- Distinguish observations, hypotheses, laws, and theories in climate change research.*

Understanding Earth Systems Science

- Analyze the interactions of four earth-spheres as they relate to coral reef degradation.
- Track the movement of heat energy through the four spheres using a climatic scenario.
- Explain the Gulf of Mexico dead zone using biogeochemical principles.
- Evaluate the societal trade offs of various renewable and non-renewable resources.*

Astronomy

- Describe the physical nature and history of our galaxy and the universe.
- Describe evidence about galaxy and universe.
- Explain stellar processes of stars.
- Describe how discoveries in astronomy changed societal perspectives.*

*Inquiry, Reflection, and Social Implications.

v.10.06



Biology Bookmark

Nature of Science / Science Inquiry

- Generate new questions.
- Evaluate scientific conclusions.
- Use models to predict results of inquiry.
- Conduct and design scientific investigations.

Organization of Living Systems

- All organisms are composed of cells .
- Multicellular organisms have cells specialized to carry out specific functions.
- Energy and matter transformations are required to supply cells with basic needs.
- Cells are composed of biomolecules – carbohydrates, fats, proteins and nucleic acids.
- Complex processes provide a stable internal environment through homeostasis.

Interdependence of Living Systems and the Environment

- Photosynthesis and cellular respiration are basic processes that support life.
- Ecosystems are supported by both biotic and abiotic factors.
- Matter is cycled in ecosystems (water, carbon, oxygen and nitrogen).
- Ecosystem stability results from biodiversity.
- Populations fluctuate as organisms interact with other species and the environment.
- Humans have tremendous impact on the environment.

Genetics

- Inherited traits result from genes that are passed from parent to offspring.
- Nucleic acids are biomolecules that contain protein assembly information.
- Cell division results in new cells for an organism as well as genetic information for offspring.
- Genetic variation is essential to biodiversity and population stability.

Evolution and Biodiversity

- Evolution provides a scientific explanation for the history of life on Earth.
- Molecular evidence supports kinship between species.
- Natural selection is the process that results in evolution.

v.10.06



Chemistry Bookmark

Matter and Change

- Describe states of matter with phase diagrams and in terms of motion and arrangement of molecules.
- Distinguish between chemical and physical changes in terms of properties of substances.

Atomic Structure

- Identify the number of sub-atomic particles in an ion or isotope and write the symbol as ${}^A_Z X$.
- Describe the location of electrons in terms of energy levels and orbitals.
- Use strong force and mass defect to explain nuclear stability and determine age using the ratio of different isotopes of an element.
- Use periodic table to write electron configurations and predict trends of atomic properties.

Moles

- Calculate percent weight of each element of the molecular formula of a compound.
- Identify limiting reagents in a reaction.

Compounds

- Predict types of bonds formed between two atoms as primarily ionic or covalent.
- Name and write formulae of simple ionic and molecular compounds; draw Lewis structures.
- Calculate empirical and molecular formula of a compound.

Reactions and Energy

- Balance chemical reactions and calculate the mass of reactants used, the mass of products made, or the ΔH .
- Explain how the rate of a chemical reaction is dependent on temperature and activation energy.
- Describe and predict equilibrium shifts in reactions caused by changing conditions.
- Balance half reactions and describe them as oxidation or reduction.

States of Matter

- Explain energy changes associated with changes in the state of matter.
- Explain changes in gas pressure, temperature, and volume in terms of the kinetic molecular theory.

Solutions

- Calculate concentration of solutes and explain how solutes affect properties of the solution.
- Classify solutions as acidic or basic, calculate pH, and predict products of an acid-base neutralization.
- Predict if a reaction is spontaneous.

Carbon

- Draw structural formulas for up to 10 carbon chains of simple hydrocarbons and draw their isomers.

v.10.06



Physics Bookmark

Motion

- Analyze and predict position, time, velocity, and acceleration using graphs, motion diagrams and different frames of reference.
- Describe, classify and solve problems that involve circular, projectile, or periodic motion.

Forces

- Analyze the effects of inertia and resistance forces such as air resistance and friction and their effects on acceleration.
- Solve problems involving force, mass, acceleration, and Newton's law of gravitation.

Momentum & Impulse

- Apply the law of conservation of momentum to analyze the motions of systems of objects.
- Solve problems involving momentum and impulse including simple collisions.

Mechanical Energy

- Solve problems involving work, PE, KE and the law of conservation of energy.
- Apply the law of conservation of energy to analyze the motions of systems of objects.

Electricity & Electromagnetism

- Explain how objects are charged in terms of conduction and induction and charge distribution.
- Use electrostatic attraction and repulsion to explain common experiences with charged objects, electrostatic forces and electric current.
- Analyze series and parallel electric circuits in terms of electric current, resistance, voltage, and power.
- Use magnetic repulsion and attraction to explain common experiences with magnets and magnetic objects.
- Relate magnetic fields and forces with electric current such as in the workings of motors and generators.

Waves

- Understand and solve problems involving frequency, wavelength, and wave speed including examples of light and sound.
- Describe and predict how waves and wave motion change due to interference with other waves and their surroundings.

Thermal

- Analyze the effects of heat, temperature, and efficiency in thermal systems.

Nuclear

- Understand nuclear fission and fusion and the interchangeable nature of mass and energy.

v.10.06



Courses in life and physical science can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD and State approval.

Virtual Course Offering (VCO) could be 50/50 blended or virtual learning course where students receive academic instruction online through a computer over the internet in addition to traditional academic instruction.

Biology/VCO

Course No/MI ID: 03051

VCO: Face to Face/Blended/Virtual Course

GRADES: 9

CREDIT TYPE: Life and Physical Sciences

CREDIT(S): 1

Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy. This course may offer sections of Virtual Course Offering (VCO).

Life/Physical Sci. Proficiency Development

Course No/MI ID: 03994

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: Life and Physical Sciences

CREDIT(S): 1

Life and Physical Sciences—Proficiency Development courses are designed to assist students in acquiring the skills necessary to pass proficiency examinations related to the life sciences and physical sciences.

Chemistry/VCO

Course No/MI ID: 03101

VCO: Face to Face/Blended/Virtual Course

GRADES: 10

CREDIT TYPE: Life and Physical Sciences

CREDIT(S): 1

Chemistry courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied. This course may offer sections of Virtual Course Offering (VCO).

Biochemistry/VCO

Course No/MI ID: 03149

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12

CREDIT TYPE: Life and Physical Sciences

CREDIT(S): 0.5

Biochemistry focuses on processes happening at a molecular level. It focuses on what's happening inside our cells, studying components like proteins, lipids and organelles. It also looks at how cells communicate with each other, for example during growth or fighting illness. Biochemistry covers a range of scientific disciplines, including genetics, microbiology, forensics, plant science and medicine. Because of its breadth, biochemistry is very important and advances in this field of science over the past 100 years have been staggering

AP Chemistry/VCO

Course No/MI ID: 03106

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12

CREDIT TYPE: Life and Physical Sciences

CREDIT(S): 1

The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course may offer sections of Virtual Course Offering (VCO).

Integrated Science/VCO**Course No/MI ID: 03201*****VCO: Face to Face/Blended/Virtual Course*****GRADES: 11-12****CREDIT TYPE: LifeandPhysicalSciences****CREDIT(S): 1**

The specific content of Integrated Science courses varies, but they draw upon the principles of several scientific specialties—earth science, physical science, biology, chemistry, and physics—and organize the material around thematic units. Common themes covered include systems, models, energy, patterns, change, and constancy. These courses use appropriate aspects from each specialty to investigate applications of the theme. This course may offer sections of Virtual Course Offering (VCO).

Earth and Space Science**Course No/MI ID: 03008*****VCO: Face to Face/Blended/Virtual Course*****GRADES: 9-12****CREDIT TYPE: LifeandPhysicalSciences****CREDIT(S): 0.5**

Earth and Space Science courses introduce students to the study of the earth from a local and global perspective. In these courses, students typically learn about time zones, latitude and longitude, atmosphere, weather, climate, matter, and energy transfer. Advanced topics often include the study of the use of remote sensing, computer visualization, and computer modeling to enable earth scientists to understand earth as a complex and changing planet.

AP Biology/VCO**Course No/MI ID: 03056*****VCO: Face to Face/Blended/Virtual Course*****GRADES: 11-12****CREDIT TYPE: LifeandPhysicalSciences****CREDIT(S): 1**

Adhering to the curricula recommended by the College Board and designed to parallel college level introductory biology courses, AP Biology courses stress basic facts and their synthesis into major biological concepts and themes. These courses cover three general areas: molecules and cells (including biological chemistry and energy transformation); genetics and evolution; and organisms and populations (i.e., taxonomy, plants, animals, and ecology). AP Biology courses include college-level laboratory experiments. This course may offer sections of Virtual Course Offering (VCO).

AP Environmental Science**Course No/MI ID: 03207*****VCO: Face to Face/Blended/Virtual Course*****Grades: 11-12****Credit Type: Sciences****Credits: 1.0**

AP Environmental Science courses are designed by the College Board to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems (both natural and human made), evaluate the relative risks associated with the problems, and examine alternative solutions for resolving and/or preventing them. Topics covered include science as a process, ecological processes and energy conversions, earth as an interconnected system, the impact of humans on natural systems, cultural and societal contexts of environmental problems, and the development of practices that will ensure sustainable systems.

Biology Investigations**Course No/MI ID: 53099*****VCO: Face to Face/Blended/Virtual Course*****GRADES: 9-12****CREDIT TYPE: LifeandPhysicalSciences****CREDIT(S): 0.5**

This course contains investigations for many fundamental concepts in Biology. Each investigation includes a preliminary activity, teacher information, sample researchable questions, and sample data. Labs are correlated to AP* and IB** standards. Topics covered include: Cell and Molecular Biology, Organismal Biology, Ecology, Evolution.

Conceptual Biology

Course No/MI ID: 03062

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: LifeandPhysicalSciences

CREDIT(S): 0.5

A survey of fundamental ideals, concepts and principles in the biological sciences designed for the non-science and pre-allied health major. The course prepares students for intelligent participation in the biological world and provides a solid scientific basis on which knowledgeable attitudes and opinions can be developed. Lecture includes characteristics of life, evolution, biomolecules, cell biology, biological organization, cellular reproduction, inheritance, biotechnology, and mechanisms of disease. Laboratory exercises emphasize the scientific method and reinforce lecture topics.

Biology IS

Course No/MI ID: 03097

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: LifeandPhysicalSciences

CREDIT(S): 0.5

Biology Independent Study is a course that provides students with unique opportunities for independent, in-depth study of one or more specific biological problems. Students develop a familiarity with the laboratory procedures used in a given biological domain. Students enrolled in this course will complete an extended essay intended to promote high-level research and writing skills, intellectual discovery and creativity with a focus on the selected biological problem. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of structured writing that will be formally presented in class at the end of the school year. It is recommended that completion of the written essay is followed by a short, concluding interview, or *viva voce*, with the supervisor.

Zoology

Course No/MI ID: 03061

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: LifeandPhysicalSciences

CREDIT(S): 0.5

Modern Zoology is the study of all things dealing with animals. As the science has advanced over the decades, modern zoologists study more than just recognition and classification of animals; their attention now includes animal anatomy, physiology, development, histology, ecology, behavior, and evolution. The focus of this course is the recognition of key features of the major body plans that have evolved in animals and how those body plans have changed over time resulting in the diversity of animals that are evident today. Students will develop an understanding that all living things are interconnected.

Science IS

Course No/MI ID: 03997

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: LifeandPhysicalSciences

CREDIT(S): 0.5

Science Independent Study is a course that provides students with unique opportunities for independent, in-depth study of one or more specific scientific problems. Students develop a familiarity with the laboratory procedures used in a given educational, research, or industrial setting or a variety of such settings. Students enrolled in this course will complete a science extended essay intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of structured writing that will be formally presented in class at the end of the school year. It is recommended that completion of the written essay is followed by a short, concluding interview, or *viva voce*, with the supervisor.

Physics

Course No/MI ID: 03151

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: LifeandPhysicalSciences

CREDIT(S): 0.5

Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena.

Physical Science

Course No/MI ID: 03159

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: LifeandPhysicalSciences

CREDIT(S): 0.5

This is a physical science course designed to prepare students for college. The course covers topics from Physics and Earth Science. The course is applied conceptual science with mathematical modeling, and it contains a significant laboratory component. It is intended for students who have demonstrated a willingness to commit considerable time to studying and completing assignments outside of class, and who have successfully completed a prior course in Science during high school. The course will develop the student's ability to incorporate mathematical skills in the solution of physics problems, both through the use of textbook based activities and laboratory activities. Students will be required to draw and write, and to keep a thorough and accurate ongoing physics notebook/portfolio.

Particular Topics in Biology

Course No/MI ID: 03063

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: LifeandPhysicalSciences

CREDIT(S): 0.5

Particular Topics in Biology courses concentrate on a particular subtopic within the field of biology (such as botany, zoology, genetics, and so on) that is not otherwise described within this classification system.

Particular Topics in Chemistry

Course No/MI ID: 03108

VCO: Face to Face/Blended/Virtual Course

Grades: 11-12

CREDIT TYPE: LifeandPhysicalSciences

CREDIT(S): 0.5

This course is designed to provide a survey of inorganic and physical chemistry. Topics studied in this course include atomic structure, covalent and ionic bonding, chemical reactions, chemical calculations, acid, base and solution chemistry, radiochemistry and chemistry of hydrocarbons. Quantitative reasoning skills are developed and used where appropriate to enhance the understanding of these concepts.

Astronomy

Course No/MI ID: 03004

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: LifeandPhysicalSciences

CREDIT(S): 0.5

Astronomy courses offer students the opportunity to study the solar system, stars, galaxies, and interstellar bodies. These courses usually introduce and use astronomic instruments and typically explore theories regarding the origin and evolution of the universe, space, and time.

Anatomy and Physiology

Course No/MI ID: 03053

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: LifeandPhysicalSciences

CREDIT(S): 0.5

Usually taken after a comprehensive initial study of biology, Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals.

Genetics

Course No/MI ID: 03059

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: LifeandPhysicalSciences

CREDIT(S): 0.5

Genetics courses provide students with an understanding of general concepts concerning genes, heredity, and variation of organisms. Course topics typically include chromosomes, the structure of DNA and RNA molecules, and dominant and recessive inheritance and may also include lethal alleles, epistasis and hypostasis, and polygenic inheritance.

Technological Inquiry

Course No/MI ID: 03204

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12

CREDIT TYPE: LifeandPhysicalSciences

CREDIT(S): 0.5

Technological Inquiry courses provide students with an understanding of the use of process skills as an integral part of scientific activity and technological development. Students learn how scientific phenomena are explained, measured, predicted, organized, and communicated.

Science, Technology and Society

Course No/MI ID: 03210

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12

CREDIT TYPE: LifeandPhysicalSciences

CREDIT(S): 0.5

Science, Technology, and Society courses encourage students to explore and understand the ways in which science and technology shape culture, values, and institutions and how such factors, in turn, shape science and technology. Topics covered may include how science and technology enter society and how they change as a result of social processes.

Applied Biology/Chemistry

Course No/MI ID: 03203

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12

CREDIT TYPE: LifeandPhysicalSciences

CREDIT(S): 0.5

Applied Biology/Chemistry courses integrate biology and chemistry into a unified domain of study and present the resulting body of knowledge in the context of work, home, society, and the environment, emphasizing field and laboratory activities. Topics include natural resources, water, air and other gases, nutrition, disease and wellness, plant growth and reproduction, life processes, microorganisms, synthetic materials, waste and waste management, and the community of life.

Other Electives for 11-12th as outlined in the IES National Center for Education Statistics Secondary School Course Classification System SCED found online¹⁰:

Social Sciences and History Department

Per MMC Course/Credit Requirements¹¹, Social Sciences and History is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. This includes knowledge of the human condition, how it has changed over time, the variations that occur in different physical environments and cultural settings, and the emerging trends that appear likely to shape the future in an independent world. Civic efficacy is the readiness and willingness to assume responsibilities of citizenship, knowing how, when, and where to make informed and reasoned decisions for the public good in a pluralistic, democratic society.¹²

¹⁰ SCED: Secondary School Course Classification System: School Codes for the Exchange of Data: <http://nces.ed.gov/pubs2007/2007341.pdf>

¹¹ Michigan Merit Curriculum – Social Studies http://www.michigan.gov/mde/0,1607,7-140-38924_41644_46818---,00.html

¹² HSCE Social Studies http://www.michigan.gov/documents/mde/K-12_Science_Performance_Expectations_v5_496901_7.pdf

During the 2019-2020 school year, per the new State signed law House Bill 4493; Star International Academy will be implementing the teachings of genocides within the social studies curriculum for grades 9 to 11 with a combined total of 6 hours of this instruction.

Our constitutional democracy requires active citizens. Responsible citizenship requires students to participate actively while learning in the classroom. Instruction should provide activities that actively engage students so that they simultaneously learn about civic participation while involved in the civic life of their communities, our state, and our nation. The social Sciences and History curriculum prepares students to participate in political activities, to serve their communities, and to regulate themselves responsibly.

The Responsible Citizen:

- 👉 Uses knowledge of the past to construct meaningful understanding of our diverse cultural heritage and inform his/her civic judgments (Historical Perspective)
- 👉 Uses knowledge of spatial patterns on earth to understand processes that shape both the natural environments and the diverse societies that inhabit them (Geographic Perspective)
- 👉 Uses knowledge of American government and politics to make decisions about governing his/her community (Civic Perspective)
- 👉 Uses knowledge of the production, distribution and consumption of goods and services to make personal, career and societal decisions about the use of scarce resources (Economic Perspective)
- 👉 Knows how, when, and where to construct and express reasoned positions on public issues (Public Discourse and Decision Making)
- 👉 Acts constructively to further the public good (Citizen Involvement)

Successful post-secondary engagement requires that students must be able to apply knowledge in new situations; to solve problems by generating new ideas; to make connections between what they read and hear in class, the world around them, and the future; and through their work, develop leadership qualities while still in high school. Therefore, educators must model for and develop in students the knowledge, skills, and dispositions that will result in responsible citizenship and successful post-secondary engagement.

Components of Social Sciences and History Proficiency include:

- 👉 Disciplinary Knowledge
- 👉 Thinking Skills
- 👉 Democratic Values
- 👉 Citizen Participation
- 👉 Leadership Skills

Genocides within the social studies curriculum for grades 9 to 11

- 👉 What is genocide?
- 👉 Provide students with the actual list of genocides that have occurred in the 20th century
- 👉 What are some of the causes for genocide?
- 👉 Can genocide be prevented?

U.S. History and Geography Things to Remember:

- 👉 Foundational Issues in U.S. History and Geography

- 🏛️ The Development of an Industrial, Urban and Global United States, 1870-1930
- 🏛️ The Great Depression and World War II, 1920-1945
- 🏛️ Postwar United States, 1945-1989
- 🏛️ America in a New Global Age, 1989 to the present

Civics Things to Remember:

- 🏛️ What are civic life, politics and government?
- 🏛️ What are the origins and foundations of the American political system?
- 🏛️ How does the government established by the Constitution function to embody the purposes, values and principles of American constitutional democracy?
- 🏛️ What is the relationship of the United States to other nations and its role in world affairs?
- 🏛️ What are the roles of citizens in American society?

Economics Things to Remember:

- 🏛️ Understand the fundamental constraints imposed by limited resources, the resulting choices people have to make, and the trade-offs they face
- 🏛️ Understand how economies and markets work and how people function within them
- 🏛️ Understand the benefits and costs of economic interaction and interdependence among people and nations
- 🏛️ Develop intellectual skills of economic reasoning, problem solving, decision making and analyzing real-life situations
- 🏛️ Develop the ability to identify, analyze, and evaluate the consequences of individual decisions and public policy
- 🏛️ Study the Market Economy, National Economy, International Economy and Personal Finance



Michigan Social Studies C3 Update

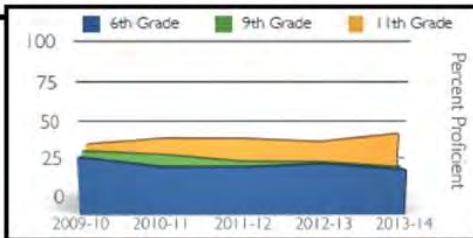
A Plan for Adoption and Implementation

Michigan's current K-12 Social Studies Standards were written in 2006 to provide guidance for our state's K-12 social studies education as described by the Michigan Merit Curriculum. The C3 Framework, which promotes career, college, and civic readiness, and specifically addresses geography, history, economics, and civics, was released in 2013. Michigan was a lead developer in this framework, which guides states in updating content standards in these topics.

Student Proficiency in Social Studies

Michigan students continue to struggle in social studies, and lag behind many states in student achievement in this topic, with less than half of our students being proficient in social studies. There are a variety of possible reasons for this, including poor preparation of educators, the lack of appropriate resources and time for instruction, a lack of focus on higher-order thinking skills, and an overly complex set of standards.

As a result of this and other feedback from educators, Michigan's social studies communities came together this past year to update the standards, with the mantra of "fewer, clearer, higher." The goal was to reduce and clarify the standards and introduce a framework for inquiry and questioning that focuses on higher order thinking skills. The group also focused on incorporating civil rights considerations and perspectives, and aligning the standards to the C3 Framework.



The Arc of Inquiry

The organizing structure for the social studies framework, the "Arc of Inquiry," guides the instructional process, and is at the heart of the learning experience. It involves:

- Developing Questions and Planning Inquiries
- Applying Disciplinary Concepts and Tools
- Evaluating Sources and Using Evidence
- Communicating Conclusions and Taking Informed Action

This organizer supports social studies instruction at all levels, whether students are exploring questions around 21st century global economies or participating in an archeological "dig" (at right) to discover how people lived in Michigan over 700 years ago.



The State Board of Education is beginning to review the new standards now, and will be considering adoption later this year. For more information about this update, contact Gregg Dionne (dionneg@michigan.gov).

Courses in social studies can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD and State approval.

Virtual Course Offering (VCO) could be 50/50 blended or virtual learning course where students receive academic instruction online through a computer over the internet in addition to traditional academic instruction.

U.S History-Comprehensive/VCO

Course No/MI ID: 04101

VCO: Face to Face/Blended/Virtual Course

GRADES: 9

CREDIT TYPE: Social Sciences and History

CREDIT(S): 1.0

U.S. History-Comprehensive course provide students with an overview of the history of the United States, examining time periods from discovery or colonialism through World War II or after. These courses typically include a historical overview of political, military, scientific, and social developments. Course content may include a history of the North American peoples before European settlement. This course may offer sections of Virtual Course Offering (VCO).

Civics**Course No/MI ID: 04161*****VCO: Face to Face/Blended/Virtual Course*****GRADES: 10****CREDIT TYPE: SocialSciencesandHistory****CREDIT(S): 0.5**

Civics courses examine the general structure and functions of American systems of government, the roles and responsibilities of citizens to participate in the political process, and the relationship of the individual to the law and legal system. These courses do not typically delve into the same degree of detail on constitutional principles and the role of political parties and interest groups as do comprehensive courses in U.S. government.

World Area Studies**Course No/MI ID: 04061*****VCO: Face to Face/Blended/Virtual Course*****GRADES: 10-12****CREDIT TYPE: SocialSciencesandHistory****CREDIT(S): 0.5**

World Area Studies courses examine the history, politics, economics, society, and/or culture of one or more regions of the world, such as Africa, Latin America, the former Soviet Union, Far East Asia, and the Middle East. These courses may focus primarily on the history of a particular region or may take an interdisciplinary approach to the contemporary issues affecting the region. Furthermore, these courses may emphasize one particular country (other than the United States), rather than emphasizing a region or continent.

Economics**Course No/MI ID: 04201*****VCO: Face to Face/Blended/Virtual Course*****GRADES: 10****CREDIT TYPE: SocialSciencesandHistory****CREDIT(S): 0.5**

Economics courses provide students with an overview of economics with primary emphasis on the principles of microeconomics and the U.S. economic system. These courses may also cover topics such as principles of macroeconomics, international economics, and comparative economics. Economic principles may be presented in formal theoretical contexts, applied contexts, or both.

World History & Geography**Course No/MI ID: 04051*****VCO: Face to Face/Blended/Virtual Course*****GRADES: 10****CREDIT TYPE: SocialSciencesandHistory****CREDIT(S): 0.5**

In addition to covering the objectives of World History—Overview courses, World History and Geography courses provide an overview of world geography. These courses are often developed in response to increased national concern regarding the importance of geography, and they explore geographical concepts.

Global Geography**Course No/MI ID: 04049*****VCO: Face to Face/Blended/Virtual Course*****GRADES: 9-12****CREDIT TYPE: SocialSciencesandHistory****CREDIT(S): 0.5**

This course will examine the world around us. Students will learn and explain how we as people live and learn from it, what condition it's in and what impact we can and could have on the environment.

Anthropology**Course No/MI ID: 04251*****VCO: Face to Face/Blended/Virtual Course*****GRADES: 9-12****CREDIT TYPE: SocialSciencesandHistory****CREDIT(S): 0.5**

Anthropology courses introduce students to the study of human evolution with regard to the origin, distribution, physical attributes, environment, and culture of human beings. These courses provide an overview of anthropology, including but not limited to both physical and cultural anthropology. This course may offer sections of Virtual Course Offering (VCO)

Contemporary World Issues

Course No/MI ID: 04064

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12

CREDIT TYPE: SocialSciencesandHistory

CREDIT(S): 0.5

Contemporary World Issues courses enable students to study political, economic, and social issues facing the world. These courses may focus on current issues, examine selected issues throughout the 20th century, and look at historical causes or possible solutions.

European History

Course No/MI ID: 03207

VCO: Face to Face/Blended/Virtual Course

Grades: 11-12

Credit Type: Sciences

Credits: 1.0

Medieval European History courses provide a survey of European civilization from the fall of Rome through the late Middle Ages. The course also gets into modern European history and examines a small component of the development of political, social, and economic movements in Europe over the past few centuries (from the Renaissance period, or later, to the contemporary period) and usually include such topics as the rise of the modern nation state, scientific and industrial revolutions, the age of exploration and nationalism, imperialism, and world war.

AP World History

Course No/MI ID: 04057

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12

CREDIT TYPE: SocialSciencesandHistory

CREDIT(S): 0.5

Following the College Board's suggested curriculum designed to parallel college-level World History courses, AP World History courses examine world history from 8000 BCE to the present with the aim of helping students develop a greater understanding of the evolution of global processes and contracts and how different human societies have interacted. These courses highlight the nature of changes in an international context and explore their causes and continuity.

AP U.S. History

Course No/MI ID: 04104

VCO: Face to Face/Blended/Virtual Course

Grades: 11-12

CREDIT TYPE: SocialSciencesandHistory

CREDIT(S): 1

AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

AP Psychology

Course No/MI ID: 04256

VCO: Face to Face/Blended/Virtual Course

Grades: 10-12

CREDIT TYPE: SocialSciencesandHistory

CREDIT(S): 1.0

Following the College Board's suggested curriculum designed to parallel a college-level

psychology course, AP Psychology courses introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals, expose students to each major subfield within psychology, and enable students to examine the methods that psychologists use in their science and practice.

