



**BAY MILLS**  
COMMUNITY COLLEGE  
CHARTER SCHOOLS OFFICE

November 6, 2024

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

Dear Ms. Thompson:

Attached please Contract Amendment No. 1 for State Street Academy.

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

Sincerely,

*Mariah Wanic*

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Mariah Wanic, Director of Charter Schools

**CONTRACT AMENDMENT NO. 1**

**BETWEEN**

**BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS**  
**(AUTHORIZING BODY)**

**AND**

**STATE STREET ACADEMY**  
**(PUBLIC SCHOOL ACADEMY)**

## CONTRACT AMENDMENT NO. 1

### STATE STREET 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 STATE STREET ACADEMY (“Academy”) on July 1, 2023 (“Contract”), the parties agree to amend the Contract as follows:

#### **A. Amend Schedules to Add the 11<sup>th</sup> grade for the 2024-2025 Academy Year**

1. Amend Contract Schedule 6: Physical Plant Description, by deleting page 6-1 and replacing it with the material attached as Exhibit 1.
2. Amend Contract Schedule 7b: Educational Goals, by deleting that schedule and replacing it with the materials attached as Exhibit 2.
3. Amend Contract Schedule 7c: Educational Programs, by deleting that schedule and replacing it with the materials attached as Exhibit 3.
4. Amend Contract Schedule 7d: Curriculum, by adding the 11<sup>th</sup> grade curriculum at the end of that schedule the materials attached as Exhibit 4.
5. Amend Contract Schedule 7e: Methods of Pupil Assessment, by deleting that schedule and replacing it with the materials attached as Exhibit 5.
6. Amend Schedule 7f: Application and Enrollment Requirements, by deleting that schedule and replacing it with the materials attached as Exhibit 6.
7. Amend Schedule 7h: Age or Grade Range of Pupils, by deleting that schedule and replacing it with the materials attached as Exhibit 7.

**The changes identified in this Section shall have an effective date of August 1, 2024.**

#### **B. Amend Schedules to Include the Addition of Business Management and Graphic Arts & Design to the CTE Program for the 2023-2024 School Year.**

1. Amend Contract Schedule 7c: Educational Program, by adding at the end of the schedule the Academy’s course descriptions for CTE programs (Lineman, Business Management, and Graphic Arts & Design), attached as Exhibit 8.
2. Amend Contract Schedule 7d: Curriculum, by adding at the end of the schedule the CTE course descriptions attached as Exhibit 9.

**The changes identified in this Section shall have an effective date of August 22, 2023.**

**C. Amend Schedules to Include the Lineman to the CTE Program for the 2024-2025 School Year.**

3. Amend Contract Schedule 7c: Educational Program, by adding at the end of the schedule the Academy's course descriptions for CTE programs (Lineman, Business Management, and Graphic Arts & Design), attached as Exhibit 8.
4. Amend Contract Schedule 7d: Curriculum, by adding at the end of the schedule the CTE course descriptions attached as Exhibit 9.

**The changes identified in this Section shall have an effective date of August 20, 2024.**

**D. Amend Schedule 5 to Include Updated CS Partners Job Descriptions and CS Partners Educational Service Provider Agreement.**

1. Amend Contract Schedule 5: Description of Staff Responsibilities, by deleting that schedule and replacing it with the materials attached as Exhibit attached as Exhibit 10.

**The changes identified in this Section shall have an effective date of July 1, 2024.**



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

Dated: 11/6/24



By: Thomas Peters, President  
State Street Academy  
Designee of the Academy

Dated: 11/6/24

## **Exhibit 1**

## SCHEDULE 6

### PHYSICAL PLANT DESCRIPTION

1. Applicable Law requires that a public school academy application and contract must contain a description of and the address for the proposed physical plant in which the public school academy will be located. See, MCL 380.502(3)(j); 380.503(5)(d).