Contemporary U.S. Issues

Course No/MI ID: 04106

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: SocialSciencesandHistory

CREDIT(S): 0.5

Contemporary U.S. Issues courses study the political, economic, and social issues facing the United States, with or without an emphasis on state and local issues. These courses may focus on current issues or may examine selected issues that span throughout the 20th century to the present.

Political Science

Course No/MI ID: 04153

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: SocialSciencesandHistory

CREDIT(S): 0.5

Political Science courses approach the study of politics from a theoretical perspective, including an examination of the role of government and the nature of political behavior, political power, and political action.

Comparative Government

Course No/MI ID: 04154

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: SocialSciencesandHistory

CREDIT(S): 0.5

Comparative Government courses study the basic tenets of government, searching for the differences and similarities among several forms of government. These courses take a comparative approach to the study of government and politics, focusing on how the United States compares with other nations.

Legal System

Course No/MI ID: 04165

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: SocialSciencesandHistory

CREDIT(S): 0.5

Legal System courses examine the workings of the U.S. criminal and civil justice systems, including providing an understanding of civil and criminal law and the legal process, the structure and procedures of courts, and the role of various legal or judicial agencies. Although these courses emphasize the legal process, they may also cover the history and foundation of U.S. law (the Constitution, statutes, and precedents). Course content may also include contemporary problems in the criminal justice system.

History – IS

Course No/MI ID: 04147

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12

CREDIT TYPE: SocialSciencesandHistory

CREDIT(S): 0.5

This course will be inquiry-based, with students conducting research and investigating issues and topics that relate to our modern world. Students will also practice real-life 21st Century skills such as collaboration, verbal and written communication and creativity. Students will compose an extended essay on a historical topic of their choosing. They will be guided through the research and writing process, building their work throughout the school year. The culmination of this work will be a capstone essay and presentation to peers.

Law Studies

Course No/MI ID: 04162

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: SocialSciencesandHistory

CREDIT(S): 0.5

This course allows students to examine and study the development, structure and nature of the American legal

system, and will also examine various current and major legal issues within the American legal system. Included in this effort will be extensive study and examination of the Constitution of the United States and its continuous interpretation. This course will also allow students to compare varying forms of legal systems on a global scale. Emphasis will be placed on the interaction between the American political and legal systems. The course will most likely cover the following topics: foundations of American law, trial procedures/mock trial, case studies.

Social Science – IS

Course No/MI ID: 04260

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12

CREDIT TYPE: SocialSciencesandHistory

CREDIT(S): 0.5

Social Science – Independent Studies (IS) allows students to compose an extended essay on a social science topic of their choosing. Students will be guided through the research and writing process, building their work throughout the school year. The culmination of this work will be a capstone essay and presentation to peers. The teacher will guide students through the following processes: selecting a topic, creating a thesis, gathering resources, citing resources, drafting/outlining, compiling information/writing skills, revising/peer editing, presentation of topic.

US and World Affairs

Course No/MI ID: 04156

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: SocialSciencesandHistory

CREDIT(S): 0.5

This course will address issues affecting our lives as Americans and global citizens in our modern world - primarily based on major events and trends occurring and unfolding during the length of the school year. The course will generally cover the following topics: historical roots of modern international relations and diplomacy, current economic trends, international relations, current conflicts, and other events that will arise during the length of the course.

Foreign Language and Literature Department¹⁴

Michigan students, like students throughout the United States, are living in and contributing to an increasingly diverse society and interdependent community of nations in the 21st century. To realize their personal, social and long-term career goals, individuals need to be able to communicate with others skillfully, appropriately, and effectively. The challenge of contemporary education is to prepare all students for life in this new world. Because language and communication are at the heart of the human experience, the United States must equip students linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative addition to our students' learning experience envisions a future in which all students develop and maintain proficiency in English and in at least one other language. Michigan has setup its standards to cover five major areas

The proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL) describe language proficiency in terms of five levels: Novice, Intermediate, Advanced, Superior and Distinguished. At the Novice, Intermediate, and Advanced levels, proficiency is further defined as low, mid, or high. MMC requirements expect students to reach proficiency of Novice High Level which typically requires more than two credits of study. This is why we offer Arabic language for students from kindergarten through 12th grade as students will need the opportunity to attain high levels of proficiency for program requirements. This will also set students up to be able to demonstrate proficiency and earn High School credit through K-8th experiences effective for the class of 2020 as studies show you can reach the level of Novice mid by studying in grades K-4. Students are also offered the opportunity to study French or other languages through electives upon completion of their Arabic Language requirements.

Our Foreign Language and Literature courses are setup so that students' progress from one level to another and are able to enroll in higher levels at a grade level based on their proficiency. Courses are scheduled at the school level based on need and levels of experience of students and classes. While credit requirements are at 2.00 credits, some students may need additional credit to meet the requirement of attaining mastery at the Novice High Level.

Students may fulfill the language requirements for Arabic by demonstrating proficiency at the Novice High level in speaking and writing (productive skills) and in listening and reading (interpretive skills) based on years of experience per Principal and Assistant Superintendent approval.

The assessment process can be a powerful tool when students are actively involved in the process. Involvement allows students to take ownership of their learning and builds confidence in their ability over time. Reliable formative and summative assessments provide teachers with information they need to make informed instructional decisions and be more responsive to students' needs. Both assessment of learning and assessment for learning are essential and share common elements. World languages assessments will:

- 🔗 Align with learning goals and instruction;
- 🔗 Incorporate performance-based assessments that have application beyond the classroom;
- 🔗 Vary in type and format;
- 🔗 Use criteria scoring tools such as rubrics or exemplars;
- 🔗 Demonstrate the acquisition of important language skills and cultural knowledge;
- 🔗 Cause students to use critical thinking skills;
- 🔗 Meet the needs of diverse learners;
- 🔗 Provide opportunities for students to reflect on their own learning and progress through timely feedback.

Courses in foreign language can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD and State approval.

MICHIGAN SEAL OF BILITERACY

- The **Michigan Seal of Biliteracy** has been created to recognize high school graduates who exhibit language proficiency in English and at least one additional world language. The **Seal** will provide employers with a way to identify individuals with strong language and biliteracy skills. The Seal may be awarded to any student receiving a high school diploma, a high school certificate of completion or a high school equivalency certificate AND who has demonstrated Intermediate High proficiency on acceptable world language assessments and met the English Language Arts requirements for graduation.
- The Seal was created to encourage students to learn world languages and/or maintain their native and heritage languages. It also provides employers with a way to identify individuals with strong language and biliteracy skills, and serves as an additional tool for colleges and universities to recognize applicants' language abilities for admission and placement.

Official Seal resources can be obtained at the Michigan Department of Education (MDE) Seal of Biliteracy website.

Virtual Course Offering (VCO) could be 50/50 blended or virtual learning course where students receive academic instruction online through a computer over the internet in addition to traditional academic instruction.

Arabic I/VCO

Course No/MI ID: 06721

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: Foreign Language and Literature CREDIT(S): 1

The courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Arabic language and students' knowledge of Arabic-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and vocal tones so that students have an understanding of the language and its rules. The course will focus on the Arabic spoken and written language by having students involved in discussions about different topics, sharing information, written composition skills, grammar and reading comprehension skills. This course may offer sections of Virtual Course Offering (VCO).

Arabic II/VCO

Course No/MI ID: 06722

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 CREDIT TYPE: Foreign Language and Literature CREDIT(S): 1

This course will focus on the Arabic spoken and written language by having students involved in discussions about different topics, sharing information, written composition skills, grammar and reading comprehension skills. Arabic courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Arabic language and students' knowledge of Arabic-speaking cultures. The courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. This course may offer sections of Virtual Course Offering (VCO).

Arabic III/VCO

Course No/MI ID: 06723

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12 CREDIT TYPE: Foreign Language and Literature CREDIT(S): 1.0

Students continue to develop their reading, writing, speaking, and listening skills in Arabic, expand their vocabulary, and deepen their knowledge of pronunciation and grammatical principles in order to comprehend and express essential ideas in both spoken and written Arabic. This course may offer sections of Virtual Course Offering (VCO).

Arabic IV/VCO

Course No/MI ID: 06724

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12 CREDIT TYPE: Foreign Language and Literature CREDIT(S): 1.0

Students continue to develop their reading, writing, speaking, and listening skills in Arabic, expand their vocabulary, and deepen their knowledge of pronunciation and grammatical principles in order to comprehend and express essential ideas in both spoken and written Arabic. This course may offer sections of Virtual Course Offering (VCO).

Arabic Conversation & Culture/VCO

Course No/MI ID: 06728

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12 CREDIT TYPE: Foreign Language and Literature CREDIT(S): 0.5

Arabic Conversation and Culture courses provide students with an introduction to the Arabic language and the culture(s) of Arabic-speaking people, placing greater emphasis on speaking and listening skills while de-emphasizing writing and reading the language. This course may offer sections of Virtual Course Offering (VCO).

Arabic Literature-Drama/VCO

Course No/MI ID: 06729

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12

CREDIT TYPE: ForeignLanguageandLiterature

CREDIT(S): 0.5

The course will explore the meaning of drama and compare classical and modern Arab dramas. Students will explore the different genres of drama (Comedy, Heroic, Tragedy, etc) and reflect on everyday society through a variety of mediums. Plays, puppet shows, traditional dances and music will be explored through the duration of the course, allowing students to express themselves and discover their personal talents. This course may offer sections of Virtual Course Offering (VCO).

Arabic Literature-Poetry/VCO

Course No/MI ID: 067291

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12

CREDIT TYPE: ForeignLanguageandLiterature

CREDIT(S): 0.5

The course will explore the meaning of poetry and compare classical and modern Arabic poetry. Students will explore the different types of poems (Lyric, Epic, Free Verse, etc) and understand the structure and grammatical rules that define the poems. Analyzing and critiquing the different forms of poetry will be an essential component of the course; students will develop the ability to determine the theme, purpose and meaning of the poetry through their analytical skills. This course may offer sections of Virtual Course Offering (VCO).

¹³ SCED: Secondary School Course Classification System: School Codes for the Exchange of Data: <http://nces.ed.gov/pubs2007/2007341.pdf>
○ http://www.michigan.gov/documents/mde/K-12_MI_Math_Standards_REV_470033_7_550413_7.pdf

Academic Enrichment, Tutorial, and Miscellaneous Courses

Academic Enrichment courses are based on student individual targeted needs and are focused on remediation. These courses are also supplemental courses to provide make-up credit for areas where students need additional time to master curriculum content expectations. Courses are available for 9th–12th grade students for core subjects and are scheduled in place of electives as needed and determined by school counselor(s) and/or principal. Students are also scheduled for caseload roster sections to allow tutorial staff to track progress in supplemental services provided for our *before, during, and after school* tutorial programs.

Courses in academic enrichment, tutorial and miscellaneous courses can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD and State approval.

Virtual Course Offering (VCO) could be 50/50 blended or virtual learning course where students receive academic instruction online through a computer over the internet in addition to traditional academic instruction.

Introduction to Business

Course No/MI ID: 12051

VCO: Face to Face/Blended/Virtual Course

Grades: 9-12

Credit Type: Mathematics

Credits: 0.5

Introductory Business courses survey an array of topics and concepts related to the field of business. These courses introduce business concepts such as banking and finance, the role of government in business, consumerism, credit, investment, and management. They usually provide a brief overview of the American economic system and corporate organization. Introductory Business courses may also expose students to the varied opportunities in secretarial, accounting, management, and related fields. This course may offer sections of Virtual Course Offering (VCO).

Marketing Education

Course No/MI ID: 12199

VCO: Face to Face/Blended/Virtual Course

Grades: 9-12

Credit Type: Mathematics

Credits: 0.5

Principles of Marketing courses offer students insight into the processes affecting the flow of goods and services from the producer to the consumer. Course content ranges considerably as general marketing principles such as purchasing, distribution, and sales are covered; however, a major emphasis is often placed on kinds of markets; market identification; product planning, packaging, and pricing; and business management. This course may offer sections of Virtual Course Offering (VCO).

Particular Topics in Recreation, Amusement, and Attractions

Course No/MI ID: 16203

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12

CREDIT TYPE: Academic Enrichment

CREDIT(S): 0.5

These courses examine specific topics in recreation, amusement, and attractions such as local opportunities rather than provide a general study of the industry. This course may offer sections of Virtual Course Offering (VCO).

Tutorial – Checklist

Course No/MI ID: 72999c

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: Academic Enrichment

CREDIT(S): 0

Miscellaneous - Checklists Courses allow teachers to communicate electronically with parents and students on their

approaches to learning skills related to student learning and submission of required forms and checklist items.

Tutorial - Team Teaching

Course No/MI ID: 22005a

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: AcademicEnrichment

CREDIT(S): 0

Tutorial courses provide the assistance students need to successfully complete their coursework. Students may receive help in one or several subjects.

Tutorial - During School

Course No/MI ID: 22005b

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: AcademicEnrichment

CREDIT(S): 0

Tutorial courses provide the assistance students need to successfully complete their coursework. Students may receive help in one or several subjects.

Tutorial - After School

Course No/MI ID: 22005c

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: AcademicEnrichment

CREDIT(S): 0

Tutorial courses provide the assistance students need to successfully complete their coursework. Students may receive help in one or several subjects.

Tutorial - Before School

Course No/MI ID: 22005d

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: AcademicEnrichment

CREDIT(S): 0

Tutorial courses provide the assistance students need to successfully complete their coursework. Students may receive help in one or several subjects.

Tutorial - Support Services

Course No/MI ID: 22005e

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: AcademicEnrichment

CREDIT(S): 0

Tutorial courses provide the assistance students need to successfully complete their coursework. Students may receive help in one or several subjects.

Tutorial - Summer School

Course No/MI ID: 22005f

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12

CREDIT TYPE: AcademicEnrichment

CREDIT(S): 0

Tutorial courses provide the assistance students need to successfully complete their coursework. Students may receive help in one or several subjects.

Study Hall

Course No/MI ID: 22006

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12

CREDIT TYPE: AcademicEnrichment

CREDIT(S): 0.5

Study Hall courses provide students with the opportunity and time to complete classroom assignments or school projects. Students typically work on their own, without the help of a tutor; however, they are supervised and usually remain in the classroom.

Seminar

Course No/MI ID: 22106

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12

CREDIT TYPE: AcademicEnrichment

CREDIT(S): 0.5

Seminar courses vary widely, but typically offer a small peer group the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigatory skills, presentation skills, interpersonal skills, group process skills, and problem-solving and critical thinking skills. Seminars aimed at juniors and seniors often include a college and career exploration and planning.

HIGH SCHOOL FORMS



Star International Academy
24425 Hass St – Dearborn Heights, MI 48127
Tel: (313) 724-8990 – Fax: (313) 724-8994

Community Service Time Sheet
(Volunteer Experience Only)

Student's Name: _____ Grade: _____

Date	Time In	Time Out	Total Time	Volunteer Site	Type of Work Performed/Activities

Supervisor's Name (Please Print): _____

Supervisor's Signature: _____

Supervisor's Phone Number: _____

Student's Signature: _____

SIA Counselor's Signature: _____

In order for this to be counted toward graduation, all THREE signatures are needed. Once you have reached the **REQUIRED 50 hours**, you must complete a **ONE PAGE TYPED JOURNAL** describing your experience.

Please return this form to the Counselor's in Office 24 at Star International Academy



ACADEMY:

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Star International Academy
Universal Academy
Universal Learning Academy

TRAINING PLAN FOR WORK-BASED LEARNING

Type of Placement (check one)

- ☐ NON-CTE PROGRAMS [REGULAR]
- ☐ SPECIAL EDUCATION TRANSITION PROGRAMS
- ☐ CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

Name of Related State-Approved CTE Program: _____

Program Serial Number (PSN) of Related State-Approved CTE Program: _____

Student/Learner Information (*Note: This training plan MUST be attached to the student's training agreement. When attached, only one set of signatures is necessary.*)

Student Last Name: _____ First Name: _____ Middle Initial: _____

District:	School Year:
Building:	Date:
*EDP Relates to Placement: <input type="checkbox"/>	*Placement Relates to Academic Program: <input type="checkbox"/> (Non-CTE Regular Education Placement Only)

*Not Required for Special Education Transitions Students

Performance Elements (Specific Job Skills To Be Learned)

Note: For state-approved career and technical education programs, the training plan **MUST BE** developed from the related CTE standards and competencies as posted at the following link: [MDE - CTE Instructional Resources, by Career Cluster \(michigan.gov\)](https://www.michigan.gov/mde/0,4615,7-140-2629-540254--,00.html): <https://www.michigan.gov/mde/0,4615,7-140-2629-540254--,00.html> **Select the related Federal Cluster and then select the specific CTE program.**

For Non-CTE Work-Based Learning, CTE standards may be used as listed above or other performance elements as deemed appropriate by the local district. Another site to consider for developing Non-CTE Work-Based Learning performance elements is as follows: <http://online.onetcenter.org/>

*If this is an unpaid work-based learning experience, specific, unduplicated skills that the pupil will be learning need to be listed for each 45 hours of placement. **Note:** Different training experiences can occur at one location. In these instances, the training plan must clearly delineate a separate set of skills every 45 hours (no duplication of tasks).*

Following are the performance elements/job skills that contribute to the pupil's progress toward a career objective (attach additional pages as necessary). These performance elements/job skills will be used to assess/evaluate the pupil's progress.

(CTE EXAMPLE):

4	3	2	1	N		
						Not exposed to task, 1 = Exposed to task, 2 = Accomplishes task with help.
						3 = Accomplishes task to criterion, 4 = Exceeds criteria and/or able to teach task
4	3	2	1	N	I	ACADEMIC FOUNDATIONS
					1	<i>Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities.</i>
					1.1	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace.
					1.2	Use correct grammar, punctuation and terminology to write and edit documents.

(NON-CTE EXAMPLE):

4	3	2	1	N		
						Not exposed to task, 1 = Exposed to task, 2 = Accomplishes task with help.
						3 = Accomplishes task to criterion, 4 = Exceeds criteria and/or able to teach task

4	3	2	1	N		
						Receive payment by cash, check, credit cards, vouchers, or automatic debits.
						Issue receipts, refunds, credits, or change due to customers.
						Assist customers by providing information and resolving their complaints.
						Establish or identify prices of goods, services or admission, and tabulate bills using
						calculators, cash registers, or optical price scanners.
						Greet customers entering establishments.
						Answer customers' questions, and provide information on procedures or policies.
						Sell tickets and other items to customers.



ACADEMY:

☐
☐
☐

Star International Academy

Universal Academy

Universal Learning Academy

School Year: _____

WORK-BASED LEARNING TRAINING AGREEMENT:
Non-CTE PROGRAM/Special Education Transitions Program

Student/Learner Information

Last Name: _____ First Name: _____ Middle Initial: _____ Grade: _____

Home Address: _____

Telephone Number(s): _____

Birth Date: _____ Emergency Contact Information: _____

School District Information

School District Name: _____

School Address: _____

Vocationally Certificated Teacher/Coordinator: _____

Telephone Number(s): _____

Employer Information

Name of Business: _____

Address: _____

Supervisor: _____

Telephone Number(s): _____

Worker's Disability Carrier: _____ Liability Insurance Carrier: _____

Policy Number: _____ Policy Number: _____

Worker's Disability Carrier: _____ Liability Insurance Carrier: _____

Policy Number: _____ Policy Number: _____

Placement Information

Type of Placement (check one):

- ☐ Paid
- ☐ Unpaid [If this is an unpaid work-based learning experience, specific, unduplicated skills that the pupil will be learning need to be listed on the training plan for each 45 hours of placement.]

Job Title: _____

Date Placement Begins: _____

Date Placement Ends: _____

Date of Safety Training that has been provided by the school or the employer: _____

Hours to be worked (cannot exceed 24 hours per week when school is in session for students ages 16 & 17):

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Earliest							
Latest							

Total Classes/Hours Per Day: _____ Total WBL Hours Per Day: _____ Starting Wage (if paid): _____

- ☐ Student is eligible to receive credit.

Dates of Site Visits (Must minimally be conducted every nine weeks after the initial visit.)

Date: _____ Initials: _____ Date: _____ Initials: _____ Date: _____ Initials: _____

Date: _____ Initials: _____ Date: _____ Initials: _____ Date: _____ Initials: _____

Date: _____ Initials: _____ Date: _____ Initials: _____ Date: _____ Initials: _____

_____ Initials: _____ [Note: Site visits must be conducted and

documented; however, it is not a mandated training agreement component]

Training Plan

IN ORDER FOR THIS TRAINING AGREEMENT TO BE VALID, A RELATED TRAINING PLAN FOR THE PUPIL BEING PLACED MUST BE ATTACHED OUTLINING THE SPECIFIC PERFORMANCE ELEMENTS/JOB SKILLS THAT THE STUDENT WILL BE LEARNING. For Non-CTE Work-Based

Learning, CTE Standard Performance Elements may be used (www.ctenavigator.org) or other performance elements as deemed appropriate by the local district. A site to consider for developing Non-CTE Work-Based Learning performance elements is as follows:
<http://online.onetcenter.org/>.

Student Responsibilities [Local district determines these responsibilities]

1. Transportation to and from the training site, for the duration of the placement, is the **student's responsibility**.
2. The trainee must maintain a passing grade in the related course to pass the work experience and remain in the program.
3. Any student who will be tardy or absent from the scheduled work time must notify their employer.
4. Any student who skips school, will have the work-based learning placement reviewed and may be removed from the program.
5. Should any problems arise at **work or school that may affect the student's** placement, the student should notify the coordinator immediately.
6. Students are required to obtain permission from the designated vocationally certified teacher/coordinator before quitting any work-based learning placement.
7. Students are required to complete weekly work hour reports to the coordinator. Failure to complete these required hour reports will result in the student failing the work experience.
8. Students will adhere to all safety requirements specific to this placement as identified by MI-OHSA and their supervisor.
9. Students who are absent from school are not permitted to work that day at their placement and must notify the employer.

School Responsibilities [Local district determines these responsibilities]

1. **The placement relates to the student's career/education goals as** outlined in their education development plan (EDP).
2. The vocationally certificated teacher/coordinator makes at least one visit, every nine weeks, to the in-district placement training site.
3. Student is regularly supervised by certified staff and provided instruction in areas of skill attainment and work safety.
4. High school completion credit will be granted upon successful completion of the placement.
5. Daily attendance is recorded.
6. The program must not violate the Fair Labor Standards Act, the Youth Employment Standards Act and any other federal, state and local laws and regulations, including those that prohibit discrimination against any

applicant or employee because of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability.

Employer Responsibilities [Local district determines these responsibilities]

1. The employer will provide the trainee with the broadest occupational experience in keeping with the job duties listed in the training plan and provide specific instruction on the use of any equipment or materials related to job duties. Documentation of this instruction should be maintained in the **trainee's** employment file.
2. **The employer will ensure the student learner's employment activity is** supervised by an experienced and qualified person (work-based mentor), and will complete trainee performance evaluations and verify attendance as required.
3. A written evaluation of student performance will be completed based on the performance elements/job skills listed on the attached training plan.
4. The employer will provide a training site that is free of obvious hazards that could cause potential injury or harm to the student.

The signature of the employer below certifies that the employment of the student learner will conform to all federal, state and local laws and regulations, including those that prohibit discrimination against any applicant or employee because of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability.

Student Signature

Date

Parent or Legal Guardian Signature

Date

Vocationally Certificated Teacher/Coordinator Signature

Date

Principal or Designee Signature

Date

Employer Signature

Date

NOTICE OF NONDISCRIMINATION: It is the policy of the _____ School District not to discriminate on the basis of race, color, national origin, gender, age, disability, height, weight or marital status in its programs, services or activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Administrative Assistant, 222 Education Avenue, _____, MI 48888, 313-555-8888. Upon request to the school district superintendent, the district shall make reasonable accommodations for a person with disabilities to be able to participate in this program.

Required Attachment: Training Plan



ENROLLMENT FORM

keystonecreditrecovery.com E info@keystoneschoolonline.com P 800.255.4937 F 570.784.2129

SCHOOL INFORMATION

Complete this form in full and send with payment to Keystone Credit Recovery, 920 Central Rd., Bloomsburg, PA 17815, or e-mail to info@keystoneschoolonline.com, or e-fax (credit card payments only) to 570.784.2129. You may also complete this form online at keystoneschoolonline.com/credit-recovery/getting-started

School Name

School Official's Name

School Address

Title

City/State/Zip

Keystone recommends seeking school official pre-approval. Refunds will not be given due to school non-acceptance.

Phone

Fax

SPECIAL INSTRUCTIONS:

E-mail Address

COURSE SELECTION

ONLINE

Part A or B: \$116 | 4 weeks min/8 weeks max
Both Parts A and B: \$155 | 8 weeks min/16 weeks max

COURSE	GRADE	10	11	12	PART
English	9				A B Both
Mathematics (General)					A B Both
Algebra 1	9				A B Both
Algebra 2					A B Both
Geometry					A B Both
Biology					A B Both
Chemistry					A B Both
Earth Science	9				A B Both
Physical Science	9				A B Both
U.S./American History	9				A B Both
World History	9				A B Both
Geography	9				A B Both
American Government	9				A Only
Economics	9				A Only
Health	9				A Only
Physical Education	9				Part A Only
Spanish I	9				A B Both

CORRESPONDENCE

\$116/course | 4 weeks min/8 weeks max
For faster shipping and foreign rates, call 800.255.4937

COURSE	6	7	8	9	10	11	12
English							
Mathematics (General)							
Algebra 1							
Algebra 2							
Geometry							
Biology							
Chemistry							
Earth Science							
Life Science							
Physical Science							
American Cultures							
World Cultures							
U.S./American History							
World History							
Geography (U.S.)							
Social Studies (Global)							
American Government							
Health							
Physical Education							

Enter course selection(s) below.

COURSE	GRADE	Part			ONLINE Part A or B: \$116; both parts: \$155	CORRESPONDENCE \$116 per course	PRICE
		A	B	BOTH			
							\$
							\$
							\$
TOTAL PAYMENT DUE -						\$	

STUDENT/PARENT

Form must be completed in full, signed, and dated by a parent/guardian. Please keep a copy of this form for your records.

Student Name First/Last

Method of Payment:

Total Payment Enclosed \$

- ☐ Certified Check or Money Order
☐ Personal Check (\$20 service charge on all returned checks)
☐ Credit Card (select one)



Credit card payment: Provide details below and e-fax form or e-mail and attach forms.

Mailing Address

Card Number

City/State/Zip

Card Security Code

Expiration Date (month/year)

Phone

E-mail (required for students in online courses)

Student Signature

Date

Card Holder Name (type out)

Parent/Guardian Signature (required)

Date

Card Holder Signature (required)

Signature verifies that student has previously failed the selected course(s) or is working to improve grade, and also confirms understanding that no original credit will be granted for credit recovery courses. Impact of course grade on student's transcript is at the discretion of his or her primary school.

A complete refund less a \$20 cancellation fee is issued if a student cancels (within 10 days from higher date of enrollment). Shipping and handling are nonrefundable. Enrollment forms may be duplicated.

Parent/Guardian E-mail (required)



ACADEMY:

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Star International Academy
Universal Academy
Universal Learning Academy

TRAINING PLAN FOR WORK-BASED LEARNING

Type of Placement (check one)

- ☐ NON-CTE PROGRAMS [REGULAR]
☐ SPECIAL EDUCATION TRANSITION PROGRAMS
☐ CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

Name of Related State-Approved CTE Program: _____

Program Serial Number (PSN) of Related State-Approved CTE Program: _____

Student/Learner Information (*Note: This training plan MUST be attached to the student's training agreement. When attached, only one set of signatures is necessary.*)

Student Last Name: _____ First Name: _____ Middle Initial: _____

District:	School Year:
Building:	Date:
*EDP Relates to Placement: <input type="checkbox"/>	*Placement Relates to Academic Program: <input type="checkbox"/> (Non-CTE Regular Education Placement Only)

*Not Required for Special Education Transitions Students

Performance Elements (Specific Job Skills To Be Learned)

Note: For state-approved career and technical education programs, the training plan **MUST BE** developed from the related CTE standards and competencies as posted at the following link: [MDE - CTE Instructional Resources, by Career Cluster \(michigan.gov\)](https://www.michigan.gov/mde/0,4615,7-140-2629-540254--,00.html): <https://www.michigan.gov/mde/0,4615,7-140-2629-540254--,00.html> **Select the related Federal Cluster and then select the specific CTE program.**

For Non-CTE Work-Based Learning, CTE standards may be used as listed above or other performance elements as deemed appropriate by the local district. Another site to consider for developing Non-CTE Work-Based Learning performance elements is as follows: <http://online.onetcenter.org/>

If this is an unpaid work-based learning experience, specific, unduplicated skills that the pupil will be learning need to be listed for each 45 hours of placement. Note: Different training experiences can occur at one location. In these instances, the training plan must clearly delineate a separate set of skills every 45 hours (no duplication of tasks).

Following are the performance elements/job skills that contribute to the pupil's progress toward a career objective (attach additional pages as necessary). These performance elements/job skills will be used to assess/evaluate the pupil's progress.

(CTE EXAMPLE):

4	3	2	1	N		
						Not exposed to task, 1 = Exposed to task, 2 = Accomplishes task with help.
						3 = Accomplishes task to criterion, 4 = Exceeds criteria and/or able to teach task
4	3	2	1	N	I	ACADEMIC FOUNDATIONS
					1	<i>Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities.</i>
					1.1	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace.
					1.2	Use correct grammar, punctuation and terminology to write and edit documents.

(NON-CTE EXAMPLE):

4	3	2	1	N		
						Not exposed to task, 1 = Exposed to task, 2 = Accomplishes task with help.
						3 = Accomplishes task to criterion, 4 = Exceeds criteria and/or able to teach task

4	3	2	1	N		
						Receive payment by cash, check, credit cards, vouchers, or automatic debits.
						Issue receipts, refunds, credits, or change due to customers.
						Assist customers by providing information and resolving their complaints.
						Establish or identify prices of goods, services or admission, and tabulate bills using
						calculators, cash registers, or optical price scanners.
						Greet customers entering establishments.
						Answer customers' questions, and provide information on procedures or policies.
						Sell tickets and other items to customers.



ACADEMY:

☐
☐
☐

Star International Academy

Universal Academy

Universal Learning Academy

School Year: _____

WORK-BASED LEARNING TRAINING AGREEMENT:
Non-CTE PROGRAM/Special Education Transitions Program

Student/Learner Information

Last Name: _____ First Name: _____ Middle Initial: _____ Grade: _____

Home Address: _____

Telephone Number(s): _____

Birth Date: _____ Emergency Contact Information: _____

School District Information

School District Name: _____

School Address: _____

Vocationally Certificated Teacher/Coordinator: _____

Telephone Number(s): _____

Employer Information

Name of Business: _____

Address: _____

Supervisor: _____

Telephone Number(s): _____

Worker's Disability Carrier: _____ Liability Insurance Carrier: _____

Policy Number: _____ Policy Number: _____

Worker's Disability Carrier: _____ Liability Insurance Carrier: _____

Policy Number: _____ Policy Number: _____

Placement Information

Type of Placement (check one):

- ☐ Paid
- ☐ Unpaid [If this is an unpaid work-based learning experience, specific, unduplicated skills that the pupil will be learning need to be listed on the training plan for each 45 hours of placement.]

Job Title: _____

Date Placement Begins: _____

Date Placement Ends: _____

Date of Safety Training that has been provided by the school or the employer: _____

Hours to be worked (cannot exceed 24 hours per week when school is in session for students ages 16 & 17):

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Earliest							
Latest							

Total Classes/Hours Per Day: _____ Total WBL Hours Per Day: _____ Starting Wage (if paid): _____

- ☐ Student is eligible to receive credit.

Dates of Site Visits (Must minimally be conducted every nine weeks after the initial visit.)

Date: _____ Initials: _____ Date: _____ Initials: _____ Date: _____ Initials: _____

Date: _____ Initials: _____ Date: _____ Initials: _____ Date: _____ Initials: _____

Date: _____ Initials: _____ Date: _____ Initials: _____ Date: _____ Initials: _____

_____ Initials: _____ [Note: Site visits must be conducted and

documented; however, it is not a mandated training agreement component]

Training Plan

IN ORDER FOR THIS TRAINING AGREEMENT TO BE VALID, A RELATED TRAINING PLAN FOR THE PUPIL BEING PLACED MUST BE ATTACHED OUTLINING THE SPECIFIC PERFORMANCE ELEMENTS/JOB SKILLS THAT THE STUDENT WILL BE LEARNING. For Non-CTE Work-Based

Learning, CTE Standard Performance Elements may be used (www.ctenavigator.org) or other performance elements as deemed appropriate by the local district. A site to consider for developing Non-CTE Work-Based Learning performance elements is as follows:
<http://online.onetcenter.org/>.

Student Responsibilities [Local district determines these responsibilities]

1. Transportation to and from the training site, for the duration of the placement, is the **student's responsibility**.
2. The trainee must maintain a passing grade in the related course to pass the work experience and remain in the program.
3. Any student who will be tardy or absent from the scheduled work time must notify their employer.
4. Any student who skips school, will have the work-based learning placement reviewed and may be removed from the program.
5. **Should any problems arise at work or school that may affect the student's** placement, the student should notify the coordinator immediately.
6. Students are required to obtain permission from the designated vocationally certified teacher/coordinator before quitting any work-based learning placement.
7. Students are required to complete weekly work hour reports to the coordinator. Failure to complete these required hour reports will result in the student failing the work experience.
8. Students will adhere to all safety requirements specific to this placement as identified by MI-OHSA and their supervisor.
9. Students who are absent from school are not permitted to work that day at their placement and must notify the employer.

School Responsibilities [Local district determines these responsibilities]

1. **The placement relates to the student's career/education goals as** outlined in their education development plan (EDP).
2. The vocationally certificated teacher/coordinator makes at least one visit, every nine weeks, to the in-district placement training site.
3. Student is regularly supervised by certified staff and provided instruction in areas of skill attainment and work safety.
4. High school completion credit will be granted upon successful completion of the placement.
5. Daily attendance is recorded.
6. The program must not violate the Fair Labor Standards Act, the Youth Employment Standards Act and any other federal, state and local laws and regulations, including those that prohibit discrimination against any

applicant or employee because of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability.

Employer Responsibilities [Local district determines these responsibilities]

1. The employer will provide the trainee with the broadest occupational experience in keeping with the job duties listed in the training plan and provide specific instruction on the use of any equipment or materials related to job duties. Documentation of this instruction should be maintained in the **trainee's** employment file.
2. The employer will ensure the **student learner's employment activity** is supervised by an experienced and qualified person (work-based mentor), and will complete trainee performance evaluations and verify attendance as required.
3. A written evaluation of student performance will be completed based on the performance elements/job skills listed on the attached training plan.
4. The employer will provide a training site that is free of obvious hazards that could cause potential injury or harm to the student.

The signature of the employer below certifies that the employment of the student learner will conform to all federal, state and local laws and regulations, including those that prohibit discrimination against any applicant or employee because of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability.

Student Signature

Date

Parent or Legal Guardian Signature

Date

Vocationally Certificated Teacher/Coordinator Signature

Date

Principal or Designee Signature

Date

Employer Signature

Date

NOTICE OF NONDISCRIMINATION: It is the policy of the _____ School District not to discriminate on the basis of race, color, national origin, gender, age, disability, height, weight or marital status in its programs, services or activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Administrative Assistant, 222 Education Avenue, _____, MI 48888, 313-555-8888. Upon request to the school district superintendent, the district shall make reasonable accommodations for a person with disabilities to be able to participate in this program.

Required Attachment: Training Plan

Exhibit 4



Star International Academy Career Technical Education Program

Child Development Associate

CIP 13.0000 General Educations

Cluster: Education and Training

2023-2024, Full Year Program (38 Weeks)

Classes Meet Monday through Friday

Class time: 7:55 am -10:05 am

Instructor Name

Email:

Office: _____

Direct: 313.565.0507

Office Hours: Mon- Fri 3:10-4:00 PM or by appt.

Students who complete the course may test and become a Child Development Associate (CDA) Preschool and be job-ready upon graduation.

QUALIFICATIONS OR PRE-REQUISITES:

To be eligible to test, a candidate must be enrolled as a junior or senior in SIA's Career and Technical Education program in the Education & Training Career Cluster. Students must apply to begin the credential process and develop a portfolio with training documentation. Students must log 120 hours of instructional time and 480 hours of work-based learning working with children ages 3-5 in a center-based setting. Each CDA Credential will expire after three years, but is renewable with continuing education.

General Education is a program that focuses on the general theory and practice of learning and teaching, the basic principles of educational psychology, the art of teaching, the planning and administration of educational activities, school safety and health issues, and the social foundations of education.

This course prepares students for careers in childcare, teaching, and other careers involving young children. Emphasis is placed on understanding children and applying that knowledge while providing care or teaching. Topics include child development, developmentally appropriate practices and activities, health, safety, guidance, nutrition, and administrative skills. Skills in communication, interpersonal relationships, and professional development are reinforced in this course. Students will have the opportunity to interact with young children in a childcare setting next door in the Pre-K classrooms.

BY END OF COURSE STUDENT SHOULD BE ABLE TO:

- Establish and maintain a safe, healthy learning environment
- Maintain a commitment to professionalism
- Build productive relationships with families
- Manage an effective program operation
- Support children's social and emotional development
- Advance children's physical and intellectual development
- Observe and record children's behavior
- Understand principles of child development and learning

STUDENT LITERACY OBJECTIVES:

- Use appropriate strategies to construct meaning.
- Actively engage and skillfully interpret, analyze, evaluate, and synthesize information.
- Be active listeners by making meaning from what is heard by questioning, reflecting, responding, and evaluating.
- Prepare and communicate messages to address the audience and purpose
- Use of varied resources to gain or expand knowledge.
- Influence a writer's choice of organizational pattern, language, concepts using appropriate literacy techniques.

TEXTBOOKS

- Council for Professional Recognition. (2013). The Child Development Associate National Credentialing Program® and CDA Competency Standards: Preschool Edition. Washington, DC: Council for Professional Recognition.
- Council for Professional Recognition, and Valora Washington, ed. (2017). Essentials for Working with Young Children. 2nd ed. Washington, DC: Council for Professional Recognition.
- Council for Professional Recognition, and Valora Washington, ed. (2017). Essentials Workbook. 2nd ed. Washington, DC: Council for Professional Recognition

EXPECTATIONS

Appropriate behavior is expected at all times in the classrooms, in the school building and at off-school sites at all times. Students must be accountable for their behavior. Appropriate disciplinary measures will be taken in addressing misbehavior. Personal accountability is demonstrated when the student:

- Regularly and punctually attends all classes
- Comes to class prepared with the necessary books and supplies
- Participates in class activities and completes all assignments
- Reflects a positive and responsible attitude toward learning
- Advocates mature attitude, behavior and actions that lead to solutions rather than problems
- Challenges himself/herself to attain exemplary education goals
- Demonstrates respect for himself/herself and others
- Demonstrates respect for property of himself/herself and others
- Follows rules set by the classroom teacher

CELL PHONES AND ELECTRONIC DEVICES

Personal electronic devices such as cell phones, tablets, headphones, etc., prevent us from being engaged and are disrespectful to one another, and therefore are not to be used in the learning environment.

DRESS CODE

The Academy has established a student dress code in order to maintain an orderly and safe environment conducive to learning. All students are expected to wear a uniform top, black bottom and closed toe shoes that comply with the uniform policy per the Parent Student Handbook.

GRADES

Students must participate as members of an educational team. Effort is the most critical aspect of grading. Failing to put in effort is a failure of the student. Late work will be accepted with penalty at the instructor's discretion, up to the posted grading deadlines, however, the overall purpose of the General Education program is to ensure mastery of skills, preparation for the workforce, and successful completion of the CDA exam.

Grades categories are as follows:

- Attendance and Participation: 10%
- Assignments: 15%
- Quizzes and Tests: 20%
- Midterm: 15%
- Final: 15%
- Portfolio: 25%

**** You will have one week from the due date of the assignment to turn in for credit, after one week has passed, the assignment will still need to be completed but no credit will be given. ****

- **The following grade scale is used for students to determine their proficiency:**

A	93-100	C	73-77
	4.0		2.3
A-	90-92	C-	70-72
	3.7		1.8
B+	88-89	D+	65-69
	3.5		1.5
B	83-87	D	64-63
	3.3		1.3
B-	80-82	F	0-62
	2.8		0.0
C+	78-79		
	2.5		

ATTENDANCE POLICY:

If you are absent from this class, it is YOUR responsibility to see me about the work you have missed. If you have missed a test or a quiz, you must make arrangements to make them up within 2 days of your return to school.

Excused Absences:

- Missed homework: must be made up within 2 days of your return to school
- Missed quizzes and tests: must be made up within 2 days of your return to school.
- Failure to make up missed work will result in a 0 grade.

Unexcused Absences:

For any unexcused absences, a zero will be given for all missed work.

Academic Dishonesty

Cheating, plagiarism, or any other form of academic dishonesty is unacceptable and will be disciplined according to district policy. When students have questions or need assistance in academics, we will work together to prevent an incident.

Course Schedule: The yearlong program includes 38 weeks of classroom instruction and a work based learning experience.

Week	CDA Subject Area and Functional Area	Student Learning Objectives	Assignments/ Workbook	Competency
1-5	CDA Subject Area 1: Planning a Safe and Healthy Learning Environment CDA Functional Area 1: Safe CDA Functional Area 2: Healthy CDA Functional Area 3: Learning Environment	1. Explain the importance of natural light and noise control for children's health. 2. Identify sources of environmental toxins and explain why these toxins are harmful to humans and especially to children. 3. Identify ways to minimize children's exposure to toxins and prevent poisoning accidents. 4. Explain the importance of good nutrition, the negatives of poor nutrition, and the importance of exercise. 5. Identify toxins and additives in food and explain their negative health effects and ways to avoid them. 6. Explain safe food handling procedures and identify problems that are caused by unsafe food handling procedures. 7. Identify infectious communicable diseases that affect children, symptoms of these diseases, ways these diseases can be spread, appropriate responses to the presence of communicable diseases among children in your program, and the role of vaccines in preventing these diseases. 8. Identify ways to control the spread of communicable diseases. 9. Describe requirements for receiving, handling, administering, and documenting the administration of medication to children in your program. 10. Describe a healthy and safe diaper changing method. 11. Identify typical allergens, typical reactions to allergens,	CDA Functional Area 1 Safe: • Essentials for Working with Young Children – Read pages 4 – 37. • Essentials Workbook – Complete activities on pages 2 – 16. CDA Functional Area 2 Healthy: • Essentials for Working with Young Children – Read pages 38 – 74.	A1 Demonstrates knowledge of ethical practices aligned with state laws related to the responsibilities of the educator in recognizing and reporting known or suspected abuse, neglect, or maltreatment (mandated reporting). A2 Establishes and maintains a safe, health, learning environment that ensures the safety and wellness of learners by

		<p>appropriate responses in the event of a child's allergic reaction, and ways to avoid children's exposure to allergens while in your care.</p> <p>12. Explain the importance of supervision and safe spaces for children's safety.</p> <p>13. Identify special precautions for infant and toddler toys and equipment.</p> <p>14. Identify several risk factors of Sudden Infant Death Syndrome (SIDS).</p> <p>15. Describe guidelines for handling accidents and injuries, and key elements of vehicle and fire safety.</p> <p>16. Describe steps to take in the event of an emergency.</p> <p>17. Explain the definition and long-term consequences of adverse childhood experiences and how to meet the needs of children who are experiencing them.</p> <p>18. Describe how to report suspected cases of child abuse and neglect to appropriate authorities.</p> <p>19. Identify strategies for children to protect themselves and ways to support children who are abused and neglected.</p> <p>20. Describe strategies you can use to support and strengthen families facing challenges.</p> <p>21. Explain the eight intelligences that every person has and the corresponding learning styles.</p> <p>22. Discuss strategies of adapting behavior guidance to children's different learning styles.</p> <p>23. Describe skills and behaviors that indicate competence in verbal-linguistic and logical-mathematical intelligences.</p> <p>24. Identify strategies for developing competence in verbal-linguistic and logical-mathematical intelligences.</p> <p>25. Describe skills and behaviors that indicate competence in visual-spatial, bodily-kinesthetic, and musical intelligences.</p> <p>26. Identify strategies for developing competence in visual-spatial, bodily-kinesthetic, and musical intelligences.</p> <p>27. Describe skills and behaviors that indicate competence in naturalist, intrapersonal, and interpersonal intelligences.</p> <p>28. Identify strategies for developing competence in naturalist, intrapersonal, and interpersonal intelligences.</p>	<p>• Essentials Workbook – Complete activities on pages 17 – 29.</p> <p>CDA Functional Area 3 Learning Environment:</p> <p>• Essentials for Working with Young Children – Read pages 75 – 109.</p> <p>• Essentials Workbook – Complete activities on pages 30 – 41</p>	<p>implementing prevention, preparedness, and health and safety practices that promote wellness.</p>
6-10	<p>CDA Subject Area 2: Advancing Children Physical and Intellectual Development</p> <p>CDA Functional Area 4: Physical</p> <p>CDA Functional Area 5: Cognitive</p> <p>CDA Functional Area 6: Communication</p> <p>CDA Functional Area 7: Creative</p>	<p>1. Describe typical physical growth patterns of young children.</p> <p>2. Explain the four phases of motor development.</p> <p>3. Describe skills, functions and traits of the brain.</p> <p>4. Describe aspects of typical perceptual and motor skill development for young children.</p> <p>5. Identify methods for facilitating young children's optimum motor development.</p> <p>6. Identify various concepts children need to learn and how to support their learning.</p> <p>7. Describe typical language development levels of young children.</p> <p>8. Identify methods for facilitating children's language development.</p> <p>9. Describe how to support children's development through play activities.</p> <p>10. Describe the characteristics of typical 3-, 4-, and 5-year-olds' emotional development.</p>	<p>CDA Functional Area 4 Physical:</p> <p>• Essentials for Working with Young Children – Read pages 111 – 134.</p> <p>• Essentials Workbook – Complete activities on pages 42 – 50.</p> <p>CDA Functional</p>	<p>C4 Demonstrate knowledge and application of research-based instructional strategies to support the whole child's development through movement and physical activity and to create opportunities to develop critical knowledge, skills, and</p>

	<p>11. Explain how temperament, distractibility, approach, adaptability, intensity levels influence children's behavior.</p> <p>12. Describe terms related to emotional development and strategies for meeting children's emotional needs.</p> <p>13. List forms of play that are important for preschoolers.</p> <p>14. Identify typical social development levels of children at ages 3, 4, and 5.</p> <p>15. Identify characteristics of children who act as bullies and those who are bullied.</p> <p>16. Identify strategies for helping children learn pro-social skills.</p> <p>17. Describe how diet and the environment impacts children's health.</p> <p>18. Identify strategies for teaching children how to stay safe.</p> <p>19. Identify guidelines for safe play space and play equipment.</p> <p>20. Describe various safety practices, policies, and procedures.</p>	<p>Area 5 Cognitive:</p> <ul style="list-style-type: none"> • Essentials for Working with Young Children – Read pages 135 – 160. • Essentials Workbook – Complete activities on pages 51 – 60. <p>CDA Functional Area 6 Communication:</p> <ul style="list-style-type: none"> • Essentials for Working with Young Children – Read pages 161 – 197. • Essentials Workbook – Complete activities on pages 61 – 73. <p>CDA Functional Area 7 Creative:</p> <ul style="list-style-type: none"> • Essentials for Working with Young Children – Read pages 198 – 214. • Essentials Workbook – Complete activities on pages 74 – 84 	<p>behaviors that contribute to life-long health.</p> <p>C5 Design and provide learning experiences that include active manipulation of a wide variety of materials and equipment in all developmental and content areas, both indoors and outdoors.</p> <p>C6 Knows the typical benchmarks for growth and development and uses this knowledge to provide a program that meets the multiple needs of learners.</p> <p>C7 Supports the whole child through knowledge and understanding of student characteristics and needs, including multiple interrelated areas of child development and learning, learning processes, and motivation to learn.</p> <p>C8 Uses a variety of developmentally appropriate learning experiences and teaching</p>
--	---	--	---

				<p>strategies to promote curiosity, reasoning and problem-solving to lay a foundation for later learning.</p> <p>D3 Provides a supportive environment and uses effective strategies to support learner's self-regulation and acceptable behaviors, and effectively intervenes for learners with persistent, challenging, behaviors.</p>
11-15	<p>CDA Subject Area 3: Supporting Children's Social and Emotional Development</p> <p>CDA Functional Area 8: Self</p> <p>CDA Functional Area 9: Social</p> <p>CDA Functional Area 10: Guidance</p>	<ol style="list-style-type: none"> 1. Explain basic principles of children's development. 2. Describe the milestones that indicate different stages in each developmental domain. 3. Explain the importance of nutrition for children's development. 4. Explain the importance of opportunity for children's development and the lack of opportunity as a risk factor for developmental delays. 5. Identify strategies for recognizing and reporting the characteristics associated with developmental delays and developmental disabilities. 6. Outline the milestones and typical characteristics (behaviors and skill development) of infants and toddlers in all developmental domains. 7. Describe the needs of infants and toddlers. 8. Identify techniques for meeting the needs of infants and toddlers. 9. Outline the milestones along the path of development in children between 2 ½ and 6 years of age. 10. Identify typical developmental characteristics (behaviors and skill development) of children between 2 ½ and 6 years of age in all developmental domains. 11. Explain what is meant by positive guidance. 12. Identify the goals of positive guidance. 13. Explain techniques of positive guidance. 14. Identify ways that adult behaviors, attitudes, and interactions can promote children's positive social emotional development and guide positive behavior. 15. Describe positive guidance strategies and opportunities for interaction that lead to young children's healthy concept of self, self-regulation, and appropriate interaction with others. 16. Name the elements of a typical daily schedule for early 	<p>CDA Functional Area 8 Self:</p> <ul style="list-style-type: none"> • Essentials for Working with Young Children – Read pages 215 – 237. • Essentials Workbook – Complete activities on pages 85 – 94. <p>CDA Functional Area 9 Social:</p> <ul style="list-style-type: none"> • Essentials for Working with Young Children – Read pages 238 – 252. • Essentials Workbook – Complete activities on pages 95 – 104. <p>CDA Functional</p>	<p>C1 Identifies signs of trauma in students and responds with trauma-informed and resiliency-informed instruction that promotes communication, safety, and a sense of belonging in the classroom. Appropriately adjusts instruction in response to the emotional and social distress in the classroom through positive relationships with learners and families.</p> <p>C2 Develops a warm, positive, supportive, and responsive relationship with</p>

	<p>childhood programs.</p> <p>17. Explain why routines are important for children's development.</p> <p>18. Identify strategies for developing daily routines in an early childhood program.</p> <p>19. List reasons why transitions are often troublesome.</p> <p>20. Identify strategies for pleasant transitions that contribute to children's development.</p> <p>21. Explain what is meant by curriculum and developmentally appropriate curriculum.</p> <p>22. Identify guidelines for developmentally appropriate curriculum planning.</p> <p>23. Explain how curriculum planning relates to child development and fits within a daily schedule.</p> <p>24. Identify goals for young children's development at your early childhood program.</p> <p>25. List strategies for promoting development and learning by encouraging children's active interaction with their environment.</p> <p>26. Choose materials, toys, and games that will support creative play and exploration and create a learning environment.</p>	<p>Area 10 Guidance:</p> <ul style="list-style-type: none"> • Essentials for Working with Young Children – Read pages 253 – 272. • Essentials Workbook – Complete activities on pages 105 – 116. 	<p>each learner, helps each child learn about and take pride in his or her individual and cultural identities, and supports children by using practices that engage and empower.</p> <p>C3 Implements guidance techniques and strategies to support learners individually and in group experiences to develop self-regulation, self-concept, coping mechanisms, and promote positive interactions with their peers and adults.</p> <p>B5 Demonstrate understanding of the implications for development in learning of common disabilities in students, including etiology, characteristics and classification.</p> <p>B6 Demonstrate knowledge and use of a variety of strategies, instructional accommodations, and adaptations of the learning environment including</p>
--	--	--	--