2. The address and a description of the proposed physical plant (the “Proposed Site”) of State Street Academy (“Academy”) is as follows:

Address: 1110 State Street  
Bay City, MI 48706

Description: The subject property is located in the Saginaw-Bay City-Midland Metropolitan Statistical Area (“MSA”) and is situated on 3.94 acres. The building, which consists of 39,309 square feet, was built in 1950 and consist of three separate floors, with the redevelopment of the 1<sup>st</sup> and 2<sup>nd</sup> floors completed in September 2001. At that time, a new air conditioning system was installed, restrooms were upgraded, a new lighting ceiling grid was installed, new doors were installed, the property was upgraded to conform with the ADA, and various other improvements were completed. The school consists of approximately 30 classrooms (10 on each floor), administrative offices, restrooms, and ancillary areas. Asphalt parking is located on the side and rear. The construction is 3 stories concrete and brick with flat roof. Currently the school is utilizing all three floors.

Term of Use: Term of Contract.

Configuration of Grade Levels: Pre-K to 11th Grade

Name of School District and Intermediate School District:

Local: Bay City School District  
ISD: Bay-Arenac

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 this state until it has obtained the necessary fire, health and safety approvals for the above-described proposed physical facility. These approvals

## **Exhibit 2**

## **SECTION B**

### **EDUCATIONAL GOALS**

#### **EDUCATIONAL GOAL AND RELATED MEASURES**

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Section 6.2, the Academy shall achieve or demonstrate measurable progress toward the achievement of the educational goal identified in this schedule. Upon request, the Academy shall provide Bay Mills Community College with a written report, along with supporting data, assessing the Academy's progress toward achieving this goal. In addition, the College expects the Academy will meet the State of Michigan's accreditation standards and achieve Adequate Yearly Progress ("AYP") pursuant to state and federal law.

#### **Educational Goal to be Achieved**

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

#### **Measures For Determining Goal Achievement**

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

#### **Measure 1: Student Achievement**

The academic achievement of all students in grades 2-11 who have been enrolled for three[1] or more years at the Academy will be assessed using the following metrics and achievement targets:



Grade(s)	Metric	Achievement Targets
Grades 2-7	The average college readiness level based on scaled scores from the/NWEA® MAP® reading and math tests administered in the spring.	Students enrolled for three or more years will, on average, achieve scaled scores equal to or greater than the grade level achievement targets for reading and math identified in this schedule.
Grades 8-11	The average college readiness level based on subject scores from the PSAT/SAT administered in the spring.	Students enrolled for three or more years will, on average, achieve PSAT/SAT subject scores equal to or greater than the achievement targets for English language arts and math identified in this schedule.

**Achievement Targets**

NWEA MAP College Readiness Targets

Grade	MAP Reading Spring Target	MAP Math Spring Target
2	185	189
3	197	201
4	204	210
5	210	218
6	215	222
7	218	226
8	221	230

PSAT/SAT College Readiness Targets

Grade/Test	ELA	MATH
8 – PSAT	390	430
9 – PSAT	410	450
10 – PSAT	430	480
11 – SAT	460	510

**Measure 2: Student Growth**

Grade(s)	Metric	Growth Targets
Grades 3-11	Growth made by students from fall to spring in reading and math as measured by NWEA	Students' fall to spring academic growth, on average, will demonstrate measurable progress toward the grade level achievement targets for reading and math identified in the schedule.

### **Exhibit 3**

## SECTION C

### EDUCATIONAL PROGRAMS

#### STATE STREET ACADEMY EDUCATIONAL GOALS AND PROGRAM

State Street Academy's curriculum will prepare students to solve problems, both individually and collaboratively, using critical thinking skills cultivated through comparative interdisciplinary study. Extensive access to technology as an authentic learning tool will enable our students to address unprecedented career challenges and global opportunities facing them in the 21<sup>st</sup> century.

**Goal 1: To empower students to learn by fostering their development as independent thinkers.**

##### **Objectives to realize Goal 1:**

The Academy will provide an academically rigorous curriculum

The Academy will provide "hands on" learning opportunities

The Academy will use constructivist teaching practices

The Academy will use technology and adaptive software to customize learning plans

**Goal 2: To have students solve problems, both individually and collaboratively, using teamwork and critical thinking skills.**

##### **Objectives to realize Goal 2:**

The Academy will use comparative and interdisciplinary study

Students will work in differentiated skill based learning groups

Students will have extensive access to technology as an authentic learning tool

**Goal 3: Enable students to achieve academic success by facilitating each student's learning style.**

**Objectives to realize Goal 3:**

The Academy will identify students' learning styles and create learning activities that are compatible

We will use various assessments to enable students to demonstrate their understanding of concepts and skills

Students will receive differentiated instruction based on their level of understanding and learning style

**Goal 4: Involve parents in their children's education.**

**Objectives to realize Goal 4:**

We will ensure parents feel encouraged to volunteer at the school

There will be opportunities for parents to volunteer and participate in school governance

The Academy will provide parenting classes on a variety of topics

The Academy will provide curriculum information and notices in parents' native language

Parents will be strongly encouraged to participate in conferences

**Goal 5: Offer support systems to facilitate learning.**

**Objectives to realize Goal 5:**

State Street Academy will offer high quality preschool education through the Great Start Readiness Program

SSA will offer high quality full day Kindergarten programming

SSA will offer after school tutoring opportunities

There will be more “time on task,” i.e., longer school day and school year

Non-academic goals will include community responsibility and social skills. Character Education and Leadership skills will be built into the curriculum. It is our goal to build students’ character by “doing.” Students will be taught personal and social responsibility by constructing their own knowledge and through hands-on activities. Sharing, cooperation, and respect are taught through collaborative activities and responsibilities.

Our goal is to develop problem solvers and life-long learners, not merely produce students who pass the state education requirements. Emphasis will be placed on students as peer educators.

### **Specific Educational Goals**

Academic achievement will increase for all students in the areas of math, science, English language arts, and social studies.

SSA will administer the NWEA assessments to all new students within 45 days of entry into the school to establish a baseline measurement. NWEA will be administered in the fall, winter, and spring of each year to determine academic progress. It is the goal of the Academy that the average performance on the assessment will increase by an average of one year’s growth equal to one year of instruction. Students who score at the 40th percentile or below are expected to attain 1.5 years of growth equal to one year of instruction.

### **Non-Academic Goals**

Majority of parents will attend parent/teacher conferences at least twice per academic year. Teachers will record conference participation; data will be reported annually on the Annual Education Report.

The Academy will collect annual parent surveys which will provide information necessary to conduct a needs analysis

## **Exhibit 4**



## CURRICULUM

The Academy has adopted the following programs that align with the Michigan K-12 standards and the Oakland Schools MAISA Curriculum, <https://oaklandk12-public.rubiconatlas.org/home>.

### English Language Arts:

- K-2nd Becoming a Reader, Becoming a Writer, Zaner-Bloser Handwriting
- 3rd-6th: Making Meaning, Becoming a Writer, Spelling Connections, Zaner-Bloser Handwriting
- 7th-11th: Oakland MAISA Units

### Math:

- K-11th: National Geographic Big Ideas Math

### Science:

- K-4th: Mystery Science
- 5th-8th: MI STAR
- 9th-11th McGraw Hill Science

### Social Studies:

- K-4th: Studies Weekly
- 5th-11th: McGraw Hill Social Studies

### Physical Education:

- Exemplary Physical Education Curriculum (“EPEC”)

### Health:

- The Michigan Model for Health

### Specials/Electives:

- The Academy will provide specials courses: these course may include, but are not limited to, music, gym, art, foreign language, band, drama.