				<p>accommodation of instructional and assessment materials as appropriate to meet children's abilities or disabilities, home language, and culture to promote the full participation of all children, including those with special needs, in general education classrooms.</p> <p>D2 Implement norms and routines and use classroom management strategies that support individual and group motivation and behavior among learners to generate active engagement in play and learning, self-motivation, and positive social interaction, and to create supportive and dynamic indoor and outdoor learning environments</p> <p>D4 Organizes and uses relationships, the physical space, materials, daily schedule and routines to create a secure, interesting, and enjoyable environment that promotes engagement,</p>
--	--	--	--	--

				play, exploration and learning of all learners, including those with disabilities and special needs.
16-20	<p>CDA Subject Area 4: Building Productive Relationships with Families</p> <p>CDA Functional Area 11: Families</p>	<ol style="list-style-type: none"> 1. Explain the importance of parental involvement in child care and its benefits for children. 2. Discuss the meaning of the teacher-parent relationship as a partnership. 3. Indicate the teacher's role in establishing a partner relationship and empowering parents. 4. Identify ways to create a classroom community that includes all families' cultural backgrounds, overcomes language barriers, and recognizes parents' adult learning styles. 5. List factors that contribute to parent's favorable first impressions when they are searching for a child care program. 6. Discuss the importance of the orientation process. 7. Explain the significance of parent collaboration in creating policies. 8. List important items to be included in your child care program's policy statement. 9. Describe ways to build a trusting relationship with parents and children who experience separation anxiety. 10. Discuss the importance of effective communication with parents. 11. List ways you can achieve two-way communication. 12. Recognize approaches that maintain harmony between parents and teachers. 13. Indicate strategies for effective communication with parents, including adjusting to diverse communication styles and situations. 14. Outline a plan for initiating parent participation in parent-child activities. 15. Discuss using an interactive website to maintain contact and invite collaboration with parents. 16. Describe how to conduct frequent teacher-parent conferences that encourage parents' participation in their child's care and education. 17. Explain the value of home visits and group meetings in encouraging parent involvement. 	<p>CDA Functional Area 11 Families:</p> <ul style="list-style-type: none"> • Essentials for Working with Young Children – Read pages 273 – 302. • Essentials Workbook – Complete activities on pages 117 – 126. 	<p>B1 Use a variety of communication strategies that support and empower families and communities through respectful, reciprocal relationships.</p> <p>B2 Describe the roles and responsibilities of school professionals and utilize them as resources to support learners, classroom instruction, and positive classroom climate and culture.</p> <p>B3 Promotes and provides opportunities to engage parents, families, and communities and identifies appropriate agencies and other resources in the larger community to support student learning and well-being.</p>
21-25	<p>CDA Subject Area 5: Managing an Effective Program Operation</p> <p>CDA Functional Area 12: Program Management</p>	<ol style="list-style-type: none"> 1. Identify the elements of a high-quality early childhood program. 2. Discuss developmentally appropriate practices. 3. List various program requirements and rules applicable to your child care setting and the responsibilities of your role. 4. Describe the qualities, standards, responsibilities, and rights 	<p>CDA Functional Area 12 Program Management:</p> <ul style="list-style-type: none"> • Essentials for Working with 	<p>A6 Design opportunities for learning that are equitable, irrespective of gender, ability,</p>

		<p>of professional caregivers.</p> <p>5. Explain policies and procedures for creating a safe physical environment for young children.</p> <p>6. Describe how the conduct of early childhood professionals can provide children with a positive social-emotional environment.</p> <p>7. Discuss how you can create lifelong learners by understanding how children learn and develop, including fostering early literacy, math, and science learning.</p> <p>8. Describe strategies for facilitating learning by providing appropriate challenges, discovering children's interests, and offering an engaging curriculum.</p> <p>9. Discuss the meaning of diversity, and how to avoid harmful stereotypes and bias in an early childhood setting.</p> <p>10. Identify ways to establish effective communication with children's parents and coworkers.</p> <p>11. Identify sources, signs, and effects of stress and ways you can cope and prevent job burnout.</p> <p>12. Discuss sources, signs and effects of stress in children and families and ways to support them.</p>	<p>Young Children – Read pages 303 – 324.</p> <p>• Essentials Workbook – Complete activities on pages 127 – 137.</p>	<p>age, ethnicity, language, or family structure and promote active and equitable participation for all learners.</p> <p>A7 Demonstrates recognition of how implicit bias affects learning and reflect on how personal cultural biases may influence interactions and relationships.</p> <p>A8 Actively promotes respect for cultural diversity and creates an inclusive, welcoming, and respectful environment that embraces diversity by selecting instructional materials that value and reflect the multidimensional ity of diversity represented in society, and using language and teaching practices in which learners are affirmed as individuals, including person-first language.</p> <p>B7 Understands how policies, procedures, and systems support stable staff and strong personnel, fiscal, and</p>
--	--	--	--	--

				program management/administration so all learners, families and staff have high-quality experiences.
26-29	<p>CDA Subject Area 6: Maintaining a commitment to Professionalism</p> <p>CDA Functional Area 13: Professionalism</p>	<p>Objectives Continue from Unit 5 through Unit 6</p> <ol style="list-style-type: none"> 1. Identify the elements of a high-quality early childhood program. 2. Discuss developmentally appropriate practices. 3. List various program requirements and rules applicable to your child care setting and the responsibilities of your role. 4. Describe the qualities, standards, responsibilities, and rights of professional caregivers. 5. Explain policies and procedures for creating a safe physical environment for young children. 6. Describe how the conduct of early childhood professionals can provide children with a positive social-emotional environment. 7. Discuss how you can create lifelong learners by understanding how children learn and develop, including fostering early literacy, math, and science learning. 8. Describe strategies for facilitating learning by providing appropriate challenges, discovering children's interests, and offering an engaging curriculum. 9. Discuss the meaning of diversity, and how to avoid harmful stereotypes and bias in an early childhood setting. 10. Identify ways to establish effective communication with children's parents and coworkers. 11. Identify sources, signs, and effects of stress and ways you can cope and prevent job burnout. 12. Discuss sources, signs and effects of stress in children and families and ways to support them. 	<p>CDA Functional Area 13 Professionalism:</p> <ul style="list-style-type: none"> • Essentials for Working with Young Children – Read pages 325 – 345. • Essentials Workbook – Complete activities on pages 138 – 147. 	<p>A3 Demonstrates knowledge of and critically analyzes the various ethical/professional codes of conduct in education, including, but not limited, to the Michigan State Board of Education Code of Ethics and the Family Educational Rights and Privacy Act.</p> <p>A4 Evaluates the effects of their professional and personal decisions and actions on learners, families, and other professionals in the learning community.</p> <p>A5 Identifies, analyzes, and engages in ongoing professional learning opportunities that strengthen their instructional practice and knowledge of learners.</p>
30-33	CDA Subject Area 7: Observing and Recording Children's Behavior	<ol style="list-style-type: none"> 1. Select methods of gathering information about what children know and can do. 2. Explain how observations are planned in a child care setting. 3. Describe different types of observation records. 	<ul style="list-style-type: none"> • Essentials for Working with Young Children – 	E1 Uses assessment data to make decisions about teaching

		<p>4. Identify ways to use observation records to facilitate children's learning and development.</p> <p>5. Describe your observations of a child's behavior using an anecdotal record.</p> <p>6. Select the types of observation records that best support your goals.</p> <p>7. Identify physical, cognitive, language, and social-emotional development milestones in young children.</p> <p>8. Describe your observations of a child's skills in the physical, cognitive, language, and social-emotional domains using checklists.</p> <p>9. Recognize characteristics of different intelligences and corresponding learning styles.</p> <p>10. Describe your observations of a child's dominant intelligences and learning styles.</p> <p>11. Recognize different temperament traits.</p> <p>12. Describe your observations of a child's temperament traits using a rating scale.</p> <p>13. Explain how you can use accurate observations of children's intelligences, learning styles, and temperament traits to support their needs and facilitate learning and development.</p>	<p>Review "Observing Children With the Setting" and "Documenting Children's Learning" in chapter 12 "Program Management" (pages 304 – 316)</p>	<p>practices and curriculum development.</p> <p>E2 Demonstrate understanding of and ability to use ongoing systematic observation, documentation, and screening tools, and other appropriate forms of formative and summative assessment tools, and approaches embedded in assessment related activities in curriculum and daily routines.</p> <p>B4 Demonstrate understanding of the teacher's role as a participant in the development, enactment, and assessment of an Individualized Education Program (IEP) and 504 Plan including the identification and evaluation process.</p> <p>B8 Uses observation, organized documentation, communication, cooperation, and planning to support student development and learning and to ensure effective operation of the classroom or</p>
--	--	--	--	--

34-38	CDA Subject Area 8: Understanding Principles of Child Development and Learning	<ol style="list-style-type: none"> 1. Explain how domains of development are interrelated. 2. Identify the sequence of developmental milestones in the physical, cognitive, language, and social-emotional domains. 3. Recognize children's individual timetables and how they build new skills. 4. Recognize the significance of early experiences and optimal periods in children's development. 5. Identify strategies to provide a high-quality, developmentally appropriate early childhood program based on principles of child development. 6. Describe the different ways in which children learn by actively exploring their world. 7. Explain the role of appropriate challenges in children's development and learning. 8. Discuss how children's learning moves in a predictable direction from a lesser to a greater level of organization and internalization. 9. Recognize characteristics of different intelligences and corresponding learning styles. 10. Define how social and cultural context influences children's learning. 11. Indicate how children's needs for safety, security, and feeling valued are related to children's development and learning. 12. Identify strategies to provide a high-quality, developmentally appropriate early childhood program based on principles of children's learning. 	<p>• Essentials for Working with Young Children –</p> <p>Review Chapters 4-10 (pages 113 – 272) i</p>	<p>group.</p> <p>D1 Demonstrate the ability to challenge children and to use scaffolding strategies to advance each child's optimal development and learning, supporting many opportunities to practice newly acquired skills, incorporating supportive and assistive technologies when appropriate.</p> <p>D5 Plan, implement and assess developmentally appropriate experiences based on state and national learning standards that promote concept and skill development and challenging learning experiences.</p> <p>E3 Perform occupational technical skills required for credential or certification.</p> <p>E4 Demonstrate understanding of and utilize appropriate Core Teaching Practices during Clinical Placements.</p>
-------	---	--	---	--

				<p>E5 Uses reflective practices to design, monitor, and adapt instruction as a means for gauging personal and professional growth.</p> <p>E6 Demonstrate a variety of interpersonal and communication skills necessary for employment.</p>
--	--	--	--	--

Portfolio Requirements

“The Professional Portfolio is compiled independently by each Candidate as part of the CDA credentialing process. The compiled resources and documents are reviewed by the CDA PD Specialist during the CDA Verification Visit. The Professional Portfolio is composed of:”

1. My CDA Professional Portfolio cover sheet
 - This is found in the back of the CDA Competency Standards Book. Use this cover sheet as a checklist to ensure your portfolio is complete.
2. Summary of My CDA Education cover sheet
 - This is found in the back of the CDA Competency Standards Book.
 - Place your transcripts, certificates, letters, etc behind this cover sheet.
3. Family Questionnaires cover sheet
 - This is found in the back of the CDA Competency Standards book.
 - Place your completed family questionnaires behind this cover sheet.
4. Resource Collection
 - Resource section 1
 - Valid and current First Aid and Infant/child CPR certification
 - A copy of a sample weekly menu
 - A sample weekly plan for the age group your CDA setting will be with. It should include goals and descriptions of experiences as well as accommodations for children with special needs.
 - Resource section 2
 - Nine learning experiences written in your own words with one in each of the following curricular areas: Science/Sensory, Language and Literacy, Creative Arts, Fine Motor (inside), Gross Motor (outside), Self-Concept, Emotional Skills/Regulation, Social Skills, Mathematics.
 - Resource section 3
 - A bibliography that includes the titles, authors, publishers, copyright dates, and short summaries of ten developmentally appropriate children’s books you have used. Topics should relate to children’s lives and challenges. Examples include: cultural identity, gender identity, children with special needs, family structures, the life cycle

- Resource section 4
 - Family Resource Guide
 - Name and contact information of a local agency that provides family counseling
 - Name and contact information of a translation service as well as a service that provides American Sign Language translation
 - Name and contact information with a description of two agencies in the community that provide resources and services for children with disabilities
 - List of three or more websites with descriptions that provide information to families about how children learn and develop. Include a current article for each site and include at least one article related to child guidance.
- Resource section 5
 - Three samples of record keeping forms including an accident report form, and emergency form, and an observation/assessment form
- Resource section 6
 - Name and contact information of your state's agency that is responsible for the regulation of child care centers and family child care homes. In Michigan, the agency that performs this regulation is the Bureau of Licensing and Regulatory Affairs www.lara.gov.
 - List of 2-3 early childhood associations including website addresses and description of professional resources and membership opportunities
 - Summaries of the legal requirements in your state regarding child abuse and neglect and Mandatory Reporting Guidelines. In Michigan, this information can be found on the Mandated Reporter's Resource Guide found on the Michigan Department of Health and Human Services website www.michigan.gov/mdhhs
- Six (6) Reflective Statements of Competence
 - The instructions for completing the Reflective Statements of Competence are found in the Competency Standards book on p. 17. The length of each reflective statement will vary, but will be between 1-4 paragraphs each. The purpose of the is section is to reflect on your own teaching practices, relationships, and professionalism. You should draw on real experiences and practices. The 6 Competency Statement subjects are listed below:
 1. To establish and maintain a safe, healthy learning environment
 2. To advance physical and intellectual competence
 3. To support social and emotional development and to provide positive guidance
 4. To establish positive and productive relationships with families
 5. To ensure a well-run, purposeful program that is responsive to participant needs
 6. To maintain a commitment to professionalism
- A Professional Philosophy Statement
 - The Professional Philosophy Statement should summarize your professional beliefs and values about early childhood education after completing the portfolio. It should be no longer than two pages in length.
Use these questions to write your statement: How do you believe young children learn?
And based on this, what do you believe your role is?

Portfolio Outline Source:
https://micda.info/cda-info/#step_1



Star International Academy Career Technical Education Program

Certified Nurse Aide

CIP: 51.0000 Health/Therapeutic Services
2023-2024, Full Year Program (38 Weeks)
Classes Meet Monday through Friday
Shift 1 Class time: 7:55 am -8:58 am
Shift 2 Class time: 10:45 am- 11:47 am

Instructor Name

Email:

Office: _____

Direct: 313.565.0507

Office Hours: Mon- Fri 3:10-4:00 PM or by appt.

Course Description

The Certified Nurse Aide (CNA) program is designed to prepare students for a successful career in the healthcare industry. This year-long course covers various aspects of patient care, including anatomy and physiology, infection control, communication and interpersonal skills, and practical skills for patient care. Students will have a comprehensive understanding of the roles and responsibilities of a CNA and will be equipped with the knowledge and skills to provide safe and effective patient care. This is a one-year program that will consist of classroom experiences, lab simulations and a clinical placement. Upon completion, students will be eligible to take the Michigan State Certified Nurse Aide Exam. This course is designed to meet the requirements for certification as a CNA. Successful completion of the course does not guarantee certification, as additional requirements and exams are required.

Course Objectives

- Provide students with the knowledge and skills required to perform basic nursing duties in a healthcare setting
- Teach students how to provide high-quality care to patients in a safe, compassionate, and professional manner
- Understand the role of a CNA and the responsibilities involved
- Acquire knowledge of anatomy and physiology and their relevance in patient care
- Learn basic medical terminology and abbreviations
- Develop students' communication and interpersonal skills to enhance their ability to work effectively with patients and other healthcare professionals
- Gain practical skills for patient care, such as bathing, grooming, transferring, and feeding
- To familiarize students with basic nursing skills, mental health and social services, and rehabilitation and restorative care
- Acquire knowledge of infection control and safety measures to prevent the spread of infections safety procedures to minimize the risk of healthcare-associated infections
- Prepare students for the Michigan State Certified Nurse Aide Exam

Course Clock Hours

This program is one year in length, consisting of classroom, lab, and clinical instruction. Over the 38-week period students will experience a total of 185 hours.

Classroom Instruction: Students will engage in the curriculum through a variety of means; lecture, discussion, projects, videos, simulations, and other methodologies will assist the students in learning the content. Upon completion of the course students will have 130 hours in the classroom

Lab Simulation: Students will participate in experiential learning to practice the clinical skills. Students are required to complete 30 lab hours throughout the duration of the course.

Clinical Practicum: Students will participate in clinical rotations in a healthcare setting to apply their knowledge and skills in a real-world setting. Students are required to complete 25 clinical hours throughout the duration of the course.

Required Materials

- Watch Analog with a second hand
- Scrubs
- Comfortable, closed-toe shoes (black or white)
- Stethoscope
- Gait Belt

Required Immunization

- A report of current physical examination upon entry to the program (report must be on file)
- COVID-19 vaccination
- Annual Influenza vaccine
- A current (within one year) negative Tuberculosis test

Required Textbooks/Resources

Textbook: *Mosby's Textbook for Nursing Assistants 9th edition* Authors: Sheila A Sorrentino, PHD, RN & Leighann N Remmert, MS, RN

Workbook: *Mosby's Textbook for Nursing Assistants 9th edition* Authors: Sheila A Sorrentino, PHD, RN & Leighann N Remmert, MS, RN Relda T Kelly

Online Resource Modules: Health Center 21, Applied Education Systems (AES)

Dress Code

- Scrubs, clean and pressed
- Closed-toe shoes (black or white)
- Clean and combed hair either short or pulled back/off shoulders
- Fingernails, no longer than tips of fingers. Artificial nail coverings may not be worn
- Jewelry – one pair of small “post type” earrings may be worn on the lobe of the ear
- Perfume/Cologne should not be worn because it can be offensive to patients
- No jackets are to be worn over scrub uniform

Cell Phones and Electronic Devices

Personal electronic devices such as cell phones, tablets, headphones, etc., prevent us from being engaged and are disrespectful to one another, and therefore are not to be used in the learning environment. Use is only allowed at the instructor's discretion.

Grading

Students must participate as members of a healthcare and educational team. Effort is the most critical aspect of grading. The course is structured to allow students to learn the content in a variety of methods. Students will have multiple opportunities to master skills during the course, it is the student's responsibility to put in time and effort to learn and master the concepts presented in class. Late work will be accepted with penalty at the instructor's discretion, up to the posted grading deadlines, however, the overall purpose of the Certified Nurse Aide Program is to ensure mastery of skills, preparation for the workforce, and successful completion of the Michigan Nurse Aide exam.

Grades categories are as follows:

- Attendance and Participation: 10%
- Modules and Assignments: 15%
- Quizzes and Tests: 20%
- Midterm: 15%
- Final: 15%
- Clinical Lab Skills and Clinical Performance: 25%

Students must pass the Michigan Certified Nurse Aide Exam to receive a CNA certification

Student Expectations: Grading

- **Attendance and Participation:** Students are expected to arrive on time and actively participate in all classroom activities and discussions. Chronic absenteeism may result in removal from the program
- **Modules and Assignments:** Online modules are an integral component of the course; students will watch simulations and videos to understand the course concepts. Assignments and modules are low-stakes assessments after each lesson, a validated learning method, to reinforce understanding. The student is responsible for managing their completion of module by the due date.
- **Quizzes and Exams:** Weekly quizzes will be used to test students' knowledge of concepts and terminology after each lesson. Students will be expected to use a variety of study skills in order to. The end of each unit will have an exam that will include
- **Midterm:** The midterm will be comprehensive of all units of study completed to that point in the program. Students must be present for the midterm; failure to attend will result in removal from the course.
- **Final:** The final will be comprehensive and it will be structured in a similar manner to the Michigan Nursing exam to assess competency. Students must be present for the final; failure to attend will result in failure of the course.
- **Clinical Lab Skills and Clinical Performance:** Students are expected to master the clinical lab skills (see list, pg. 14) throughout the course of the program. During the lab simulations students will have opportunities to practice the skills and watch demonstrations. The clinical experience will be in a healthcare facility. The student will be able to use the skills learned during lab training and receive supervision from qualified staff. Students must master all the skills by the end of the program. Students will complete 25 hours in a healthcare facility, during that time they will continue to master the clinical skills. Their clinical supervisor will also evaluate the student during their clinical hours. CPR and AED certification must be completed prior to beginning the clinical practicum.

Student Expectations: Behavioral

- **Students must be safe at ALL times:** Health courses and careers require close physical contact and infection control is imperative. Clinical skills include using needles and potentially sharp objects that can cause injury to self and others if not handled properly.
- **Students must be respectful:** Healthcare workers encounter and treat people of all backgrounds and their differences must be understood and valued. We will all make mistakes—mistakes will be encouraged—and the class will learn from them without judgment. The classroom will be a safe environment for learning.
- **Students are responsible for themselves:** Students must demonstrate maturity and professionalism at all times of the program

Academic Dishonesty

Cheating, plagiarism, or any other form of academic dishonesty is unacceptable and will be disciplined according to district policy. When students have questions or need assistance in academics, we will work together to prevent an incident.

Course Schedule: The yearlong program includes 38 weeks of classroom instruction, lab simulations and clinical practicum. The clinical practicum will begin in week 24 and all 25 hours must be completed no later than week 38.

Week	Topics	Student Objectives	Assignments/ Modules	Competency
1-2	Introduction to Long Term Care Facilities	1. Identify three basic purposes of long-term care facilities. 2. Identify two types of long-term care facilities. 3. Identify a major legal responsibility of the long-term care facility 4. Identify two examples of ethical issues faced by long-term care facilities 5. Identify the basic organizational structure of a long-term care facility. 6. Identify the members, roles, and relationships of health care workers in a long-term care facility. 7. Identify three main areas of employment for nurse aides. 8. Identify examples of standards for long-term care facilities. 9. Identify methods of payment for a resident in long-term care.	Chapter 1 AES Modules: 1) Health Assisting	A8 Describe and follow legal and ethical boundaries in health care delivery. A9 Describe and follow ethical practice as it applies to health care delivery B3 Describe legal implications affecting health care workers.
3-4	The Long-Term Care Resident	1. Identify common physical changes of aging and their impact on function. 2. Identify major life changes and losses experienced by residents of long-term care facilities. 3. Identify common chronic illnesses and diseases of the long-term care resident. 4. Identify the differences between acute and chronic care. 5. Identify the aspects of holistic care. 6. Identify ways the nurse aide can meet the psychosocial needs of long-term care residents. 7. Identify the role of significant others in identifying residents' needs and the development of care plans. 8. Identify cultural and religious differences that may influence values and preferences.	Chapters 8,9,10,11,12 AES Module: 1) Nursing	A5 Describe and promote healthy behaviors. A10 Explain cultural, social and ethnic diversity as it applies to health care delivery.

5-6	Resident Rights	<ol style="list-style-type: none"> 1. Identify the rights of the resident as specified in the Michigan Public Health Code 368, 333.21765, 333.202001, 333.21771 2. Identify ways the nurse aide can promote and protect residents' rights. 3. Identify and give examples of: a.) abuse, b.) neglect, c.) exploitation, d.) endangerment. 4. Identify common situations that can cause abuse, neglect, exploitation and endangerment. 5. Identify procedures and requirements for reporting abuse. 6. Identify the nurse aide responsibility in an investigation of abuse. 7. Identify penalties incurred for substantiated cases of abuse and neglect. 8. Identify HIPAA and how it impacts a resident's privacy. 9. Identify a long-term care resident's sexuality and ways to handle both appropriate and inappropriate behaviors. 	<p>Chapters 2, 5</p> <p>AES Module: 1) Patient Rights and Code of Ethics</p>	<p>A8 Describe and follow legal and ethical boundaries in health care delivery.</p> <p>A9 Describe and follow ethical practice as it applies to health care delivery.</p> <p>B3 Describe legal implications affecting health care workers.</p>
7	The Nurse Assistant as Health Care Team Member	<ol style="list-style-type: none"> 1. Identify the role and responsibilities of the nurse assistant in a long-term care facility. 2. Identify ethical behaviors of the nurse assistant. 3. Identify legal responsibilities of the nurse assistant. 4. Identify qualities of the effective nurse assistant. 5. Identify the roles of the nurse assistant, licensed practical nurse (LPN) and registered nurse (RN) in planning and provision of resident care. 	<p>Chapters 3,4,5</p> <p>AES Module: 1) Legal Conduct</p>	<p>A8 Describe and follow legal and ethical boundaries in health care delivery.</p> <p>A9 Describe and follow ethical practice as it applies to health care delivery.</p> <p>B2 Describe and actively practice team member participation.</p> <p>B3 Describe legal implications affecting health care workers.</p> <p>C8 Communicate with patients and colleagues using appropriate medical terminology.</p>
8	Communication and Interaction Skills	<ol style="list-style-type: none"> 1. Identify elements necessary for effective communication. 2. Identify barriers to communication. 3. Identify four ways to facilitate communication with residents in long-term care. 4. Identify communication strategies to assist residents who have special needs. 5. Identify ways the nurse aide uses written and oral communication. 6. Identify the differences between fact and opinion. 7. Identify strategies to resolve conflicts among residents, among staff and between residents and staff. 8. Identify common medical terms and symbols. 9. Identify common abbreviations. 	<p>Chapters 6, 7</p> <p>AES Module: 1) Qualities of Healthcare Assistant 2) Verbal and Nonverbal Communication</p>	<p>B1 Employ communication strategies used in the delivery of quality health care.</p> <p>C8 Communicate with patients and colleagues using appropriate medical</p>

		10. Identify the use of the senses for observation. 11. Identify areas for observation of the long-term resident. 12. Identify nurse aide responsibilities in reporting and recording		terminology.
9-10	Infection Control	1. Identify infection. 2. Identify common causes of infection. 3. Identify ways that infection is spread among residents of long-term care facilities. 4. Identify the most common infectious organisms found in long-term care residents. 5. Identify requirements needed for the growth of microorganisms. 6. Identify common signs and symptoms of infection. 7. Identify reasons for the susceptibility of the elderly to infection. 8. Identify the nurse assistant responsibilities in reporting and recording observations of the resident who has an infection. 9. Identify measures to prevent and control infection in the long-term care resident and health care worker. 10. Identify Standard Precautions. 11. Identify the appropriate use of Standard Precautions. 12. Demonstrate Standard Precautions. 13. Identify occasions when hand washing is essential. 14. Demonstrate hand washing. 15. Identify the purpose of isolation and its effect on a resident. 16. Identify types of isolation, including transmission-based isolation. 17. Identify general rules for maintaining isolation. 18. Demonstrate isolation techniques.	Chapter 16 AES Module: 1) Introduction to Infection Control 2) Infection Control and Safety Precautions 3) Standard Precautions 4) Transmission Based Precautions 5) Sterile Techniques	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices. C5 Understand the existing and potential hazards to clients, co-workers and self.
11	Care of Residents with Acquired Immune Deficiency Syndrome	1. Identify Acquired Immune Deficiency Syndrome (AIDS). 2. Identify Human Immunodeficiency Virus (HIV). 3. Identify sources of the AIDS virus and methods of transmission. 4. Identify symptoms and problems of the nursing home resident with AIDS. 5. Identify one's own feelings and attitudes about caring for a person with AIDS. 6. Identify the nurse assistant's role in caring for a person with AIDS	Chapter 43	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices.
12-13	Safety and Emergency Procedures	1. Identify common emergency situations which occur in long-term care facilities. 2. Identify common causes of resident falls. 3. Identify three ways to prevent falls in a long-term care resident. 4. Demonstrate the appropriate response/action for a nurse aide when a resident falls. 5. Identify common causes for respiratory emergencies in the long-term care resident. 6. Identify three ways to prevent respiratory emergencies in the long-term care resident. 7. Identify the appropriate nurse assistant's response/action for a resident in respiratory distress/arrest. 8. Demonstrate the Heimlich maneuver. 9. Identify the signs of cardiac arrest. 10. Identify the appropriate nurse aide response/action when a resident is in cardiac arrest. 11. Demonstrate the appropriate nurse aide response/action when a resident is in cardiac arrest. 12. Identify common reasons why a resident may lose consciousness. 13. Demonstrate the appropriate nurse assistant response/action for an unconscious resident. 14. Identify common causes for burns in the long-term care resident. 15. Identify measures to prevent burns in a long-term care resident. 16. Demonstrate the appropriate nurse assistant's response/action when a resident is burned.	Chapters 13, 14, 54 AES Module: 1) Safety Guidelines 2) Moving Patients	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices. A3 Use techniques to ensure environmental safety. A4 Identify and apply strategies to mitigate common safety hazards/safety protocols. A6 Utilize

	Safety and Emergency Procedures	<p>17. Identify common causes for bleeding/lacerations in the nursing home resident.</p> <p>18. Identify measures to prevent bleeding/lacerations in the long-term care resident.</p> <p>19. Demonstrate the appropriate nurse aide response/action for the resident who is bleeding.</p> <p>20. Identify the appropriate nursing assistant response/action when a resident is having a seizure.</p> <p>21. Identify safety practices to prevent fires in the long-term care facility.</p> <p>22. Demonstrate the appropriate nurse assistant response/action if a fire occurs in the long-term care facility.</p> <p>23. Identify the appropriate nurse assistant response/action during severe weather.</p> <p>24. Identify the appropriate nurse aide response/action during a power failure.</p>		<p>emergency procedures and protocols.</p> <p>C1 Utilize knowledge of human structure and function to conduct health care role.</p> <p>C5 Understand the existing and potential hazards to clients, co-workers and self.</p>
14	Restraint Reduction/Elimination and Appropriate Use	<p>1. Identify the term "physical restraint" and "chemical restraint."</p> <p>2. Identify strategies to reduce or eliminate the use of physical and chemical restraints.</p> <p>3. Identify devices in a long-term care facility that could meet the definition of physical restraint.</p> <p>4. Identify examples for the use of physical restraints: a) appropriate and b) inappropriate use.</p> <p>5. Demonstrate the application and removal of physical restraints.</p> <p>6. Identify appropriate observations to make while a resident is physically restrained.</p> <p>7. Identify the term "chemical restraint."</p> <p>8. Identify the possible effects of chemical restraints.</p> <p>9. Identify examples for the use of chemical restraints: a) appropriate and b) inappropriate use.</p> <p>10. Identify appropriate observations to make while a resident is chemically restrained.</p> <p>11. Identify possible outcomes of the use of physical and chemical restraints.</p>	<p>Chapter 15</p> <p>AES Module: 1) Restraints</p>	<p>A1 Explain and implement infection control practices and procedures.</p> <p>A2 Demonstrate personal safety practices.</p> <p>A3 Use techniques to ensure environmental safety.</p> <p>A4 Identify and apply strategies to mitigate common safety hazards/safety protocols.</p> <p>C5 Understand the existing and potential hazards to clients, co-workers and self.</p>
15-17	Rehabilitative and Restorative Care	<p>1. Identify rehabilitative and restorative care.</p> <p>2. Identify the major goals of rehabilitative/restorative care.</p> <p>3. Identify the components of rehabilitative/restorative care.</p> <p>4. Identify the members of the rehabilitative/restorative care team.</p> <p>5. Identify the role of the nurse assistant in rehabilitative/restorative care.</p> <p>6. Identify the importance of proper body mechanics for the nurse assistant and resident.</p> <p>7. Demonstrate the use of proper body mechanics when delivering care.</p> <p>8. Identify the general principles to follow when assisting in rehabilitative care.</p> <p>9. Identify examples of, and reasons for using, assistive devices.</p> <p>10. Demonstrate proper ambulation.</p>	<p>Chapters 17, 18, 19, 41</p> <p>AES Module: 1) Rehabilitation and Restorative Care 2) Ambulation 3) Assistive Devices for Ambulation 4) Position Patients 5) Transferring</p>	<p>A2 Demonstrate personal safety practices.</p> <p>A3 Use techniques to ensure environmental safety.</p> <p>A4 Identify and apply strategies to mitigate common safety</p>

	Rehabilitative and Restorative Care	11. Demonstrate transfer technique. 12. Identify the benefits of proper turning and positioning. 13. Identify the factors that determine frequency of positioning and turning a resident. 14. Demonstrate technique for positioning and turning a resident. 15. Identify the complications of immobility. 16. Identify the nurse aide's responsibility in reporting, recording and observing related to positioning and turning a resident. 17. Demonstrate proper use of equipment for positioning and turning a resident. 18. Identify the importance of range of motion exercised for long-term care residents. 19. Identify active and passive range of motion. 20. Demonstrate active and passive range of motion. 21. Identify skills and procedures the nurse aide can use to reduce the likelihood of complications. 22. Identify reasons for using assistive devices. 23. Identify examples of assistive devices. 24. Identify correct procedures for assisting with ambulation, positioning, turning, range of motion and transfer using mechanical lift, gait belt, walker, cane, and wheelchair.	Patients: Bed 6) Transferring Patients: Toilet and Vehicle 7) Range of Motion Exercises 8) Compressive Garments and Breathing Exercises *Midterm 15%	hazards/safety protocols. B4. Demonstrate a knowledge of the math concepts important in health care professions and use those skills to solve medical math problems.
18-19	Care of Resident Environment	1. Identify the components of resident environment. 2. Identify the importance of a resident's personal space. 3. Identify unsafe conditions in the resident's environment. 4. Identify resident risks that can result from unsafe conditions. 5. Identify the ways a nurse assistant can maintain a safe environment for the resident of long-term care. 6. Identify the nurse assistant's role in reporting and recording conditions in the resident's environment. 7. Identify types of bed making: occupied, unoccupied, closed, open, surgical and other special types of beds. 8. Identify the importance of handling bed linen properly. 9. Identify situations when a resident's bed linen should be changed. 10. Identify special equipment that can be used on a bed. 11. Demonstrate operation of a bed. 12. Demonstrate making an occupied and unoccupied bed.	Chapter 20, 21 AES Module: 1) Observing Patients 2) Handling Bed Linens 3) Making Beds	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices. A3 Use techniques to ensure environmental safety. A4 Identify and apply strategies to mitigate common safety hazards/safety protocols. B1 Employ communication strategies used in the delivery of quality health care.
20-23	Personal Care Skills	1. Identify factors that ensure the comfort, dignity, safety, cleanliness and independence of the resident in the provision of personal care. 2. Identify three reasons personal care is essential to a long-term care resident. 3. Identify the components of personal care. 4. Demonstrate basic personal care skills. 5. Identify observations the nurse aide should make during the provision of personal care. 6. Identify the nurse aide's responsibilities in reporting and recording	Chapters 22, 23, 24, 31, 33 AES Module: 1) Oral Care 2) Hand and Foot Care 3) Hair Care 4) Perineal Care	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices.

<p>Personal Care Skills</p>	<p>observations noted during the provision of personal care.</p> <p>7. Identify the term "oral hygiene."</p> <p>8. Identify the importance and frequency of oral hygiene.</p> <p>9. Identify the levels of assistance required for oral hygiene.</p> <p>10. Identify safety precautions for the nurse aide providing oral hygiene.</p> <p>11. Demonstrate oral hygiene for the resident with natural teeth.</p> <p>12. Demonstrate oral hygiene for the resident with dentures.</p> <p>13. Identify special precautions used in the care of dentures.</p> <p>14. Demonstrate oral hygiene for the resident without teeth or dentures (edentulous).</p> <p>15. Demonstrate oral hygiene for the resident with special needs.</p> <p>16. Identify the nurse aide's responsibilities in reporting and recording observations noted during the provision of oral hygiene.</p> <p>17. Identify skin changes that occur with aging</p> <p>18. Identify the importance of skin care.</p> <p>19. Identify skin care needs</p> <p>20. Identify methods to maintain healthy skin.</p> <p>21. Demonstrate techniques for proper skin care,</p> <p>22. Identify the nurse aide's responsibilities in reporting and recording observations noted during the provision of skin care.</p> <p>23. Identify conditions that predispose a resident to skin problems.</p> <p>24. Identify the importance of hand and fingernail care for the long-term care resident.</p> <p>25. Identify observations the nurse aide should make during hand and fingernail care.</p> <p>26. Identify the nurse aide's responsibilities in reporting and recording observations noted during the provision of hand and fingernail care.</p> <p>27. Demonstrate cleaning, filing and trimming of residents' fingernails.</p> <p>28. Identify the importance of foot and toenail care for the long-term care resident.</p> <p>29. Identify observations the nurse aide should make during foot care.</p> <p>30. Identify the nurse aide's responsibilities in reporting and recording observations noted during the provision of foot care.</p> <p>31. Identify the risk factors and problems that can require a nurse or podiatrist to perform foot and toenail care.</p> <p>32. Identify examples of problems and consequences that may result from toenail care or neglected nails.</p> <p>33. Identify the importance of proper fit of shoes, socks, and slippers.</p> <p>34. Demonstrate foot care.</p> <p>35. Identify the importance of hair care and shaving.</p> <p>36. Identify observations the nurse aide should make during hair care and shaving.</p> <p>37. Identify the nurse aide's responsibilities in reporting and recording observations noted during the provision of hair care and shaving.</p> <p>38. Demonstrate hair care for a male and female resident using the appropriate level of assistance.</p> <p>39. Demonstrate shaving the male resident using the appropriate level of assistance.</p> <p>40. Demonstrate shaving/hair removal for a female resident using the appropriate level of assistance.</p> <p>41. Identify the term "perineal" care.</p> <p>42. Identify the importance of perineal care.</p> <p>43. Identify observations the nurse aide should make during perineal care.</p> <p>44. Identify the nurse aide's responsibilities in reporting and recording observations noted during the provision of perineal care.</p> <p>45. Identify examples of resident problems or conditions that necessitate frequent perineal care.</p>	<p>5) Dressing and Undressing</p> <p>6) Bathing</p> <p>*AED and CPR Certification</p>	<p>A3 Use techniques to ensure environmental safety.</p> <p>A4 Identify and apply strategies to mitigate common safety hazards/safety protocols.</p> <p>A7 Obtain CPR/First Aid/AED training or certification.</p> <p>B1 Employ communication strategies used in the delivery of quality health care.</p> <p>B4. Demonstrate a knowledge of the math concepts important in health care professions and use those skills to solve medical math problems.</p> <p>C2 Utilize knowledge of diseases and disorders to conduct health care role.</p> <p>C5 Understand the existing and potential hazards to clients, co-workers and self.</p> <p>C7 Display behaviors and practices that meet the expectations for employment in health care professions.</p>
-----------------------------	---	--	---

	Personal Care Skills	<p>46. Demonstrate perineal care for male and female residents.</p> <p>47. Demonstrate the procedure for changing a brief.</p> <p>48. Identify the importance of bathing.</p> <p>49. Identify factors that ensure the comfort, dignity, safety, cleanliness and independence of the resident who is being bathed.</p> <p>50. Identify types of baths.</p> <p>51. Identify the levels of assistance that can be required for bathing.</p> <p>52. Identify observations the nurse aide should make while bathing a resident.</p> <p>53. Identify the nurse aide's responsibilities in reporting and recording observations noted while bathing a resident.</p> <p>54. Demonstrate: bed bath, partial bath, tub bath and shower.</p> <p>55. Identify the importance of clean, appropriate dress for the long-term care resident.</p> <p>56. Identify ways to promote resident rights in relation to dress and appearance.</p> <p>57. Identify observations the nurse aide should make while dressing a resident.</p> <p>58. Demonstrate dressing a resident using the appropriate level of assistance.</p> <p>59. Identify ways to enhance a resident's appearance according to resident's preferences and/or past preference and lifestyle.</p>		
24-26	Vital Signs	<p>1. Identify the term "body temperature."</p> <p>2. Identify ways to take a resident's body temperature.</p> <p>3. Identify normal range for body temperature.</p> <p>4. Identify factors and conditions that affect body temperature.</p> <p>5. Demonstrate taking a resident's temperature: oral, rectal and axillary.</p> <p>6. Identify the term "pulse."</p> <p>7. Identify the method used by a nurse aide to take a resident's pulse.</p> <p>8. Identify normal range for pulse.</p> <p>9. Identify factors and conditions that affect pulse.</p> <p>10. Demonstrate taking and recording a resident's pulse.</p> <p>11. Identify the term "respiration."</p> <p>12. Identify normal range for respiration.</p> <p>13. Identify factors and conditions that affect respiration.</p> <p>14. Demonstrate taking and recording a resident's respiration.</p> <p>15. Identify the term "blood pressure."</p> <p>16. Identify the type of equipment required for taking blood pressure.</p> <p>17. Identify factors and conditions that affect blood pressure.</p> <p>18. Demonstrate taking and recording a resident's blood pressure.</p> <p>19. Identify the importance of taking the resident's height and weight.</p> <p>20. Identify factors and conditions that affect the resident's height and weight.</p> <p>21. Demonstrate taking and recording a resident's weight: standing or unable to stand.</p> <p>22. Demonstrate taking and recording a resident's height: standing or unable to stand.</p> <p>23. Identify the nurse aide's responsibility in reporting and recording vital signs, height, and weight.</p>	<p>Chapters 29, 30, 39, 40, 45</p> <p>AES Module:</p> <ol style="list-style-type: none"> 1) Vital Signs and Body Measurements 2) Temperature 3) Pulse 4) Respiration 5) Blood Pressure 6) Reading Analog Devices <p>*Clinical Placements Begin</p>	<p>A1 Explain and implement infection control practices and procedures.</p> <p>A2 Demonstrate personal safety practices.</p> <p>A3 Use techniques to ensure environmental safety.</p> <p>A4 Identify and apply strategies to mitigate common safety hazards/safety protocols.</p> <p>B4. Demonstrate a knowledge of the math concepts important in health care professions and use those skills to solve medical math problems.</p> <p>C1 Utilize knowledge of</p>

				human structure and function to conduct health care role.
27-28	Nutrition and Hydration Needs	<ol style="list-style-type: none"> 1. Identify the terms "nutrition and hydration." 2. Identify the six food groups. 3. Identify the nutrition and hydration needs of the long-term care resident. 4. Identify the physical changes of aging that affect the nutrition and hydration status of the long-term care resident. 5. Identify psychosocial factors that affect the nutrition and hydration status of the long-term care resident. 6. Identify changes that can occur with inadequate nutrition and hydration. 7. Identify the nurse aide's responsibility in reporting and recording observations related to nutrition and hydration. 8. Identify the meaning of the following orders: force fluids, restrict fluids and the role of the nurse aide in carrying out these orders. 9. Identify the nurse aide's role in creating a pleasant meal time experience. 10. Identify various types of therapeutic, or special, diets that can be used for a long-term care resident. 11. Identify items excluded from diabetic and low sodium diets. 12. Identify common diets for the nursing home resident. 13. Identify the term "fluid balance." 14. Identify edema and dehydration, and signs and symptoms. 15. Identify alternative nutrition and hydration strategies: intravenous, tube feeding, nasogastric, PEG tube, and hyperalimentation/total parenteral nutrition. 16. Identify strategies to maintain and improve a resident's nutrition and hydration status. 17. Identify strategies to maintain and improve nutrition and hydration for the resident with special needs or problems. 18. Identify the purpose of supplementary nourishment. 19. Identify the importance of a team approach in maintaining and improving a resident's nutrition and hydration status. 20. Demonstrate feeding techniques using the appropriate level of assistance. 21. Identify the terms 'intake' and 'output.' 22. Identify common reasons for measuring intake and output. 23. Identify the nurse aide's responsibility in reporting and recording intake and output. 24. Demonstrate measuring and recording intake and output. 25. Demonstrate the Heimlich maneuver. 	<p>Chapters 27, 28</p> <p>AES Module:</p> <ol style="list-style-type: none"> 1) Optimal Nutrition 2) Diets 3) Feeding Patients 4) Intake and Output 	<p>A5 Describe and promote healthy behaviors.</p> <p>B4. Demonstrate a knowledge of the math concepts important in health care professions and use those skills to solve medical math problems.</p> <p>C1 Utilize knowledge of human structure and function to conduct health care role.</p> <p>C2 Utilize knowledge of diseases and disorders to conduct health care role.</p>
29-30	Elimination: Urinary and Digestive Systems	<ol style="list-style-type: none"> 1. Identify routes and patterns of elimination. 2. Identify the changes of aging that affect bowel and bladder elimination in the long-term care resident. 3. Identify common elimination problems that can occur in the long-term care resident. 4. Identify the impact of restraint use on elimination patterns. 5. Identify ways to enhance elimination and prevent common elimination problems. 6. Identify the nurse aide's responsibility in reporting and recording observations related to elimination. 7. Identify the nurse aide's role in bowel and bladder training. 8. Identify the meaning of the term "incontinence." 9. Identify factors that can cause incontinence. 10. Identify the impact of incontinence on the long-term care resident 11. Identify ways to decrease/prevent incontinent episodes. 	<p>Chapters 24, 25, 26, 46, 47</p> <p>AES Module:</p> <ol style="list-style-type: none"> 1) Assisting with Toileting 2) Urinary Catheters 3) Special Bowel Elimination Procedures 	<p>A1 Explain and implement infection control practices and procedures.</p> <p>A2 Demonstrate personal safety practices.</p> <p>A3 Use techniques to ensure</p>

	Elimination: Urinary and Digestive Systems	12. Identify ways to manage incontinence. 13. Demonstrate toileting using appropriate level of assistance for: toilet, commode, bedpan and urinal. 14. Identify reasons for using urinary catheters. 15. Identify types of urinary catheters. 16. Identify special considerations in caring for the resident with a urinary catheter. 17. Demonstrate catheter care. 18. Demonstrate measuring and recording output. 19. Demonstrate collecting urine and stool specimens.		environmental safety. A4 Identify and apply strategies to mitigate common safety hazards/safety protocols. C1 Utilize knowledge of human structure and function to conduct health care role
31	Care of the Resident with Cognitive Impairment	1. Identify the term "cognitive impairment." 2. Identify causes of cognitive impairment. 3. Identify the term "dementia." 4. Identify the importance of understanding cognitive impairment and dementia and appropriate ways to care for the resident with these conditions. 5. Identify the effects of cognitive impairment and implications for care. 6. Identify common causes of increased confusion and altered behavior in the resident with cognitive impairment. 7. Identify ways to minimize confusion and prevent altered behavior in the resident with cognitive impairment. 8. Identify ways to deal with resident behaviors. 9. Identify ways to prevent and eliminate the use of physical and chemical restraints in the resident with cognitive impairment. 10. Identify ways to promote resident rights for the person with cognitive impairment. 11. Identify feelings and attitudes a nurse aide can experience in caring for a resident with cognitive impairment. 12. Identify ways to use the resident's family as a source of information and support.	Chapters 48, 49 AES Module: 1) Cognitively Impaired Patients	C2 Utilize knowledge of diseases and disorders to conduct health care role. C8 Communicate with patients and colleagues using appropriate medical terminology.
32	Care of Depressed Resident	1. Identify symptoms of depression in the elderly. 2. Identify two types/causes of depression in the elderly. 3. Identify possible outcomes of untreated depression. 4. Identify methods used to treat depression. 5. Identify the nurse assistant's role in caring for the long term care resident who is depressed.	Chapter 48 AES Module: 1) Elderly Patients	A5 Describe and promote healthy behaviors.
33	Care of Resident with Developmental Disabilities	1. Identify characteristics of the resident with mental retardation (developmental disabilities). 2. Identify the common causes of developmental disabilities (mental retardation). 3. Identify the nurse aide's role in caring for the resident with developmental disabilities.	Chapter 50 AES Module: 1) Physically and Developmentally Impaired Patients	C2 Utilize knowledge of diseases and disorders to conduct health care role.
34	Death and Dying - End of Life Care	1. Identify common feelings that a resident can have about death and dying. 2. Identify the stages of grief and ways to cope. 3. Identify physical needs of the dying resident. 4. Identify psychological needs of the dying resident. 5. Identify the feelings and responses of the resident's family, friends and roommate during the dying process. 6. Identify ways to assist family, friends, roommate, other residents and staff members in dealing with their feelings.	Chapter 55 AES Module: 1) Dealing with Death	A8 Describe and follow legal and ethical boundaries in health care delivery. A9 Describe and follow ethical

		7. Identify the nurse assistant's role in caring for a dying resident. 8. Identify one's own feelings about death and dying. 9. Identify ways to cope with one's own feelings when a resident dies. 10. Identify the meaning of "no code status" and "do not resuscitate" orders. 11. Identify Advanced Directives.		practice as it applies to health care delivery.
35	Specialized Care	1. Demonstrate a non-sterile dressing change. 2. Demonstrate oxygen use. 3. Demonstrate method for collecting a sputum specimen. 4. Demonstrate methods for TED hose application. 5. Demonstrate procedures for giving an enema. 6. Demonstrate procedures used for colostomy care.	Chapters 34, 35, 36, 37, 53, 54	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices. A3 Use techniques to ensure environmental safety. A4 Identify and apply strategies to mitigate common safety hazards/safety protocols. A6 Utilize emergency procedures and protocols.
36	Seeking Employment	1. Identify areas of interest in the nurse aide field. 2. Identify personal characteristics for each area. 3. Identify methods for finding a job. 4. Identify the resume, application, interview, accepting a job and the orientation process.	Chapter 56	C7 Display behaviors and practices that meet the expectations for employment in health care professions.
37	Competency Evaluation Test Preparation	1. Identify the process to take the clinical and knowledge tests. 2. Identify ways to be successful on the tests. 3. Review	*Final 15%	C7 Display behaviors and practices that meet the expectations for employment in health care professions.
24-38	Clinical Practicum	1. Demonstrate skills 1-49 independently with 100% Mastery. 2. Demonstrate entry-level ability to function as a nurse aide in a long-term care facility. 3. Demonstrate the integration and application of skills learned in lecture and laboratory.	25 Clinical Hours must be completed	C7 Display behaviors and practices that meet the expectations for employment in health care professions.

Clinical Lab Skills

1. Handwashing, Using Protective Clothing & Handling a Plastic Trash Bag
2. First Aid for Choking (Airway Obstruction*), Bleeding, Burns, Falls/Seizure, and Unconscious, Sudden Illness or Injury
3. Taking and Recording a Person's Axillary Temperature
4. Taking a Person's Rectal Temperature (Lecture)
5. Taking and Recording a Person's Oral Temperature
6. Reading, Cleaning, and Handling Thermometer
7. Using an Electronic Thermometer
8. Counting and Recording a Person's Pulse
9. Counting and Recording a Person's Respirations
10. Taking and Recording a Person's Blood Pressure
11. Moving a Person Around in Bed
12. Positioning a Person in a Supine Position
13. Positioning a Person in a Fowler's Position
14. Positioning a Person in a Modified Side -Lying Position
15. Positioning a Person in a Prone Position
16. Transferring a Person from the Bed to the Chair
17. Repositioning a Person in a Chair (Two Nurse Aides)
18. Using a Mechanical Lift to Transfer a Person from the Bed to a Chair (Two Nurse Aides)
19. Turning a Person Using a Log - Rolling Technique
20. Making an Unoccupied Bed/Bed Operation
21. Making an Occupied Bed
22. Brushing & Flossing a Person's Teeth
23. Providing Denture Care
24. Providing Mouth Care for an Unconscious Person
25. Shampooing, Brushing, and Combing a Person's Hair
26. Helping a Man Shave with an Electric and/or Safety Razor
27. Cleaning & Trimming a Person's Fingernails
28. Providing Foot Care & Cleaning a Person's Toenails
29. Helping a Person Dress
30. Helping a Person Undress
31. Helping a Person with Bathing in a Tub /Shower/Bed Bath/Skin Care Inspection
32. Measuring a Person's Height and Weight
33. Helping a Person Eat
34. Measuring & Recording Intake & Output
35. Maintaining Gastric Suctioning (Lecture)
36. Helping a Person Use the Bathroom Toilet
37. Helping a Person Use a Portable Commode
38. Helping a Person Use a Bedpan or Urinal
39. Providing Perineal Care for a Person (male/female) with/without a Urinary Catheter
40. Cleaning Around Tubes & Catheters
41. Changing an Ostomy Appliance
42. Emptying a Urinary Drainage Bag
43. Applying an External Urinary Catheter to a Male – simulate in clinical if facility does not use this item*
44. Collecting Urine Specimens
45. Collecting Stool Specimens
46. Helping a Person Walk, or use a Walker/Cane/Wheelchair
47. Helping a Person with Passive ROM Exercises
48. Collecting Sputum Specimens (Lecture)
49. Postmortem Care (Simulated)*

Michigan Department of Licensing and Regulatory Affairs (LARA)
Bureau of Community and Health Systems (BCHS)
Michigan Competency-Driven Core Curriculum for Nurse Aides
Effective March 2023

This table outlines the competencies that must be taught by a Michigan Nurse Aide Training Program (NATP), as well as the competencies required by the Centers for Medicare and Medicaid Services (CMS). Competencies not identified as “CMS Required” are “State Required”. Numbering in columns is for easy identification of topic and not intended for any other purpose.