## **Exhibit 5**

## **METHODS OF PUPIL ASSESSMENT**

The academic program for State Street Academy is designed to facilitate numerous learning strategies. Thus, the methods of student assessment will be varied in order to align with instructional approaches and individual learning activities in a given area. However, equal emphasis will be placed on mastery of “the basics” and on authentic assessment.

In addition to the tests called for by the State of Michigan, (M-STEP, PSAT, SAT), the Academy will carry out its own multiple assessment program characterized by the following:

- Pre and post- tests (NWEA) or other national standardized test.
- Criterion-referenced tests in Reading/Language Arts, Mathematics, Science, and Social Studies.
- Formative assessment, including but not limited to, observations, exit tickets, questioning, ect.

These assessments will be used to evaluate the effectiveness of the school’s educational program in helping the students achieve desired outcomes and in measuring student performance relative to national norms.

The Academy will conduct ongoing student assessments to collect qualitative and quantitative data to benchmark school performance against national and international standards.

State Street Academy will administer all standardized achievement tests utilized by the School District.

### **Technology**

Our use of technology in class has the advantage of allowing frequent and convenient monitoring of the academic achievement of individual students, entire classes, and the whole school. Thus, our most frequent assessment will be the weekly reports of student performance generated by the MobyMax.

## **Portfolio and Performance-Based Assessment**

**Portfolios:** State Street Academy will rely heavily on student portfolios. These portfolios will document students' work, display a command of skills and content, and provide insight into the learning process over time. These portfolios will include a variety of student work samples, along with observations and evaluations of student learning and performance by the student, peers, school staff, and parents.

**Performance-Based Assessments:** Students will be assessed to determine their understanding of content taught in relation to the Michigan standards. These assessments require students to actively solve problems and apply knowledge through relatable, relevant competency based tasks/activities. These activities may include performance tasks, science experiments, dramatic or oral presentations, video productions, research, etc.

**Formative Assessment:** These assessments involve organizing the information a teacher collects regarding a child's learning process and achievements. Interpretations of these assessments will be used to individualize curriculum and instruction.

These methods of assessment are connected to students' lives and learning experiences and represent the real world challenges they will face.

In addition to authentic assessment strategies, more traditional teacher-developed tests will also be used.

The Academy will administer the standardized tests used by the school district to evaluate the effectiveness of the school's educational program on national norms and Michigan standards.

## **Basis For Promotion And Graduation**

The Academy believes that genuine self-esteem derives from a challenging job well done. To that end, our students will be promoted from one grade to the next only on the basis of mastery and application of knowledge and skills designated for a grade level.

Each student will have a personal learning plan. Technology will provide an instructional management program to record student progress. In addition to the

teacher, the student and his or her parents will have access to the student's academic and behavior record. The Academy believes the effective assessment of progress should be available daily to students and parents through the Student Information System. Training will be provided to ensure families have a clear understanding of how they can access their child's information through the student information system.

State Street Academy believes in multi-faceted assessment of students' work. Assessment will include the state assessment program, including standardized tests, criterion referenced tests for the educational materials used, as well as artifacts and performances to provide authentic assessment of student work. The Academy expects to demonstrate improved student achievement on all measures and will report these to the public on an annual basis.

After school programs will be provided to students who need additional instructional assistance to keep pace with their peers. Properly trained teachers and/or instructional aides will supervise these tutoring sessions.

Promotion from one grade to the next grade will be based on mastery (70%) of predetermined academic knowledge and skills. The academic knowledge and skills in the Academy's educational program will be aligned with Michigan curriculum standards. Care must be taken to ensure connectivity of academic knowledge and skills from one grade to the next. For example, first grade essential skills must connect with second grade readiness skills.

## **Student Intervention**

Intervention will be provided in the classroom and/or intervention room for students. An early intervention is full day kindergarten. Many students, especially from disadvantaged homes, have to make up for the lack of exposure to cultural activities, ranging from magazines and books in the home to attendance at cultural activities in the community. Students from disadvantaged homes often have phoneme deficiencies that hinder their language patterns and their readiness to read. Full day kindergarten, coupled with the longer school day, equivalent to thirty-three additional school days, provides additional time for students to compensate for readiness for school, academically and socially.