TOPIC / COMPENTENCY	COGNITIVE / KNOWLEDGE	PSYCHOMOTOR / SKILLS
Below must be taught and knowledge / skills confirmed prior to direct contact with residents (minimum of 16 hours)		
1A. Communication and Interpersonal Skills (CMS Required)	1A.1 Identify types of verbal and nonverbal communication 1A.2 Identify communication barriers 1A.3 Identify techniques for overcoming communication barriers 1A.4 Identify considerations associated with diversity as it relates to resident care 1A.5 Define guidelines for quality documentation	1A.A Respond to nonverbal communication 1A.B Demonstrate professional techniques in communicating with: A. Residents B. Team members 1A.C Demonstrate empathy for resident concerns 1A.D Document relevant information
1B. Infection Control (CMS Required)	1B.1 Identify the chain of infection 1B.2 Identify standard precautions 1B.3 Identify transmission-based precautions:	1B.A Perform proper handwashing 1B.B Properly don and doff PPE A. Gloves B. Gowns

TOPIC / COMPENTENCY	COGNITIVE / KNOWLEDGE	PSYCHOMOTOR / SKILLS
	<p>A. Contact B. Droplet C. Airborne D. Multi-Route</p> <p>1B.4 Identify appropriate personal protective equipment (PPE) based on transmission-based precautions and sequence for donning and doffing</p> <p>A. Gloves B. Gowns C. Goggles / face shields D. Masks E. Respirators (minimum N95) F. Shoe coverings</p> <p>1B.5 Identify proper hand hygiene technique</p>	<p>C. Goggles / face shields D. Masks</p> <p>1B.C Demonstrate proper emptying of a urinary drainage bag</p> <p>1B.D Demonstrate safe handling of food</p> <p>A. Preparation process B. Storage</p> <p>1B.E Demonstrate proper handling and disposal of soiled linen</p> <p>1B.F Demonstrate proper handling and disposal of biohazard material</p>
1C. Safety and Emergency Procedures (CMS Required)	<p>1C.1 Identify safety techniques that can be used in responding to accidental exposure to</p> <p>A. Blood B. Bodily fluids C. Chemicals</p> <p>1C.2 Identify principles of ergonomics and body mechanics</p> <p>1C.3 Identify the behaviors of a resident after experiencing traumatic situations</p>	<p>1C.A Demonstrate Heimlich maneuver (abdominal thrust) technique (CMS Required)</p> <p>1C.B Use proper body mechanics</p> <p>1C.C Evaluate an environment to identify unsafe conditions</p> <p>1C.D Locate a posted safety/emergency evacuation plan</p>

TOPIC / COMPETENCY	COGNITIVE / KNOWLEDGE	PSYCHOMOTOR / SKILLS
	1C.4 Identify characteristics of a safe vs unsafe environment	
1D. Promoting Residents' Independence (CMS Required)	<p>1D.1 Identify strategies to promote resident rights to make personal choices to accommodate needs (CMS Required)</p> <p>1D.2 Identify ways to give assistance in resolving grievances and disputes (CMS Required)</p> <p>1D.3 Identify the role of a nurse aide in providing needed assistance in getting to and participating in resident and family groups and other activities (CMS Required)</p>	1D.A Demonstrate compliance with a care plan
1E. Respecting Residents' Rights (CMS Required)	<p>1E.1 Identify strategies to maintain care and security of resident personal possessions (CMS Required)</p> <p>1E.2 Identify ways to promote resident rights to be free from abuse, mistreatment, and neglect and the need to report instances of such treatment to appropriate facility staff (CMS Required)</p> <p>1E.3 Identify strategies to avoid the need for restraints in accordance with current professional standards (CMS Required)</p>	<p>1E.A Demonstrate care of the resident environment</p> <p>A. Quality of life</p> <p>B. Health and safety</p> <p>C. OBRA</p> <p>1E.B Demonstrate how to report to the nurse in response to a resident requesting to adapt the care plan</p>

Below must be taught and measured in the remaining hours of the program in a classroom (virtual) / laboratory and clinical setting (minimum of 59 hours)

<p>2. Basic Nursing Skills (CMS Required)</p>	<p>2.1 Identify abnormal changes in body functions and importance of reporting such changes to a supervisor (CMS Required)</p> <p>2.2 Identify principles for end-of-life care (CMS Required)</p> <p>2.3 Differentiate between normal ranges and abnormal ranges of vital signs (CMS Required)</p> <p>2.4 Identify methods to care for the residents' environment (CMS Required) to meet resident care needs</p> <p>2.5 Identify signs of effective/improved circulation</p> <p>2.6 Identify principles of practice for catheter care</p> <p>2.7 Identify techniques of fall prevention and response to a fall</p>	<p>2.A Accurately measure, record, and report (CMS Required)</p> <ul style="list-style-type: none"> A. Electronic and manual blood pressure B. Pulse C. Respirations D. Temperature E. Height F. Weight <p>2.B Demonstrate correct positioning techniques in bed and chair (CMS Required)</p> <p>2.C Demonstrate catheter care for a male and female</p> <p>2.D Demonstrate perineal care for the male and female</p> <p>2.E Demonstrate use of bedpan</p> <p>2.F Accurately measure, record, and report urine output</p> <p>2.G Apply knee-high anti-embolic stocking to one leg</p> <p>2.H Demonstrate lower extremity and foot care</p> <p>2.I Demonstrate use of mechanical lift</p> <p>2.J Demonstrate how to respond to a fall</p>
---	--	--

<p>3. Personal Care Skills (CMS Required)</p>	<p>3.1 Identify proper positioning techniques (CMS Required)</p> <p>3.2 Identify proper turning techniques (CMS Required)</p> <p>3.3 Identify proper feeding techniques (CMS Required)</p> <p>3.4 Identify techniques to dress residents (CMS Required)</p> <p>3.5 Identify personal care and hygiene needs of the resident including bathing (CMS Required)</p> <p>3.6 Identify transfer techniques for a resident (CMS Required)</p> <p>3.7 Define conditions that place residents at risk for impaired skin integrity</p> <p>3.8 Identify health conditions that may influence dietary intake</p>	<p>3.A Demonstrate proper positioning techniques (CMS Required)</p> <p>3.B Demonstrate proper turning techniques (CMS Required)</p> <p>3.C Demonstrate toileting on a commode (CMS Required)</p> <p>3.D Perform oral care (CMS Required)</p> <p>3.E Perform skin care (CMS Required)</p> <p>3.F Demonstrate supportive feeding and hydration (CMS Required)</p> <p>3.G Demonstrate hair care/grooming (CMS Required)</p> <p>3.H Demonstrate safe shaving techniques/grooming (CMS Required)</p> <p>3.I Perform nail care/grooming (CMS Required)</p> <p>3.J Demonstrate the dressing of an impaired resident or the dressing of a resident with an affected side</p> <p>3.K Perform denture care</p> <p>3.L Perform modified bed bath - face and one hand, arm, underarm</p>
---	--	--

		3.M Accurately measure, record, and report food and fluid intake
4. Mental Health and Social Service Needs (CMS Required)	<p>4.1 Identify behavior modifications of the nurse aide in response to resident behavior (CMS Required)</p> <p>4.2 Identify developmental changes associated with the aging process (CMS Required)</p> <p>4.3 Identify methods to support resident independence and dignity (CMS Required)</p> <p>4.4 Identify sources of emotional support for the resident, including the use of family (CMS Required)</p> <p>4.5 Define care techniques that meet the needs of cognitively/uniquely impaired resident including dementia, Alzheimer's, and others (CMS Required)</p> <p>4.6 Identify methods on how to respond to resident's behavior (CMS Required)</p> <p>4.7 Identify resources for resident/patient alcohol or substance use disorder concerns.</p>	<p>4.A Demonstrate methods of reducing the effects of cognitive impairment (CMS Required) including methods listed in the care plan</p> <p>4.B Demonstrate developmentally appropriate interactions</p>
5. Care of Cognitively Impaired Residents (CMS Required)	5A.1 Identify challenges in communication with cognitively/uniquely impaired resident (CMS Required)	5A.A Demonstrate appropriate responses to the behavior of cognitively impaired resident (CMS Required)

	5A.2 Identify ways to understand the behavior of cognitively impaired residents (CMS Required)	
6. Basic Restorative Services (CMS Required)	<p>6.1 Identify appropriate use of assistive devices (CMS Required)</p> <p>6.2 Identify use of assistive devices including prosthetic and orthotic devices (CMS Required):</p> <ul style="list-style-type: none"> A. Transferring B. Ambulation C. Eating D. Dressing <p>6.3 Identify appropriate bowel and bladder training (CMS Required)</p> <p>6.4 Define the following terms for range of motion exercises and maintenance (CMS Required)</p> <ul style="list-style-type: none"> A. Abduction / Adduction B. Flexion / Extension C. Pronation / Supination <p>6.5 Identify strategies to train resident in self-care according to their abilities (CMS Required)</p>	<p>6.A Demonstrate range of motion to shoulder, hip, and knee</p> <p>6.B Demonstrate use of gait belt during ambulation and transfers</p> <p>6.C Demonstrate appropriate use of:</p> <ul style="list-style-type: none"> A. Cane B. Walker C. Wheelchair, including transfer to or from wheelchair <p>6.D Follow the care plan for transfer of the resident including 2-person assist</p>
7. Residents Rights (CMS Required)	7.1 See Promoting Residents' Independence (1D) and Respecting Residents' Rights (1E)	7.A See Promoting Residents' Independence (1D) and Respecting Residents' Rights (1E)
8. Nurse Aide Roles and Responsibilities	8.1 Identify the role of the nurse aide as indicated in Michigan Public Health Code Act 368 of 1978, Part 219, and applicable Administrative Rules.	8.A Locate Michigan Public Health Code Act 368 of 1978, Part 219, and applicable Administrative Rules

	<p>8.2 Identify the steps and responsibilities for certification</p> <p>8.3 Identify professional development and continuing education requirements</p> <p>8.4 Define implicit bias</p> <p>8.5 Identify ways a nurse aide must interact and implement a resident's care plan</p> <p>8.6 Define a nurse aide's role in a multi-disciplinary team</p>	8.B Register in Michigan testing center system
9. Legal and Ethical	<p>9.1 Identify components of the Health Insurance Portability & Accountability Act (HIPAA) (including implications for social media)</p> <p>9.2 Define:</p> <ul style="list-style-type: none"> A. Abuse B. Neglect C. Misappropriation of resident property D. Malpractice E. Good Samaritan acts F. Living will G. Advanced directives H. Medical durable power of attorney (MDPA) <p>9.3 Identify responsibilities regarding abuse and neglect and the legal implications to certification:</p>	<p>9.A Apply privacy and maintenance of confidentiality (CMS Required) including HIPAA</p> <p>9.B Demonstrate professional response to ethical issues</p>

	<p>A. Witnesses abuse or neglect B. Is a victim of abuse or neglect C. Is accused of abuse or neglect</p> <p>9.4 Define ethics</p> <p>9.5 Define morals</p> <p>9.6 Identify ethical and moral issues that impact the quality of care for residents</p> <p>9.7 Identify potential effects of personal morals and ethics on professional performance</p>	
--	--	--

Note: Resident also means a patient.

Exhibit 5



Star International Academy Career Technical Education Program

Child Development Associate

CIP 13.0000 General Educations

Cluster: Education and Training

2023-2024, Full Year Program (38 Weeks)

Classes Meet Monday through Friday

Class time: 7:55 am -10:05 am

Instructor Name

Email:

Office: _____

Direct: 313.565.0507

Office Hours: Mon- Fri 3:10-4:00 PM or by appt.

Students who complete the course may test and become a Child Development Associate (CDA) Preschool and be job-ready upon graduation.

QUALIFICATIONS OR PRE-REQUISITES:

To be eligible to test, a candidate must be enrolled as a junior or senior in SIA's Career and Technical Education program in the Education & Training Career Cluster. Students must apply to begin the credential process and develop a portfolio with training documentation. Students must log 120 hours of instructional time and 480 hours of work-based learning working with children ages 3-5 in a center-based setting. Each CDA Credential will expire after three years, but is renewable with continuing education.

General Education is a program that focuses on the general theory and practice of learning and teaching, the basic principles of educational psychology, the art of teaching, the planning and administration of educational activities, school safety and health issues, and the social foundations of education.

This course prepares students for careers in childcare, teaching, and other careers involving young children. Emphasis is placed on understanding children and applying that knowledge while providing care or teaching. Topics include child development, developmentally appropriate practices and activities, health, safety, guidance, nutrition, and administrative skills. Skills in communication, interpersonal relationships, and professional development are reinforced in this course. Students will have the opportunity to interact with young children in a childcare setting next door in the Pre-K classrooms.

BY END OF COURSE STUDENT SHOULD BE ABLE TO:

- Establish and maintain a safe, healthy learning environment
- Maintain a commitment to professionalism
- Build productive relationships with families
- Manage an effective program operation
- Support children's social and emotional development
- Advance children's physical and intellectual development
- Observe and record children's behavior
- Understand principles of child development and learning

STUDENT LITERACY OBJECTIVES:

- Use appropriate strategies to construct meaning.
- Actively engage and skillfully interpret, analyze, evaluate, and synthesize information.
- Be active listeners by making meaning from what is heard by questioning, reflecting, responding, and evaluating.
- Prepare and communicate messages to address the audience and purpose
- Use of varied resources to gain or expand knowledge.
- Influence a writer's choice of organizational pattern, language, concepts using appropriate literacy techniques.

TEXTBOOKS

- Council for Professional Recognition. (2013). The Child Development Associate National Credentialing Program® and CDA Competency Standards: Preschool Edition. Washington, DC: Council for Professional Recognition.
- Council for Professional Recognition, and Valora Washington, ed. (2017). Essentials for Working with Young Children. 2nd ed. Washington, DC: Council for Professional Recognition.
- Council for Professional Recognition, and Valora Washington, ed. (2017). Essentials Workbook. 2nd ed. Washington, DC: Council for Professional Recognition

EXPECTATIONS

Appropriate behavior is expected at all times in the classrooms, in the school building and at off-school sites at all times. Students must be accountable for their behavior. Appropriate disciplinary measures will be taken in addressing misbehavior. Personal accountability is demonstrated when the student:

- Regularly and punctually attends all classes
- Comes to class prepared with the necessary books and supplies
- Participates in class activities and completes all assignments
- Reflects a positive and responsible attitude toward learning
- Advocates mature attitude, behavior and actions that lead to solutions rather than problems
- Challenges himself/herself to attain exemplary education goals
- Demonstrates respect for himself/herself and others
- Demonstrates respect for property of himself/herself and others
- Follows rules set by the classroom teacher

CELL PHONES AND ELECTRONIC DEVICES

Personal electronic devices such as cell phones, tablets, headphones, etc., prevent us from being engaged and are disrespectful to one another, and therefore are not to be used in the learning environment.

DRESS CODE

The Academy has established a student dress code in order to maintain an orderly and safe environment conducive to learning. All students are expected to wear a uniform top, black bottom and closed toe shoes that comply with the uniform policy per the Parent Student Handbook.

GRADES

Students must participate as members of an educational team. Effort is the most critical aspect of grading. Failing to put in effort is a failure of the student. Late work will be accepted with penalty at the instructor's discretion, up to the posted grading deadlines, however, the overall purpose of the General Education program is to ensure mastery of skills, preparation for the workforce, and successful completion of the CDA exam.

Grades categories are as follows:

- Attendance and Participation: 10%
- Assignments: 15%
- Quizzes and Tests: 20%
- Midterm: 15%
- Final: 15%
- Portfolio: 25%

**** You will have one week from the due date of the assignment to turn in for credit, after one week has passed, the assignment will still need to be completed but no credit will be given. ****

- **The following grade scale is used for students to determine their proficiency:**

A	93-100	C	73-77
	4.0		2.3
A-	90-92	C-	70-72
	3.7		1.8
B+	88-89	D+	65-69
	3.5		1.5
B	83-87	D	64-63
	3.3		1.3
B-	80-82	F	0-62
	2.8		0.0
C+	78-79		
	2.5		

ATTENDANCE POLICY:

If you are absent from this class, it is YOUR responsibility to see me about the work you have missed. If you have missed a test or a quiz, you must make arrangements to make them up within 2 days of your return to school.

Excused Absences:

- Missed homework: must be made up within 2 days of your return to school
- Missed quizzes and tests: must be made up within 2 days of your return to school.
- Failure to make up missed work will result in a 0 grade.

Unexcused Absences:

For any unexcused absences, a zero will be given for all missed work.

Academic Dishonesty

Cheating, plagiarism, or any other form of academic dishonesty is unacceptable and will be disciplined according to district policy. When students have questions or need assistance in academics, we will work together to prevent an incident.

Course Schedule: The yearlong program includes 38 weeks of classroom instruction and a work based learning experience.

Week	CDA Subject Area and Functional Area	Student Learning Objectives	Assignments/ Workbook	Competency
1-5	CDA Subject Area 1: Planning a Safe and Healthy Learning Environment CDA Functional Area 1: Safe CDA Functional Area 2: Healthy CDA Functional Area 3: Learning Environment	1. Explain the importance of natural light and noise control for children's health. 2. Identify sources of environmental toxins and explain why these toxins are harmful to humans and especially to children. 3. Identify ways to minimize children's exposure to toxins and prevent poisoning accidents. 4. Explain the importance of good nutrition, the negatives of poor nutrition, and the importance of exercise. 5. Identify toxins and additives in food and explain their negative health effects and ways to avoid them. 6. Explain safe food handling procedures and identify problems that are caused by unsafe food handling procedures. 7. Identify infectious communicable diseases that affect children, symptoms of these diseases, ways these diseases can be spread, appropriate responses to the presence of communicable diseases among children in your program, and the role of vaccines in preventing these diseases. 8. Identify ways to control the spread of communicable diseases. 9. Describe requirements for receiving, handling, administering, and documenting the administration of medication to children in your program. 10. Describe a healthy and safe diaper changing method. 11. Identify typical allergens, typical reactions to allergens,	CDA Functional Area 1 Safe: • Essentials for Working with Young Children – Read pages 4 – 37. • Essentials Workbook – Complete activities on pages 2 – 16. CDA Functional Area 2 Healthy: • Essentials for Working with Young Children – Read pages 38 – 74.	A1 Demonstrates knowledge of ethical practices aligned with state laws related to the responsibilities of the educator in recognizing and reporting known or suspected abuse, neglect, or maltreatment (mandated reporting). A2 Establishes and maintains a safe, health, learning environment that ensures the safety and wellness of learners by

		<p>appropriate responses in the event of a child's allergic reaction, and ways to avoid children's exposure to allergens while in your care.</p> <p>12. Explain the importance of supervision and safe spaces for children's safety.</p> <p>13. Identify special precautions for infant and toddler toys and equipment.</p> <p>14. Identify several risk factors of Sudden Infant Death Syndrome (SIDS).</p> <p>15. Describe guidelines for handling accidents and injuries, and key elements of vehicle and fire safety.</p> <p>16. Describe steps to take in the event of an emergency.</p> <p>17. Explain the definition and long-term consequences of adverse childhood experiences and how to meet the needs of children who are experiencing them.</p> <p>18. Describe how to report suspected cases of child abuse and neglect to appropriate authorities.</p> <p>19. Identify strategies for children to protect themselves and ways to support children who are abused and neglected.</p> <p>20. Describe strategies you can use to support and strengthen families facing challenges.</p> <p>21. Explain the eight intelligences that every person has and the corresponding learning styles.</p> <p>22. Discuss strategies of adapting behavior guidance to children's different learning styles.</p> <p>23. Describe skills and behaviors that indicate competence in verbal-linguistic and logical-mathematical intelligences.</p> <p>24. Identify strategies for developing competence in verbal-linguistic and logical-mathematical intelligences.</p> <p>25. Describe skills and behaviors that indicate competence in visual-spatial, bodily-kinesthetic, and musical intelligences.</p> <p>26. Identify strategies for developing competence in visual-spatial, bodily-kinesthetic, and musical intelligences.</p> <p>27. Describe skills and behaviors that indicate competence in naturalist, intrapersonal, and interpersonal intelligences.</p> <p>28. Identify strategies for developing competence in naturalist, intrapersonal, and interpersonal intelligences.</p>	<p>• Essentials Workbook – Complete activities on pages 17 – 29.</p> <p>CDA Functional Area 3 Learning Environment:</p> <p>• Essentials for Working with Young Children – Read pages 75 – 109.</p> <p>• Essentials Workbook – Complete activities on pages 30 – 41</p>	<p>implementing prevention, preparedness, and health and safety practices that promote wellness.</p>
6-10	<p>CDA Subject Area 2: Advancing Children Physical and Intellectual Development</p> <p>CDA Functional Area 4: Physical</p> <p>CDA Functional Area 5: Cognitive</p> <p>CDA Functional Area 6: Communication</p> <p>CDA Functional Area 7: Creative</p>	<p>1. Describe typical physical growth patterns of young children.</p> <p>2. Explain the four phases of motor development.</p> <p>3. Describe skills, functions and traits of the brain.</p> <p>4. Describe aspects of typical perceptual and motor skill development for young children.</p> <p>5. Identify methods for facilitating young children's optimum motor development.</p> <p>6. Identify various concepts children need to learn and how to support their learning.</p> <p>7. Describe typical language development levels of young children.</p> <p>8. Identify methods for facilitating children's language development.</p> <p>9. Describe how to support children's development through play activities.</p> <p>10. Describe the characteristics of typical 3-, 4-, and 5-year-olds' emotional development.</p>	<p>CDA Functional Area 4 Physical:</p> <p>• Essentials for Working with Young Children – Read pages 111 – 134.</p> <p>• Essentials Workbook – Complete activities on pages 42 – 50.</p> <p>CDA Functional</p>	<p>C4 Demonstrate knowledge and application of research-based instructional strategies to support the whole child's development through movement and physical activity and to create opportunities to develop critical knowledge, skills, and</p>

	<p>11. Explain how temperament, distractibility, approach, adaptability, intensity levels influence children's behavior.</p> <p>12. Describe terms related to emotional development and strategies for meeting children's emotional needs.</p> <p>13. List forms of play that are important for preschoolers.</p> <p>14. Identify typical social development levels of children at ages 3, 4, and 5.</p> <p>15. Identify characteristics of children who act as bullies and those who are bullied.</p> <p>16. Identify strategies for helping children learn pro-social skills.</p> <p>17. Describe how diet and the environment impacts children's health.</p> <p>18. Identify strategies for teaching children how to stay safe.</p> <p>19. Identify guidelines for safe play space and play equipment.</p> <p>20. Describe various safety practices, policies, and procedures.</p>	<p>Area 5 Cognitive:</p> <ul style="list-style-type: none"> • Essentials for Working with Young Children – Read pages 135 – 160. • Essentials Workbook – Complete activities on pages 51 – 60. <p>CDA Functional Area 6 Communication:</p> <ul style="list-style-type: none"> • Essentials for Working with Young Children – Read pages 161 – 197. • Essentials Workbook – Complete activities on pages 61 – 73. <p>CDA Functional Area 7 Creative:</p> <ul style="list-style-type: none"> • Essentials for Working with Young Children – Read pages 198 – 214. • Essentials Workbook – Complete activities on pages 74 – 84 	<p>behaviors that contribute to life-long health.</p> <p>C5 Design and provide learning experiences that include active manipulation of a wide variety of materials and equipment in all developmental and content areas, both indoors and outdoors.</p> <p>C6 Knows the typical benchmarks for growth and development and uses this knowledge to provide a program that meets the multiple needs of learners.</p> <p>C7 Supports the whole child through knowledge and understanding of student characteristics and needs, including multiple interrelated areas of child development and learning, learning processes, and motivation to learn.</p> <p>C8 Uses a variety of developmentally appropriate learning experiences and teaching</p>
--	---	--	---

				<p>strategies to promote curiosity, reasoning and problem-solving to lay a foundation for later learning.</p> <p>D3 Provides a supportive environment and uses effective strategies to support learner's self-regulation and acceptable behaviors, and effectively intervenes for learners with persistent, challenging, behaviors.</p>
11-15	<p>CDA Subject Area 3: Supporting Children's Social and Emotional Development</p> <p>CDA Functional Area 8: Self</p> <p>CDA Functional Area 9: Social</p> <p>CDA Functional Area 10: Guidance</p>	<ol style="list-style-type: none"> 1. Explain basic principles of children's development. 2. Describe the milestones that indicate different stages in each developmental domain. 3. Explain the importance of nutrition for children's development. 4. Explain the importance of opportunity for children's development and the lack of opportunity as a risk factor for developmental delays. 5. Identify strategies for recognizing and reporting the characteristics associated with developmental delays and developmental disabilities. 6. Outline the milestones and typical characteristics (behaviors and skill development) of infants and toddlers in all developmental domains. 7. Describe the needs of infants and toddlers. 8. Identify techniques for meeting the needs of infants and toddlers. 9. Outline the milestones along the path of development in children between 2 ½ and 6 years of age. 10. Identify typical developmental characteristics (behaviors and skill development) of children between 2 ½ and 6 years of age in all developmental domains. 11. Explain what is meant by positive guidance. 12. Identify the goals of positive guidance. 13. Explain techniques of positive guidance. 14. Identify ways that adult behaviors, attitudes, and interactions can promote children's positive social emotional development and guide positive behavior. 15. Describe positive guidance strategies and opportunities for interaction that lead to young children's healthy concept of self, self-regulation, and appropriate interaction with others. 16. Name the elements of a typical daily schedule for early 	<p>CDA Functional Area 8 Self:</p> <ul style="list-style-type: none"> • Essentials for Working with Young Children – Read pages 215 – 237. • Essentials Workbook – Complete activities on pages 85 – 94. <p>CDA Functional Area 9 Social:</p> <ul style="list-style-type: none"> • Essentials for Working with Young Children – Read pages 238 – 252. • Essentials Workbook – Complete activities on pages 95 – 104. <p>CDA Functional</p>	<p>C1 Identifies signs of trauma in students and responds with trauma-informed and resiliency-informed instruction that promotes communication, safety, and a sense of belonging in the classroom. Appropriately adjusts instruction in response to the emotional and social distress in the classroom through positive relationships with learners and families.</p> <p>C2 Develops a warm, positive, supportive, and responsive relationship with</p>

	<p>childhood programs.</p> <p>17. Explain why routines are important for children's development.</p> <p>18. Identify strategies for developing daily routines in an early childhood program.</p> <p>19. List reasons why transitions are often troublesome.</p> <p>20. Identify strategies for pleasant transitions that contribute to children's development.</p> <p>21. Explain what is meant by curriculum and developmentally appropriate curriculum.</p> <p>22. Identify guidelines for developmentally appropriate curriculum planning.</p> <p>23. Explain how curriculum planning relates to child development and fits within a daily schedule.</p> <p>24. Identify goals for young children's development at your early childhood program.</p> <p>25. List strategies for promoting development and learning by encouraging children's active interaction with their environment.</p> <p>26. Choose materials, toys, and games that will support creative play and exploration and create a learning environment.</p>	<p>Area 10 Guidance:</p> <ul style="list-style-type: none"> • Essentials for Working with Young Children – Read pages 253 – 272. • Essentials Workbook – Complete activities on pages 105 – 116. 	<p>each learner, helps each child learn about and take pride in his or her individual and cultural identities, and supports children by using practices that engage and empower.</p> <p>C3 Implements guidance techniques and strategies to support learners individually and in group experiences to develop self-regulation, self-concept, coping mechanisms, and promote positive interactions with their peers and adults.</p> <p>B5 Demonstrate understanding of the implications for development in learning of common disabilities in students, including etiology, characteristics and classification.</p> <p>B6 Demonstrate knowledge and use of a variety of strategies, instructional accommodations, and adaptations of the learning environment including</p>
--	--	--	--

				<p>accommodation of instructional and assessment materials as appropriate to meet children's abilities or disabilities, home language, and culture to promote the full participation of all children, including those with special needs, in general education classrooms.</p> <p>D2 Implement norms and routines and use classroom management strategies that support individual and group motivation and behavior among learners to generate active engagement in play and learning, self-motivation, and positive social interaction, and to create supportive and dynamic indoor and outdoor learning environments</p> <p>D4 Organizes and uses relationships, the physical space, materials, daily schedule and routines to create a secure, interesting, and enjoyable environment that promotes engagement,</p>
--	--	--	--	--

				play, exploration and learning of all learners, including those with disabilities and special needs.
16-20	<p>CDA Subject Area 4: Building Productive Relationships with Families</p> <p>CDA Functional Area 11: Families</p>	<ol style="list-style-type: none"> 1. Explain the importance of parental involvement in child care and its benefits for children. 2. Discuss the meaning of the teacher-parent relationship as a partnership. 3. Indicate the teacher's role in establishing a partner relationship and empowering parents. 4. Identify ways to create a classroom community that includes all families' cultural backgrounds, overcomes language barriers, and recognizes parents' adult learning styles. 5. List factors that contribute to parent's favorable first impressions when they are searching for a child care program. 6. Discuss the importance of the orientation process. 7. Explain the significance of parent collaboration in creating policies. 8. List important items to be included in your child care program's policy statement. 9. Describe ways to build a trusting relationship with parents and children who experience separation anxiety. 10. Discuss the importance of effective communication with parents. 11. List ways you can achieve two-way communication. 12. Recognize approaches that maintain harmony between parents and teachers. 13. Indicate strategies for effective communication with parents, including adjusting to diverse communication styles and situations. 14. Outline a plan for initiating parent participation in parent-child activities. 15. Discuss using an interactive website to maintain contact and invite collaboration with parents. 16. Describe how to conduct frequent teacher-parent conferences that encourage parents' participation in their child's care and education. 17. Explain the value of home visits and group meetings in encouraging parent involvement. 	<p>CDA Functional Area 11 Families:</p> <ul style="list-style-type: none"> • Essentials for Working with Young Children – Read pages 273 – 302. • Essentials Workbook – Complete activities on pages 117 – 126. 	<p>B1 Use a variety of communication strategies that support and empower families and communities through respectful, reciprocal relationships.</p> <p>B2 Describe the roles and responsibilities of school professionals and utilize them as resources to support learners, classroom instruction, and positive classroom climate and culture.</p> <p>B3 Promotes and provides opportunities to engage parents, families, and communities and identifies appropriate agencies and other resources in the larger community to support student learning and well-being.</p>
21-25	<p>CDA Subject Area 5: Managing an Effective Program Operation</p> <p>CDA Functional Area 12: Program Management</p>	<ol style="list-style-type: none"> 1. Identify the elements of a high-quality early childhood program. 2. Discuss developmentally appropriate practices. 3. List various program requirements and rules applicable to your child care setting and the responsibilities of your role. 4. Describe the qualities, standards, responsibilities, and rights 	<p>CDA Functional Area 12 Program Management:</p> <ul style="list-style-type: none"> • Essentials for Working with 	<p>A6 Design opportunities for learning that are equitable, irrespective of gender, ability,</p>

	<p>of professional caregivers.</p> <p>5. Explain policies and procedures for creating a safe physical environment for young children.</p> <p>6. Describe how the conduct of early childhood professionals can provide children with a positive social-emotional environment.</p> <p>7. Discuss how you can create lifelong learners by understanding how children learn and develop, including fostering early literacy, math, and science learning.</p> <p>8. Describe strategies for facilitating learning by providing appropriate challenges, discovering children's interests, and offering an engaging curriculum.</p> <p>9. Discuss the meaning of diversity, and how to avoid harmful stereotypes and bias in an early childhood setting.</p> <p>10. Identify ways to establish effective communication with children's parents and coworkers.</p> <p>11. Identify sources, signs, and effects of stress and ways you can cope and prevent job burnout.</p> <p>12. Discuss sources, signs and effects of stress in children and families and ways to support them.</p>	<p>Young Children – Read pages 303 – 324.</p> <p>• Essentials Workbook – Complete activities on pages 127 – 137.</p>	<p>age, ethnicity, language, or family structure and promote active and equitable participation for all learners.</p> <p>A7 Demonstrates recognition of how implicit bias affects learning and reflect on how personal cultural biases may influence interactions and relationships.</p> <p>A8 Actively promotes respect for cultural diversity and creates an inclusive, welcoming, and respectful environment that embraces diversity by selecting instructional materials that value and reflect the multidimensional ity of diversity represented in society, and using language and teaching practices in which learners are affirmed as individuals, including person-first language.</p> <p>B7 Understands how policies, procedures, and systems support stable staff and strong personnel, fiscal, and</p>
--	--	--	--

				program management/administration so all learners, families and staff have high-quality experiences.
26-29	<p>CDA Subject Area 6: Maintaining a commitment to Professionalism</p> <p>CDA Functional Area 13: Professionalism</p>	<p>Objectives Continue from Unit 5 through Unit 6</p> <ol style="list-style-type: none"> 1. Identify the elements of a high-quality early childhood program. 2. Discuss developmentally appropriate practices. 3. List various program requirements and rules applicable to your child care setting and the responsibilities of your role. 4. Describe the qualities, standards, responsibilities, and rights of professional caregivers. 5. Explain policies and procedures for creating a safe physical environment for young children. 6. Describe how the conduct of early childhood professionals can provide children with a positive social-emotional environment. 7. Discuss how you can create lifelong learners by understanding how children learn and develop, including fostering early literacy, math, and science learning. 8. Describe strategies for facilitating learning by providing appropriate challenges, discovering children's interests, and offering an engaging curriculum. 9. Discuss the meaning of diversity, and how to avoid harmful stereotypes and bias in an early childhood setting. 10. Identify ways to establish effective communication with children's parents and coworkers. 11. Identify sources, signs, and effects of stress and ways you can cope and prevent job burnout. 12. Discuss sources, signs and effects of stress in children and families and ways to support them. 	<p>CDA Functional Area 13 Professionalism:</p> <ul style="list-style-type: none"> • Essentials for Working with Young Children – Read pages 325 – 345. • Essentials Workbook – Complete activities on pages 138 – 147. 	<p>A3 Demonstrates knowledge of and critically analyzes the various ethical/professional codes of conduct in education, including, but not limited, to the Michigan State Board of Education Code of Ethics and the Family Educational Rights and Privacy Act.</p> <p>A4 Evaluates the effects of their professional and personal decisions and actions on learners, families, and other professionals in the learning community.</p> <p>A5 Identifies, analyzes, and engages in ongoing professional learning opportunities that strengthen their instructional practice and knowledge of learners.</p>
30-33	CDA Subject Area 7: Observing and Recording Children's Behavior	<ol style="list-style-type: none"> 1. Select methods of gathering information about what children know and can do. 2. Explain how observations are planned in a child care setting. 3. Describe different types of observation records. 	<ul style="list-style-type: none"> • Essentials for Working with Young Children – 	E1 Uses assessment data to make decisions about teaching

		<p>4. Identify ways to use observation records to facilitate children's learning and development.</p> <p>5. Describe your observations of a child's behavior using an anecdotal record.</p> <p>6. Select the types of observation records that best support your goals.</p> <p>7. Identify physical, cognitive, language, and social-emotional development milestones in young children.</p> <p>8. Describe your observations of a child's skills in the physical, cognitive, language, and social-emotional domains using checklists.</p> <p>9. Recognize characteristics of different intelligences and corresponding learning styles.</p> <p>10. Describe your observations of a child's dominant intelligences and learning styles.</p> <p>11. Recognize different temperament traits.</p> <p>12. Describe your observations of a child's temperament traits using a rating scale.</p> <p>13. Explain how you can use accurate observations of children's intelligences, learning styles, and temperament traits to support their needs and facilitate learning and development.</p>	<p>Review "Observing Children With the Setting" and "Documenting Children's Learning" in chapter 12 "Program Management" (pages 304 – 316)</p>	<p>practices and curriculum development.</p> <p>E2 Demonstrate understanding of and ability to use ongoing systematic observation, documentation, and screening tools, and other appropriate forms of formative and summative assessment tools, and approaches embedded in assessment related activities in curriculum and daily routines.</p> <p>B4 Demonstrate understanding of the teacher's role as a participant in the development, enactment, and assessment of an Individualized Education Program (IEP) and 504 Plan including the identification and evaluation process.</p> <p>B8 Uses observation, organized documentation, communication, cooperation, and planning to support student development and learning and to ensure effective operation of the classroom or</p>
--	--	--	--	--

34-38	CDA Subject Area 8: Understanding Principles of Child Development and Learning	<ol style="list-style-type: none"> 1. Explain how domains of development are interrelated. 2. Identify the sequence of developmental milestones in the physical, cognitive, language, and social-emotional domains. 3. Recognize children's individual timetables and how they build new skills. 4. Recognize the significance of early experiences and optimal periods in children's development. 5. Identify strategies to provide a high-quality, developmentally appropriate early childhood program based on principles of child development. 6. Describe the different ways in which children learn by actively exploring their world. 7. Explain the role of appropriate challenges in children's development and learning. 8. Discuss how children's learning moves in a predictable direction from a lesser to a greater level of organization and internalization. 9. Recognize characteristics of different intelligences and corresponding learning styles. 10. Define how social and cultural context influences children's learning. 11. Indicate how children's needs for safety, security, and feeling valued are related to children's development and learning. 12. Identify strategies to provide a high-quality, developmentally appropriate early childhood program based on principles of children's learning. 	<ul style="list-style-type: none"> • Essentials for Working with Young Children – <p>Review Chapters 4-10 (pages 113 – 272) i</p>	<p>group.</p> <p>D1 Demonstrate the ability to challenge children and to use scaffolding strategies to advance each child's optimal development and learning, supporting many opportunities to practice newly acquired skills, incorporating supportive and assistive technologies when appropriate.</p> <p>D5 Plan, implement and assess developmentally appropriate experiences based on state and national learning standards that promote concept and skill development and challenging learning experiences.</p> <p>E3 Perform occupational technical skills required for credential or certification.</p> <p>E4 Demonstrate understanding of and utilize appropriate Core Teaching Practices during Clinical Placements.</p>
-------	---	--	--	--

				<p>E5 Uses reflective practices to design, monitor, and adapt instruction as a means for gauging personal and professional growth.</p> <p>E6 Demonstrate a variety of interpersonal and communication skills necessary for employment.</p>
--	--	--	--	--

Portfolio Requirements

“The Professional Portfolio is compiled independently by each Candidate as part of the CDA credentialing process. The compiled resources and documents are reviewed by the CDA PD Specialist during the CDA Verification Visit. The Professional Portfolio is composed of:”

1. My CDA Professional Portfolio cover sheet
 - This is found in the back of the CDA Competency Standards Book. Use this cover sheet as a checklist to ensure your portfolio is complete.
2. Summary of My CDA Education cover sheet
 - This is found in the back of the CDA Competency Standards Book.
 - Place your transcripts, certificates, letters, etc behind this cover sheet.
3. Family Questionnaires cover sheet
 - This is found in the back of the CDA Competency Standards book.
 - Place your completed family questionnaires behind this cover sheet.
4. Resource Collection
 - Resource section 1
 - Valid and current First Aid and Infant/child CPR certification
 - A copy of a sample weekly menu
 - A sample weekly plan for the age group your CDA setting will be with. It should include goals and descriptions of experiences as well as accommodations for children with special needs.
 - Resource section 2
 - Nine learning experiences written in your own words with one in each of the following curricular areas: Science/Sensory, Language and Literacy, Creative Arts, Fine Motor (inside), Gross Motor (outside), Self-Concept, Emotional Skills/Regulation, Social Skills, Mathematics.
 - Resource section 3
 - A bibliography that includes the titles, authors, publishers, copyright dates, and short summaries of ten developmentally appropriate children’s books you have used. Topics should relate to children’s lives and challenges. Examples include: cultural identity, gender identity, children with special needs, family structures, the life cycle

- Resource section 4
 - Family Resource Guide
 - Name and contact information of a local agency that provides family counseling
 - Name and contact information of a translation service as well as a service that provides American Sign Language translation
 - Name and contact information with a description of two agencies in the community that provide resources and services for children with disabilities
 - List of three or more websites with descriptions that provide information to families about how children learn and develop. Include a current article for each site and include at least one article related to child guidance.
- Resource section 5
 - Three samples of record keeping forms including an accident report form, and emergency form, and an observation/assessment form
- Resource section 6
 - Name and contact information of your state's agency that is responsible for the regulation of child care centers and family child care homes. In Michigan, the agency that performs this regulation is the Bureau of Licensing and Regulatory Affairs www.lara.gov.
 - List of 2-3 early childhood associations including website addresses and description of professional resources and membership opportunities
 - Summaries of the legal requirements in your state regarding child abuse and neglect and Mandatory Reporting Guidelines. In Michigan, this information can be found on the Mandated Reporter's Resource Guide found on the Michigan Department of Health and Human Services website www.michigan.gov/mdhhs
- Six (6) Reflective Statements of Competence
 - The instructions for completing the Reflective Statements of Competence are found in the Competency Standards book on p. 17. The length of each reflective statement will vary, but will be between 1-4 paragraphs each. The purpose of the is section is to reflect on your own teaching practices, relationships, and professionalism. You should draw on real experiences and practices. The 6 Competency Statement subjects are listed below:
 1. To establish and maintain a safe, healthy learning environment
 2. To advance physical and intellectual competence
 3. To support social and emotional development and to provide positive guidance
 4. To establish positive and productive relationships with families
 5. To ensure a well-run, purposeful program that is responsive to participant needs
 6. To maintain a commitment to professionalism
- A Professional Philosophy Statement
 - The Professional Philosophy Statement should summarize your professional beliefs and values about early childhood education after completing the portfolio. It should be no longer than two pages in length.
Use these questions to write your statement: How do you believe young children learn?
And based on this, what do you believe your role is?

Portfolio Outline Source:
https://micda.info/cda-info/#step_1



Star International Academy Career Technical Education Program

Certified Nurse Aide

CIP: 51.0000 Health/Therapeutic Services
2023-2024, Full Year Program (38 Weeks)
Classes Meet Monday through Friday
Shift 1 Class time: 7:55 am -8:58 am
Shift 2 Class time: 10:45 am- 11:47 am

Instructor Name

Email:

Office: _____

Direct: 313.565.0507

Office Hours: Mon- Fri 3:10-4:00 PM or by appt.

Course Description

The Certified Nurse Aide (CNA) program is designed to prepare students for a successful career in the healthcare industry. This year-long course covers various aspects of patient care, including anatomy and physiology, infection control, communication and interpersonal skills, and practical skills for patient care. Students will have a comprehensive understanding of the roles and responsibilities of a CNA and will be equipped with the knowledge and skills to provide safe and effective patient care. This is a one-year program that will consist of classroom experiences, lab simulations and a clinical placement. Upon completion, students will be eligible to take the Michigan State Certified Nurse Aide Exam. This course is designed to meet the requirements for certification as a CNA. Successful completion of the course does not guarantee certification, as additional requirements and exams are required.

Course Objectives

- Provide students with the knowledge and skills required to perform basic nursing duties in a healthcare setting
- Teach students how to provide high-quality care to patients in a safe, compassionate, and professional manner
- Understand the role of a CNA and the responsibilities involved
- Acquire knowledge of anatomy and physiology and their relevance in patient care
- Learn basic medical terminology and abbreviations
- Develop students' communication and interpersonal skills to enhance their ability to work effectively with patients and other healthcare professionals
- Gain practical skills for patient care, such as bathing, grooming, transferring, and feeding
- To familiarize students with basic nursing skills, mental health and social services, and rehabilitation and restorative care
- Acquire knowledge of infection control and safety measures to prevent the spread of infections safety procedures to minimize the risk of healthcare-associated infections
- Prepare students for the Michigan State Certified Nurse Aide Exam

Course Clock Hours

This program is one year in length, consisting of classroom, lab, and clinical instruction. Over the 38-week period students will experience a total of 185 hours.

Classroom Instruction: Students will engage in the curriculum through a variety of means; lecture, discussion, projects, videos, simulations, and other methodologies will assist the students in learning the content. Upon completion of the course students will have 130 hours in the classroom

Lab Simulation: Students will participate in experiential learning to practice the clinical skills. Students are required to complete 30 lab hours throughout the duration of the course.

Clinical Practicum: Students will participate in clinical rotations in a healthcare setting to apply their knowledge and skills in a real-world setting. Students are required to complete 25 clinical hours throughout the duration of the course.

Required Materials

- Watch Analog with a second hand
- Scrubs
- Comfortable, closed-toe shoes (black or white)
- Stethoscope
- Gait Belt

Required Immunization

- A report of current physical examination upon entry to the program (report must be on file)
- COVID-19 vaccination
- Annual Influenza vaccine
- A current (within one year) negative Tuberculosis test

Required Textbooks/Resources

Textbook: *Mosby's Textbook for Nursing Assistants 9th edition* Authors: Sheila A Sorrentino, PHD, RN & Leighann N Remmert, MS, RN

Workbook: *Mosby's Textbook for Nursing Assistants 9th edition* Authors: Sheila A Sorrentino, PHD, RN & Leighann N Remmert, MS, RN Relda T Kelly

Online Resource Modules: Health Center 21, Applied Education Systems (AES)

Dress Code

- Scrubs, clean and pressed
- Closed-toe shoes (black or white)
- Clean and combed hair either short or pulled back/off shoulders
- Fingernails, no longer than tips of fingers. Artificial nail coverings may not be worn
- Jewelry – one pair of small “post type” earrings may be worn on the lobe of the ear
- Perfume/Cologne should not be worn because it can be offensive to patients
- No jackets are to be worn over scrub uniform

Cell Phones and Electronic Devices

Personal electronic devices such as cell phones, tablets, headphones, etc., prevent us from being engaged and are disrespectful to one another, and therefore are not to be used in the learning environment. Use is only allowed at the instructor's discretion.

Grading

Students must participate as members of a healthcare and educational team. Effort is the most critical aspect of grading. The course is structured to allow students to learn the content in a variety of methods. Students will have multiple opportunities to master skills during the course, it is the student's responsibility to put in time and effort to learn and master the concepts presented in class. Late work will be accepted with penalty at the instructor's discretion, up to the posted grading deadlines, however, the overall purpose of the Certified Nurse Aide Program is to ensure mastery of skills, preparation for the workforce, and successful completion of the Michigan Nurse Aide exam.

Grades categories are as follows:

- Attendance and Participation: 10%
- Modules and Assignments: 15%
- Quizzes and Tests: 20%
- Midterm: 15%
- Final: 15%
- Clinical Lab Skills and Clinical Performance: 25%

Students must pass the Michigan Certified Nurse Aide Exam to receive a CNA certification

Student Expectations: Grading

- **Attendance and Participation:** Students are expected to arrive on time and actively participate in all classroom activities and discussions. Chronic absenteeism may result in removal from the program
- **Modules and Assignments:** Online modules are an integral component of the course; students will watch simulations and videos to understand the course concepts. Assignments and modules are low-stakes assessments after each lesson, a validated learning method, to reinforce understanding. The student is responsible for managing their completion of module by the due date.
- **Quizzes and Exams:** Weekly quizzes will be used to test students' knowledge of concepts and terminology after each lesson. Students will be expected to use a variety of study skills in order to. The end of each unit will have an exam that will include
- **Midterm:** The midterm will be comprehensive of all units of study completed to that point in the program. Students must be present for the midterm; failure to attend will result in removal from the course.
- **Final:** The final will be comprehensive and it will be structured in a similar manner to the Michigan Nursing exam to assess competency. Students must be present for the final; failure to attend will result in failure of the course.
- **Clinical Lab Skills and Clinical Performance:** Students are expected to master the clinical lab skills (see list, pg. 14) throughout the course of the program. During the lab simulations students will have opportunities to practice the skills and watch demonstrations. The clinical experience will be in a healthcare facility. The student will be able to use the skills learned during lab training and receive supervision from qualified staff. Students must master all the skills by the end of the program. Students will complete 25 hours in a healthcare facility, during that time they will continue to master the clinical skills. Their clinical supervisor will also evaluate the student during their clinical hours. CPR and AED certification must be completed prior to beginning the clinical practicum.

Student Expectations: Behavioral

- **Students must be safe at ALL times:** Health courses and careers require close physical contact and infection control is imperative. Clinical skills include using needles and potentially sharp objects that can cause injury to self and others if not handled properly.
- **Students must be respectful:** Healthcare workers encounter and treat people of all backgrounds and their differences must be understood and valued. We will all make mistakes—mistakes will be encouraged—and the class will learn from them without judgment. The classroom will be a safe environment for learning.
- **Students are responsible for themselves:** Students must demonstrate maturity and professionalism at all times of the program

Academic Dishonesty

Cheating, plagiarism, or any other form of academic dishonesty is unacceptable and will be disciplined according to district policy. When students have questions or need assistance in academics, we will work together to prevent an incident.

Course Schedule: The yearlong program includes 38 weeks of classroom instruction, lab simulations and clinical practicum. The clinical practicum will begin in week 24 and all 25 hours must be completed no later than week 38.

Week	Topics	Student Objectives	Assignments/ Modules	Competency
1-2	Introduction to Long Term Care Facilities	1. Identify three basic purposes of long-term care facilities. 2. Identify two types of long-term care facilities. 3. Identify a major legal responsibility of the long-term care facility 4. Identify two examples of ethical issues faced by long-term care facilities 5. Identify the basic organizational structure of a long-term care facility. 6. Identify the members, roles, and relationships of health care workers in a long-term care facility. 7. Identify three main areas of employment for nurse aides. 8. Identify examples of standards for long-term care facilities. 9. Identify methods of payment for a resident in long-term care.	Chapter 1 AES Modules: 1) Health Assisting	A8 Describe and follow legal and ethical boundaries in health care delivery. A9 Describe and follow ethical practice as it applies to health care delivery B3 Describe legal implications affecting health care workers.
3-4	The Long-Term Care Resident	1. Identify common physical changes of aging and their impact on function. 2. Identify major life changes and losses experienced by residents of long-term care facilities. 3. Identify common chronic illnesses and diseases of the long-term care resident. 4. Identify the differences between acute and chronic care. 5. Identify the aspects of holistic care. 6. Identify ways the nurse aide can meet the psychosocial needs of long-term care residents. 7. Identify the role of significant others in identifying residents' needs and the development of care plans. 8. Identify cultural and religious differences that may influence values and preferences.	Chapters 8,9,10,11,12 AES Module: 1) Nursing	A5 Describe and promote healthy behaviors. A10 Explain cultural, social and ethnic diversity as it applies to health care delivery.

5-6	Resident Rights	<ol style="list-style-type: none"> 1. Identify the rights of the resident as specified in the Michigan Public Health Code 368, 333.21765, 333.202001, 333.21771 2. Identify ways the nurse aide can promote and protect residents' rights. 3. Identify and give examples of: a.) abuse, b.) neglect, c.) exploitation, d.) endangerment. 4. Identify common situations that can cause abuse, neglect, exploitation and endangerment. 5. Identify procedures and requirements for reporting abuse. 6. Identify the nurse aide responsibility in an investigation of abuse. 7. Identify penalties incurred for substantiated cases of abuse and neglect. 8. Identify HIPAA and how it impacts a resident's privacy. 9. Identify a long-term care resident's sexuality and ways to handle both appropriate and inappropriate behaviors. 	<p>Chapters 2, 5</p> <p>AES Module: 1) Patient Rights and Code of Ethics</p>	<p>A8 Describe and follow legal and ethical boundaries in health care delivery.</p> <p>A9 Describe and follow ethical practice as it applies to health care delivery.</p> <p>B3 Describe legal implications affecting health care workers.</p>
7	The Nurse Assistant as Health Care Team Member	<ol style="list-style-type: none"> 1. Identify the role and responsibilities of the nurse assistant in a long-term care facility. 2. Identify ethical behaviors of the nurse assistant. 3. Identify legal responsibilities of the nurse assistant. 4. Identify qualities of the effective nurse assistant. 5. Identify the roles of the nurse assistant, licensed practical nurse (LPN) and registered nurse (RN) in planning and provision of resident care. 	<p>Chapters 3,4,5</p> <p>AES Module: 1) Legal Conduct</p>	<p>A8 Describe and follow legal and ethical boundaries in health care delivery.</p> <p>A9 Describe and follow ethical practice as it applies to health care delivery.</p> <p>B2 Describe and actively practice team member participation.</p> <p>B3 Describe legal implications affecting health care workers.</p> <p>C8 Communicate with patients and colleagues using appropriate medical terminology.</p>
8	Communication and Interaction Skills	<ol style="list-style-type: none"> 1. Identify elements necessary for effective communication. 2. Identify barriers to communication. 3. Identify four ways to facilitate communication with residents in long-term care. 4. Identify communication strategies to assist residents who have special needs. 5. Identify ways the nurse aide uses written and oral communication. 6. Identify the differences between fact and opinion. 7. Identify strategies to resolve conflicts among residents, among staff and between residents and staff. 8. Identify common medical terms and symbols. 9. Identify common abbreviations. 	<p>Chapters 6, 7</p> <p>AES Module: 1) Qualities of Healthcare Assistant 2) Verbal and Nonverbal Communication</p>	<p>B1 Employ communication strategies used in the delivery of quality health care.</p> <p>C8 Communicate with patients and colleagues using appropriate medical</p>

		10. Identify the use of the senses for observation. 11. Identify areas for observation of the long-term resident. 12. Identify nurse aide responsibilities in reporting and recording		terminology.
9-10	Infection Control	1. Identify infection. 2. Identify common causes of infection. 3. Identify ways that infection is spread among residents of long-term care facilities. 4. Identify the most common infectious organisms found in long-term care residents. 5. Identify requirements needed for the growth of microorganisms. 6. Identify common signs and symptoms of infection. 7. Identify reasons for the susceptibility of the elderly to infection. 8. Identify the nurse assistant responsibilities in reporting and recording observations of the resident who has an infection. 9. Identify measures to prevent and control infection in the long-term care resident and health care worker. 10. Identify Standard Precautions. 11. Identify the appropriate use of Standard Precautions. 12. Demonstrate Standard Precautions. 13. Identify occasions when hand washing is essential. 14. Demonstrate hand washing. 15. Identify the purpose of isolation and its effect on a resident. 16. Identify types of isolation, including transmission-based isolation. 17. Identify general rules for maintaining isolation. 18. Demonstrate isolation techniques.	Chapter 16 AES Module: 1) Introduction to Infection Control 2) Infection Control and Safety Precautions 3) Standard Precautions 4) Transmission Based Precautions 5) Sterile Techniques	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices. C5 Understand the existing and potential hazards to clients, co-workers and self.
11	Care of Residents with Acquired Immune Deficiency Syndrome	1. Identify Acquired Immune Deficiency Syndrome (AIDS). 2. Identify Human Immunodeficiency Virus (HIV). 3. Identify sources of the AIDS virus and methods of transmission. 4. Identify symptoms and problems of the nursing home resident with AIDS. 5. Identify one's own feelings and attitudes about caring for a person with AIDS. 6. Identify the nurse assistant's role in caring for a person with AIDS	Chapter 43	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices.
12-13	Safety and Emergency Procedures	1. Identify common emergency situations which occur in long-term care facilities. 2. Identify common causes of resident falls. 3. Identify three ways to prevent falls in a long-term care resident. 4. Demonstrate the appropriate response/action for a nurse aide when a resident falls. 5. Identify common causes for respiratory emergencies in the long-term care resident. 6. Identify three ways to prevent respiratory emergencies in the long-term care resident. 7. Identify the appropriate nurse assistant's response/action for a resident in respiratory distress/arrest. 8. Demonstrate the Heimlich maneuver. 9. Identify the signs of cardiac arrest. 10. Identify the appropriate nurse aide response/action when a resident is in cardiac arrest. 11. Demonstrate the appropriate nurse aide response/action when a resident is in cardiac arrest. 12. Identify common reasons why a resident may lose consciousness. 13. Demonstrate the appropriate nurse assistant response/action for an unconscious resident. 14. Identify common causes for burns in the long-term care resident. 15. Identify measures to prevent burns in a long-term care resident. 16. Demonstrate the appropriate nurse assistant's response/action when a resident is burned.	Chapters 13, 14, 54 AES Module: 1) Safety Guidelines 2) Moving Patients	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices. A3 Use techniques to ensure environmental safety. A4 Identify and apply strategies to mitigate common safety hazards/safety protocols. A6 Utilize