After school tutoring will be available to students identified by their teachers as needing additional instructional assistance in basic skills. All students have access to this program.

Beyond these strategies, the school will provide multiple curriculum nights throughout the year for parents/guardians to experience the academic content that their children will experience and create a model to emphasize open communications between parents, staff, and students.

A direct correlation exists between student achievement and parental involvement in a child's education. The school will provide opportunities for parents to be actively involved in their children's education and in their children's school. A crucial component of parent involvement requires that they know that they are welcome partners in their child's effort to exceed his or her potential.

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[1] If the cohort of students enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students enrolled for two or more years will be used.

## **Exhibit 6**

**SECTION F**

**APPLICATION AND ENROLLMENT OF STUDENTS**



# Application and Enrollment Requirements

## State Street Academy

### **Enrollment Limits**

The Academy will offer pre-kindergarten through eleventh grade. The maximum enrollment shall be 315 students. The Academy will annually adopt maximum enrollment figures prior to its application and enrollment period.

### **Requirements**

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils. However, the Academy may not provide a preference to children of Board members or Academy employees.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No student may be denied participation in the application process due to lack of student records.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

## **Application Process**

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.
- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.
- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of approval from the Charter Schools Office.

## **Legal Notice**

- The Academy shall provide legal notice of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice must be forwarded to the Charter Schools Office.
- At a minimum, the legal notice must include:
  - A. The process and/or location(s) for requesting and submitting applications.
  - B. The beginning date and the ending date of the application period.
  - C. The date, time, and place the random selection drawing(s) will be held, if needed.
- The legal notice of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.
- The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

## **Re-enrolling Students**

- The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.
- If the Academy Board has a sibling preference policy, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) seeks to enroll for the upcoming academic year.
- An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students.
- An applicant on the waiting list at the time a new application period begins must reapply as a new student.
- After collecting the parent or guardian responses, the Academy must determine the following:
  - A. The number of students who have re-enrolled per grade or grouping level.
  - B. The number of siblings seeking admission for the upcoming academic year per grade.
  - C. If space is unavailable, the Academy must develop a waiting list for siblings of re-enrolled students.
  - D. The number of spaces remaining, per grade, after enrollment of current students and siblings.

## **Random Selection Drawing**

A random selection drawing is required if the number of applications exceeds the number of available spaces.

Prior to the application period, the Academy shall:

- Establish written procedures for conducting a random selection drawing.
- Establish the maximum number of spaces available per grade or grouping level.
- Establish the date, time, place and person to conduct the random selection drawing.
- Notify the Charter Schools Office of both the application period and the date of the random selection drawing, if needed. The Charter Schools Office may have a representative on-site to monitor the random selection drawing process.

The Academy shall use a credible, neutral “third party” such as a CPA firm, government official, ISD official or civic leader to conduct the random selection drawing. Further, the Academy shall:

- Conduct the random selection drawing at a public meeting where parents, community members and the public may observe the process.
- Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

The Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy’s official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

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## **Exhibit 7**

## **SECTION 7h: AGE OR GRADE RANGE OF PUPILS**

The Academy will enroll students in pre-kindergarten through eleventh grade. The Academy may add grades with the prior written approval of the Charter Schools Office Director or the College Board.

Students of the Academy will be children who have reached the age of five (5) as set forth in MCL 380.1147. A child may enroll in kindergarten if the child is at least 5 years of age on September 1 of a school year. If a child is not 5 years of age on the specified enrollment eligibility date but will be 5 years of age not later than December 1 of a school year, the parent or legal guardian of that child may enroll the child in kindergarten for that school year if the parent or legal guardian notifies the school in a timely manner.