	Safety and Emergency Procedures	<p>17. Identify common causes for bleeding/lacerations in the nursing home resident.</p> <p>18. Identify measures to prevent bleeding/lacerations in the long-term care resident.</p> <p>19. Demonstrate the appropriate nurse aide response/action for the resident who is bleeding.</p> <p>20. Identify the appropriate nursing assistant response/action when a resident is having a seizure.</p> <p>21. Identify safety practices to prevent fires in the long-term care facility.</p> <p>22. Demonstrate the appropriate nurse assistant response/action if a fire occurs in the long-term care facility.</p> <p>23. Identify the appropriate nurse assistant response/action during severe weather.</p> <p>24. Identify the appropriate nurse aide response/action during a power failure.</p>		<p>emergency procedures and protocols.</p> <p>C1 Utilize knowledge of human structure and function to conduct health care role.</p> <p>C5 Understand the existing and potential hazards to clients, co-workers and self.</p>
14	Restraint Reduction/Elimination and Appropriate Use	<p>1. Identify the term "physical restraint" and "chemical restraint."</p> <p>2. Identify strategies to reduce or eliminate the use of physical and chemical restraints.</p> <p>3. Identify devices in a long-term care facility that could meet the definition of physical restraint.</p> <p>4. Identify examples for the use of physical restraints: a) appropriate and b) inappropriate use.</p> <p>5. Demonstrate the application and removal of physical restraints.</p> <p>6. Identify appropriate observations to make while a resident is physically restrained.</p> <p>7. Identify the term "chemical restraint."</p> <p>8. Identify the possible effects of chemical restraints.</p> <p>9. Identify examples for the use of chemical restraints: a) appropriate and b) inappropriate use.</p> <p>10. Identify appropriate observations to make while a resident is chemically restrained.</p> <p>11. Identify possible outcomes of the use of physical and chemical restraints.</p>	<p>Chapter 15</p> <p>AES Module: 1) Restraints</p>	<p>A1 Explain and implement infection control practices and procedures.</p> <p>A2 Demonstrate personal safety practices.</p> <p>A3 Use techniques to ensure environmental safety.</p> <p>A4 Identify and apply strategies to mitigate common safety hazards/safety protocols.</p> <p>C5 Understand the existing and potential hazards to clients, co-workers and self.</p>
15-17	Rehabilitative and Restorative Care	<p>1. Identify rehabilitative and restorative care.</p> <p>2. Identify the major goals of rehabilitative/restorative care.</p> <p>3. Identify the components of rehabilitative/restorative care.</p> <p>4. Identify the members of the rehabilitative/restorative care team.</p> <p>5. Identify the role of the nurse assistant in rehabilitative/restorative care.</p> <p>6. Identify the importance of proper body mechanics for the nurse assistant and resident.</p> <p>7. Demonstrate the use of proper body mechanics when delivering care.</p> <p>8. Identify the general principles to follow when assisting in rehabilitative care.</p> <p>9. Identify examples of, and reasons for using, assistive devices.</p> <p>10. Demonstrate proper ambulation.</p>	<p>Chapters 17, 18, 19, 41</p> <p>AES Module: 1) Rehabilitation and Restorative Care 2) Ambulation 3) Assistive Devices for Ambulation 4) Position Patients 5) Transferring</p>	<p>A2 Demonstrate personal safety practices.</p> <p>A3 Use techniques to ensure environmental safety.</p> <p>A4 Identify and apply strategies to mitigate common safety</p>

	Rehabilitative and Restorative Care	11. Demonstrate transfer technique. 12. Identify the benefits of proper turning and positioning. 13. Identify the factors that determine frequency of positioning and turning a resident. 14. Demonstrate technique for positioning and turning a resident. 15. Identify the complications of immobility. 16. Identify the nurse aide's responsibility in reporting, recording and observing related to positioning and turning a resident. 17. Demonstrate proper use of equipment for positioning and turning a resident. 18. Identify the importance of range of motion exercised for long-term care residents. 19. Identify active and passive range of motion. 20. Demonstrate active and passive range of motion. 21. Identify skills and procedures the nurse aide can use to reduce the likelihood of complications. 22. Identify reasons for using assistive devices. 23. Identify examples of assistive devices. 24. Identify correct procedures for assisting with ambulation, positioning, turning, range of motion and transfer using mechanical lift, gait belt, walker, cane, and wheelchair.	Patients: Bed 6) Transferring Patients: Toilet and Vehicle 7) Range of Motion Exercises 8) Compressive Garments and Breathing Exercises *Midterm 15%	hazards/safety protocols. B4. Demonstrate a knowledge of the math concepts important in health care professions and use those skills to solve medical math problems.
18-19	Care of Resident Environment	1. Identify the components of resident environment. 2. Identify the importance of a resident's personal space. 3. Identify unsafe conditions in the resident's environment. 4. Identify resident risks that can result from unsafe conditions. 5. Identify the ways a nurse assistant can maintain a safe environment for the resident of long-term care. 6. Identify the nurse assistant's role in reporting and recording conditions in the resident's environment. 7. Identify types of bed making: occupied, unoccupied, closed, open, surgical and other special types of beds. 8. Identify the importance of handling bed linen properly. 9. Identify situations when a resident's bed linen should be changed. 10. Identify special equipment that can be used on a bed. 11. Demonstrate operation of a bed. 12. Demonstrate making an occupied and unoccupied bed.	Chapter 20, 21 AES Module: 1) Observing Patients 2) Handling Bed Linens 3) Making Beds	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices. A3 Use techniques to ensure environmental safety. A4 Identify and apply strategies to mitigate common safety hazards/safety protocols. B1 Employ communication strategies used in the delivery of quality health care.
20-23	Personal Care Skills	1. Identify factors that ensure the comfort, dignity, safety, cleanliness and independence of the resident in the provision of personal care. 2. Identify three reasons personal care is essential to a long-term care resident. 3. Identify the components of personal care. 4. Demonstrate basic personal care skills. 5. Identify observations the nurse aide should make during the provision of personal care. 6. Identify the nurse aide's responsibilities in reporting and recording	Chapters 22, 23, 24, 31, 33 AES Module: 1) Oral Care 2) Hand and Foot Care 3) Hair Care 4) Perineal Care	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices.

<p>Personal Care Skills</p>	<p>observations noted during the provision of personal care.</p> <p>7. Identify the term "oral hygiene."</p> <p>8. Identify the importance and frequency of oral hygiene.</p> <p>9. Identify the levels of assistance required for oral hygiene.</p> <p>10. Identify safety precautions for the nurse aide providing oral hygiene.</p> <p>11. Demonstrate oral hygiene for the resident with natural teeth.</p> <p>12. Demonstrate oral hygiene for the resident with dentures.</p> <p>13. Identify special precautions used in the care of dentures.</p> <p>14. Demonstrate oral hygiene for the resident without teeth or dentures (edentulous).</p> <p>15. Demonstrate oral hygiene for the resident with special needs.</p> <p>16. Identify the nurse aide's responsibilities in reporting and recording observations noted during the provision of oral hygiene.</p> <p>17. Identify skin changes that occur with aging</p> <p>18. Identify the importance of skin care.</p> <p>19. Identify skin care needs</p> <p>20. Identify methods to maintain healthy skin.</p> <p>21. Demonstrate techniques for proper skin care,</p> <p>22. Identify the nurse aide's responsibilities in reporting and recording observations noted during the provision of skin care.</p> <p>23. Identify conditions that predispose a resident to skin problems.</p> <p>24. Identify the importance of hand and fingernail care for the long-term care resident.</p> <p>25. Identify observations the nurse aide should make during hand and fingernail care.</p> <p>26. Identify the nurse aide's responsibilities in reporting and recording observations noted during the provision of hand and fingernail care.</p> <p>27. Demonstrate cleaning, filing and trimming of residents' fingernails.</p> <p>28. Identify the importance of foot and toenail care for the long-term care resident.</p> <p>29. Identify observations the nurse aide should make during foot care.</p> <p>30. Identify the nurse aide's responsibilities in reporting and recording observations noted during the provision of foot care.</p> <p>31. Identify the risk factors and problems that can require a nurse or podiatrist to perform foot and toenail care.</p> <p>32. Identify examples of problems and consequences that may result from toenail care or neglected nails.</p> <p>33. Identify the importance of proper fit of shoes, socks, and slippers.</p> <p>34. Demonstrate foot care.</p> <p>35. Identify the importance of hair care and shaving.</p> <p>36. Identify observations the nurse aide should make during hair care and shaving.</p> <p>37. Identify the nurse aide's responsibilities in reporting and recording observations noted during the provision of hair care and shaving.</p> <p>38. Demonstrate hair care for a male and female resident using the appropriate level of assistance.</p> <p>39. Demonstrate shaving the male resident using the appropriate level of assistance.</p> <p>40. Demonstrate shaving/hair removal for a female resident using the appropriate level of assistance.</p> <p>41. Identify the term "perineal" care.</p> <p>42. Identify the importance of perineal care.</p> <p>43. Identify observations the nurse aide should make during perineal care.</p> <p>44. Identify the nurse aide's responsibilities in reporting and recording observations noted during the provision of perineal care.</p> <p>45. Identify examples of resident problems or conditions that necessitate frequent perineal care.</p>	<p>5) Dressing and Undressing</p> <p>6) Bathing</p> <p>*AED and CPR Certification</p>	<p>A3 Use techniques to ensure environmental safety.</p> <p>A4 Identify and apply strategies to mitigate common safety hazards/safety protocols.</p> <p>A7 Obtain CPR/First Aid/AED training or certification.</p> <p>B1 Employ communication strategies used in the delivery of quality health care.</p> <p>B4. Demonstrate a knowledge of the math concepts important in health care professions and use those skills to solve medical math problems.</p> <p>C2 Utilize knowledge of diseases and disorders to conduct health care role.</p> <p>C5 Understand the existing and potential hazards to clients, co-workers and self.</p> <p>C7 Display behaviors and practices that meet the expectations for employment in health care professions.</p>
-----------------------------	---	--	---

	Personal Care Skills	<p>46. Demonstrate perineal care for male and female residents.</p> <p>47. Demonstrate the procedure for changing a brief.</p> <p>48. Identify the importance of bathing.</p> <p>49. Identify factors that ensure the comfort, dignity, safety, cleanliness and independence of the resident who is being bathed.</p> <p>50. Identify types of baths.</p> <p>51. Identify the levels of assistance that can be required for bathing.</p> <p>52. Identify observations the nurse aide should make while bathing a resident.</p> <p>53. Identify the nurse aide's responsibilities in reporting and recording observations noted while bathing a resident.</p> <p>54. Demonstrate: bed bath, partial bath, tub bath and shower.</p> <p>55. Identify the importance of clean, appropriate dress for the long-term care resident.</p> <p>56. Identify ways to promote resident rights in relation to dress and appearance.</p> <p>57. Identify observations the nurse aide should make while dressing a resident.</p> <p>58. Demonstrate dressing a resident using the appropriate level of assistance.</p> <p>59. Identify ways to enhance a resident's appearance according to resident's preferences and/or past preference and lifestyle.</p>		
24-26	Vital Signs	<p>1. Identify the term "body temperature."</p> <p>2. Identify ways to take a resident's body temperature.</p> <p>3. Identify normal range for body temperature.</p> <p>4. Identify factors and conditions that affect body temperature.</p> <p>5. Demonstrate taking a resident's temperature: oral, rectal and axillary.</p> <p>6. Identify the term "pulse."</p> <p>7. Identify the method used by a nurse aide to take a resident's pulse.</p> <p>8. Identify normal range for pulse.</p> <p>9. Identify factors and conditions that affect pulse.</p> <p>10. Demonstrate taking and recording a resident's pulse.</p> <p>11. Identify the term "respiration."</p> <p>12. Identify normal range for respiration.</p> <p>13. Identify factors and conditions that affect respiration.</p> <p>14. Demonstrate taking and recording a resident's respiration.</p> <p>15. Identify the term "blood pressure."</p> <p>16. Identify the type of equipment required for taking blood pressure.</p> <p>17. Identify factors and conditions that affect blood pressure.</p> <p>18. Demonstrate taking and recording a resident's blood pressure.</p> <p>19. Identify the importance of taking the resident's height and weight.</p> <p>20. Identify factors and conditions that affect the resident's height and weight.</p> <p>21. Demonstrate taking and recording a resident's weight: standing or unable to stand.</p> <p>22. Demonstrate taking and recording a resident's height: standing or unable to stand.</p> <p>23. Identify the nurse aide's responsibility in reporting and recording vital signs, height, and weight.</p>	<p>Chapters 29, 30, 39, 40, 45</p> <p>AES Module:</p> <ol style="list-style-type: none"> 1) Vital Signs and Body Measurements 2) Temperature 3) Pulse 4) Respiration 5) Blood Pressure 6) Reading Analog Devices <p>*Clinical Placements Begin</p>	<p>A1 Explain and implement infection control practices and procedures.</p> <p>A2 Demonstrate personal safety practices.</p> <p>A3 Use techniques to ensure environmental safety.</p> <p>A4 Identify and apply strategies to mitigate common safety hazards/safety protocols.</p> <p>B4. Demonstrate a knowledge of the math concepts important in health care professions and use those skills to solve medical math problems.</p> <p>C1 Utilize knowledge of</p>

				human structure and function to conduct health care role.
27-28	Nutrition and Hydration Needs	<ol style="list-style-type: none"> 1. Identify the terms "nutrition and hydration." 2. Identify the six food groups. 3. Identify the nutrition and hydration needs of the long-term care resident. 4. Identify the physical changes of aging that affect the nutrition and hydration status of the long-term care resident. 5. Identify psychosocial factors that affect the nutrition and hydration status of the long-term care resident. 6. Identify changes that can occur with inadequate nutrition and hydration. 7. Identify the nurse aide's responsibility in reporting and recording observations related to nutrition and hydration. 8. Identify the meaning of the following orders: force fluids, restrict fluids and the role of the nurse aide in carrying out these orders. 9. Identify the nurse aide's role in creating a pleasant meal time experience. 10. Identify various types of therapeutic, or special, diets that can be used for a long-term care resident. 11. Identify items excluded from diabetic and low sodium diets. 12. Identify common diets for the nursing home resident. 13. Identify the term "fluid balance." 14. Identify edema and dehydration, and signs and symptoms. 15. Identify alternative nutrition and hydration strategies: intravenous, tube feeding, nasogastric, PEG tube, and hyperalimentation/total parenteral nutrition. 16. Identify strategies to maintain and improve a resident's nutrition and hydration status. 17. Identify strategies to maintain and improve nutrition and hydration for the resident with special needs or problems. 18. Identify the purpose of supplementary nourishment. 19. Identify the importance of a team approach in maintaining and improving a resident's nutrition and hydration status. 20. Demonstrate feeding techniques using the appropriate level of assistance. 21. Identify the terms 'intake' and 'output.' 22. Identify common reasons for measuring intake and output. 23. Identify the nurse aide's responsibility in reporting and recording intake and output. 24. Demonstrate measuring and recording intake and output. 25. Demonstrate the Heimlich maneuver. 	<p>Chapters 27, 28</p> <p>AES Module:</p> <ol style="list-style-type: none"> 1) Optimal Nutrition 2) Diets 3) Feeding Patients 4) Intake and Output 	<p>A5 Describe and promote healthy behaviors.</p> <p>B4. Demonstrate a knowledge of the math concepts important in health care professions and use those skills to solve medical math problems.</p> <p>C1 Utilize knowledge of human structure and function to conduct health care role.</p> <p>C2 Utilize knowledge of diseases and disorders to conduct health care role.</p>
29-30	Elimination: Urinary and Digestive Systems	<ol style="list-style-type: none"> 1. Identify routes and patterns of elimination. 2. Identify the changes of aging that affect bowel and bladder elimination in the long-term care resident. 3. Identify common elimination problems that can occur in the long-term care resident. 4. Identify the impact of restraint use on elimination patterns. 5. Identify ways to enhance elimination and prevent common elimination problems. 6. Identify the nurse aide's responsibility in reporting and recording observations related to elimination. 7. Identify the nurse aide's role in bowel and bladder training. 8. Identify the meaning of the term "incontinence." 9. Identify factors that can cause incontinence. 10. Identify the impact of incontinence on the long-term care resident 11. Identify ways to decrease/prevent incontinent episodes. 	<p>Chapters 24, 25, 26, 46, 47</p> <p>AES Module:</p> <ol style="list-style-type: none"> 1) Assisting with Toileting 2) Urinary Catheters 3) Special Bowel Elimination Procedures 	<p>A1 Explain and implement infection control practices and procedures.</p> <p>A2 Demonstrate personal safety practices.</p> <p>A3 Use techniques to ensure</p>

	Elimination: Urinary and Digestive Systems	12. Identify ways to manage incontinence. 13. Demonstrate toileting using appropriate level of assistance for: toilet, commode, bedpan and urinal. 14. Identify reasons for using urinary catheters. 15. Identify types of urinary catheters. 16. Identify special considerations in caring for the resident with a urinary catheter. 17. Demonstrate catheter care. 18. Demonstrate measuring and recording output. 19. Demonstrate collecting urine and stool specimens.		environmental safety. A4 Identify and apply strategies to mitigate common safety hazards/safety protocols. C1 Utilize knowledge of human structure and function to conduct health care role
31	Care of the Resident with Cognitive Impairment	1. Identify the term "cognitive impairment." 2. Identify causes of cognitive impairment. 3. Identify the term "dementia." 4. Identify the importance of understanding cognitive impairment and dementia and appropriate ways to care for the resident with these conditions. 5. Identify the effects of cognitive impairment and implications for care. 6. Identify common causes of increased confusion and altered behavior in the resident with cognitive impairment. 7. Identify ways to minimize confusion and prevent altered behavior in the resident with cognitive impairment. 8. Identify ways to deal with resident behaviors. 9. Identify ways to prevent and eliminate the use of physical and chemical restraints in the resident with cognitive impairment. 10. Identify ways to promote resident rights for the person with cognitive impairment. 11. Identify feelings and attitudes a nurse aide can experience in caring for a resident with cognitive impairment. 12. Identify ways to use the resident's family as a source of information and support.	Chapters 48, 49 AES Module: 1) Cognitively Impaired Patients	C2 Utilize knowledge of diseases and disorders to conduct health care role. C8 Communicate with patients and colleagues using appropriate medical terminology.
32	Care of Depressed Resident	1. Identify symptoms of depression in the elderly. 2. Identify two types/causes of depression in the elderly. 3. Identify possible outcomes of untreated depression. 4. Identify methods used to treat depression. 5. Identify the nurse assistant's role in caring for the long term care resident who is depressed.	Chapter 48 AES Module: 1) Elderly Patients	A5 Describe and promote healthy behaviors.
33	Care of Resident with Developmental Disabilities	1. Identify characteristics of the resident with mental retardation (developmental disabilities). 2. Identify the common causes of developmental disabilities (mental retardation). 3. Identify the nurse aide's role in caring for the resident with developmental disabilities.	Chapter 50 AES Module: 1) Physically and Developmentally Impaired Patients	C2 Utilize knowledge of diseases and disorders to conduct health care role.
34	Death and Dying - End of Life Care	1. Identify common feelings that a resident can have about death and dying. 2. Identify the stages of grief and ways to cope. 3. Identify physical needs of the dying resident. 4. Identify psychological needs of the dying resident. 5. Identify the feelings and responses of the resident's family, friends and roommate during the dying process. 6. Identify ways to assist family, friends, roommate, other residents and staff members in dealing with their feelings.	Chapter 55 AES Module: 1) Dealing with Death	A8 Describe and follow legal and ethical boundaries in health care delivery. A9 Describe and follow ethical

		7. Identify the nurse assistant's role in caring for a dying resident. 8. Identify one's own feelings about death and dying. 9. Identify ways to cope with one's own feelings when a resident dies. 10. Identify the meaning of "no code status" and "do not resuscitate" orders. 11. Identify Advanced Directives.		practice as it applies to health care delivery.
35	Specialized Care	1. Demonstrate a non-sterile dressing change. 2. Demonstrate oxygen use. 3. Demonstrate method for collecting a sputum specimen. 4. Demonstrate methods for TED hose application. 5. Demonstrate procedures for giving an enema. 6. Demonstrate procedures used for colostomy care.	Chapters 34, 35, 36, 37, 53, 54	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices. A3 Use techniques to ensure environmental safety. A4 Identify and apply strategies to mitigate common safety hazards/safety protocols. A6 Utilize emergency procedures and protocols.
36	Seeking Employment	1. Identify areas of interest in the nurse aide field. 2. Identify personal characteristics for each area. 3. Identify methods for finding a job. 4. Identify the resume, application, interview, accepting a job and the orientation process.	Chapter 56	C7 Display behaviors and practices that meet the expectations for employment in health care professions.
37	Competency Evaluation Test Preparation	1. Identify the process to take the clinical and knowledge tests. 2. Identify ways to be successful on the tests. 3. Review	*Final 15%	C7 Display behaviors and practices that meet the expectations for employment in health care professions.
24-38	Clinical Practicum	1. Demonstrate skills 1-49 independently with 100% Mastery. 2. Demonstrate entry-level ability to function as a nurse aide in a long-term care facility. 3. Demonstrate the integration and application of skills learned in lecture and laboratory.	25 Clinical Hours must be completed	C7 Display behaviors and practices that meet the expectations for employment in health care professions.

Clinical Lab Skills

1. Handwashing, Using Protective Clothing & Handling a Plastic Trash Bag
2. First Aid for Choking (Airway Obstruction*), Bleeding, Burns, Falls/Seizure, and Unconscious, Sudden Illness or Injury
3. Taking and Recording a Person's Axillary Temperature
4. Taking a Person's Rectal Temperature (Lecture)
5. Taking and Recording a Person's Oral Temperature
6. Reading, Cleaning, and Handling Thermometer
7. Using an Electronic Thermometer
8. Counting and Recording a Person's Pulse
9. Counting and Recording a Person's Respirations
10. Taking and Recording a Person's Blood Pressure
11. Moving a Person Around in Bed
12. Positioning a Person in a Supine Position
13. Positioning a Person in a Fowler's Position
14. Positioning a Person in a Modified Side -Lying Position
15. Positioning a Person in a Prone Position
16. Transferring a Person from the Bed to the Chair
17. Repositioning a Person in a Chair (Two Nurse Aides)
18. Using a Mechanical Lift to Transfer a Person from the Bed to a Chair (Two Nurse Aides)
19. Turning a Person Using a Log - Rolling Technique
20. Making an Unoccupied Bed/Bed Operation
21. Making an Occupied Bed
22. Brushing & Flossing a Person's Teeth
23. Providing Denture Care
24. Providing Mouth Care for an Unconscious Person
25. Shampooing, Brushing, and Combing a Person's Hair
26. Helping a Man Shave with an Electric and/or Safety Razor
27. Cleaning & Trimming a Person's Fingernails
28. Providing Foot Care & Cleaning a Person's Toenails
29. Helping a Person Dress
30. Helping a Person Undress
31. Helping a Person with Bathing in a Tub /Shower/Bed Bath/Skin Care Inspection
32. Measuring a Person's Height and Weight
33. Helping a Person Eat
34. Measuring & Recording Intake & Output
35. Maintaining Gastric Suctioning (Lecture)
36. Helping a Person Use the Bathroom Toilet
37. Helping a Person Use a Portable Commode
38. Helping a Person Use a Bedpan or Urinal
39. Providing Perineal Care for a Person (male/female) with/without a Urinary Catheter
40. Cleaning Around Tubes & Catheters
41. Changing an Ostomy Appliance
42. Emptying a Urinary Drainage Bag
43. Applying an External Urinary Catheter to a Male – simulate in clinical if facility does not use this item*
44. Collecting Urine Specimens
45. Collecting Stool Specimens
46. Helping a Person Walk, or use a Walker/Cane/Wheelchair
47. Helping a Person with Passive ROM Exercises
48. Collecting Sputum Specimens (Lecture)
49. Postmortem Care (Simulated)*



D&S Diversified Technologies LLP
D&S Diversified Technologies LLP -
Headmaster LLP

Michigan Nurse Aide Testing Services

Innovative, quality technology solutions
throughout the United States
since 1985.



Headmaster is honored to be approved by Michigan (LARA) to offer Certified Nurse Aide Testing Services to the Michigan Health Care Community.

Michigan nurse aide testing services are now available. Select any files or instructions needed below. Please continue to check here often to make sure you have the most current information.

We look forward to working with everyone involved with Certified Nurse Aide Training and Testing in Michigan! CHECK back often as new information is approved and posted here.

TMU and Candidates	Training Programs - Test Sites	RN Test Observers	Contacts
Michigan TMU© Testing Link	Text Only - NA Instructor Information	All Test Observer Independent Contractor Forms	Please feel free to contact us if you have questions, concerns, or suggestions about our service. We value the feedback we receive from everyone involved in the Michigan Nurse Aide training, testing, and certification process. D&S Diversified Technologies - HEADMASTER PO Box 6609 Helena, MT 59604 Testing Toll Free Phone: (888) 401-0462 Fax: (406) 442-3357 michigan@hdmaster.com
Michigan Candidate Handbook Effective July 2023 Download to your smart device!	Michigan Recording Form	RN Observer Equipment List and Affidavit Form 1503MI (Print and keep a copy for your records.)	
Michigan Mock Skills	Test Site Agreement Form 1502MI: Fill online and SUBMIT		
Text Version of the Knowledge Test Instructions	Test Site Equipment List Form 1503MI: Fill online and SUBMIT		
Text Version of the VIRTUAL Knowledge Test Instructions			
Text Version of the Skill Test Instructions	Fluid Intake Cups		
Out of State Training Waiver for MI Test Eligibility: Fill online, Attach Proof of Training and SUBMIT	Please see the Fluid Intake Cup order form on our main page under Nurse Aide to order standard fluid intake cups.		
ADA Accommodaton Form 1404 Third Column Main Page	Test Master Universe TMU© How To Guides		
Refund Request Form	Narrated 4 min - Instructors How To Enter, Complete &		

You will need a reader to view and print some documents. You may download it here...



Incomplete Students in TMU©

Recording of Instructor Workshop Q&A Webinar
General Instructor Information for Michigan

Instructor Guide - How to Enter A Student in TMU

Instructor Guide - How to Complete A Student's Training in TMU

Instructor Guide - How to In-Complete A Student's Training in TMU

How to Enter Students in TMU© - Instructor Guide

How to Complete Student Training in TMU© Instructor Guide

How to Incomplete A Student's Training - Instructor Guide

[|| Home ||](#) [Contact us ||](#)

Copyright © 2022, D&S Diversified Technologies LLP, - Headmaster LLP, All rights reserved