## **Exhibit 8**

# **CTE Course Description**

## **Lineman**



**Course Title: Line Worker**  
**CIP CODE: 46.0303**  
Energy Industry Fundamentals  
Lineman Training Program

**\*\*Note:\*\*** The following syllabus is subject to change at the discretion of the instructor or the Michigan Department of Education.

**Instructor's Name:** Kyle Eaves

**School Contact Information:**

1110 State Street, Bay City, Mi 48706

[info@statestreetacademy.org](mailto:info@statestreetacademy.org)

989-684-6484

**Course Date:** Fall 2024

**CIP Code Name:** Lineworker

**CIP Code:** 46.0303

**Grade Level:** 11th-12th Grade

**Prerequisites:** None

**Course Description:**

The Lineman Program is a comprehensive training initiative spanning two semesters, consisting of eight units designed to equip students with essential skills and knowledge in electrical line work. Led by a licensed Journeyman Lineman with credentials recognized by the State of Michigan, the program offers a rigorous curriculum covering a wide range of topics crucial for success in the field.

Throughout the program, students will engage in hands-on learning experiences and classroom instruction, focusing on key areas such as knot tying, safety protocols, drilling techniques, and the distinction between distribution and transmission systems. Additionally, students will delve into topics related to renewable and non-renewable energy sources, basic and advanced tool usage and repair, procedures for taking lines out of service, and the installation of crossarms and attachments.

Practical skills development is emphasized, with students gaining proficiency in operating bucket and digger trucks, mastering the use of personal protective equipment (PPE), obtaining

a Commercial Driver's License (CDL), and completing OSHA 10 and First Aid certifications. Pole climbing training is also provided, enhancing students' physical abilities and confidence in the field.

Upon successful completion of the program, students will receive an Industry Certificate and a letter of recommendation, positioning them favorably for entry into the highly competitive Lineman Apprenticeship program. Furthermore, students have the opportunity to earn their CDL certification, a prerequisite for participation in the Lineman apprenticeship program, with the added benefit of complimentary driver training provided at no cost.

Accredited by Alpena Community College, this program extends its reach beyond the immediate district, offering students from surrounding areas a unique opportunity for career advancement. By enriching students' lives and expanding their horizons, the program aims to open doors to a multitude of possibilities for future career pathways.

Additionally, the Lineman Program aligns with the Michigan Merit Curriculum, providing students with the opportunity to earn credits toward their high school diploma while gaining valuable vocational skills and certifications.

Looking ahead, the program plans to evolve into a two-year curriculum, further enhancing its offerings and solidifying its position as a leading provider of lineman training. Additionally, future plans include the introduction of a substation technician program, showcasing the program's commitment to continuous growth and innovation in the field of electrical infrastructure.

Join us in exploring the endless possibilities and lucrative income potential offered by the Lineman Program, as we strive to empower students and shape the future of the electrical industry.

**Special Features:**

1. **Academic Credits:** The Lineman Program aligns with the Michigan Merit Curriculum, enabling students to earn academic credits toward their high school diploma while gaining valuable vocational skills.
2. **Postsecondary Opportunities:** Upon completion of the program, students are well-prepared for postsecondary education or entry into the workforce in the field of electrical line work.
3. **Available Credentials:** Students have the opportunity to earn industry-recognized credentials, including an Industry Certificate, Commercial Driver's License (CDL), OSHA 10 certification, and First Aid certification, enhancing their employability and career prospects.
4. **Work-Based Learning:** The program incorporates extensive work-based learning experiences, providing students with hands-on training and practical skills development essential for success in the field.

5. Safety Training: Emphasis is placed on safety training throughout the program, ensuring that students are well-equipped to adhere to industry safety standards and protocols, promoting a culture of safety in all aspects of electrical line work.

6. Student Leadership: Students have the opportunity to engage in student leadership activities through Career and Technical Student Organizations (CTSOs), fostering teamwork, communication skills, and leadership development within the context of the electrical industry.

These special features highlight the comprehensive nature of the Lineman Program, offering students a well-rounded educational experience that combines academic rigor, practical training, and opportunities for personal and professional growth.

### **Course Objectives:**

1. Understand electrical principles and systems.
2. Demonstrate knowledge of safety protocols and procedures in electrical line work.
3. Develop proficiency in climbing techniques and equipment operation.
4. Apply troubleshooting and problem-solving skills in practical scenarios.
5. Prepare for entry-level employment in the field of electrical line work.

### **Instructional Materials:**

- Textbook: "Energy Industry Fundamentals"
- Personal Protective Equipment (PPE)
- Climbing gear (harnesses, hooks, belts)
- Electrical tools (insulated gloves, meters, wrenches)
- Safety manuals and guidelines

### **Assessment:**

- Quizzes and tests on course content (40%)
- Hands-on practical assessments (30%)
- Final project or presentation (20%)
- Class participation and professionalism (10%)

### **Attendance Policy:**

- Regular attendance is essential for safety and skill development.
- Students are expected to notify the instructor in case of absence and make arrangements to catch up on missed work.

### **Classroom Expectations:**

- Follow safety protocols at all times.
- Participate actively in classroom discussions and hands-on activities.
- Respect classmates, instructors, and equipment.

**Additional Resources:**

- Michigan Department of Education CTE resources
- Local utility companies for internship opportunities
- Industry associations for networking and career development

**Course Outline On Next Page**

## **CTE Course Description**

### **Business Management**

## **State Street Academy Career and Technical Education Business Management 2023-24 Course Syllabus**

**Instructor:** Mr. Derek Czap

**E-mail:** dczap@statestreetacademy.org

### **About the Course:**

- M-F 1 hour blocks for the 23-24 school year
- Prerequisite(s):None

### **Instructional Methods:**

Class discussions, PowerPoint, YouTube, demonstration, teacher modeling, group activities, peer feedback, and individual feedback.

### **Accommodations:**

Students that require any accommodation (such are students with disabilities, religious conflicts, etc...) should notify the instructor as early as possible and accommodations will be made on an individual basis in adherence with the regulations outlined in the Student Handbook.

### **Course Description:**

The Business Management course is designed to provide students with a comprehensive understanding of fundamental business principles and practices. This Career and Technical Education (CTE) course aims to equip students with the knowledge and skills needed for success in various business environments. The curriculum covers key aspects of business management, including entrepreneurship, leadership, organizational behavior, marketing, finance, and ethics.

### **Instructional Philosophy:**

Business Career and Technical Education (CTE) centers on cultivating a dynamic and inclusive learning environment that seamlessly integrates theoretical knowledge with hands-on experiences. Emphasizing practical application, the philosophy prioritizes real-world projects, industry-relevant curriculum, and the integration of digital literacy skills. The focus extends beyond traditional classroom boundaries by incorporating guest speakers, industry partnerships, and work-based learning opportunities, allowing students to explore diverse career paths and develop essential soft skills. The philosophy fosters an entrepreneurial mindset, encouraging innovation, ethical decision-making, and social responsibility. With adaptability as a core tenet, the approach prepares students for the evolving business landscape, promoting continuous improvement through feedback mechanisms and ongoing professional development for educators.

## **Learning Outcomes:**

### **1. Business Knowledge and Concepts:**

Demonstrate a comprehensive understanding of fundamental business concepts, including marketing, finance, management, and entrepreneurship.

### **2. Communication Skills:**

Develop effective written and oral communication skills for business settings, including the ability to create professional documents, deliver presentations, and engage in business correspondence.

### **3. Critical Thinking and Problem-Solving:**

Apply critical thinking skills to analyze business situations, identify problems, and develop strategic solutions.

### **4. Financial Literacy:**

Acquire financial literacy skills, including budgeting, financial planning, and understanding economic principles relevant to personal and business finances.

### **5. Technology Proficiency:**

Utilize technology tools and software relevant to the business field, demonstrating proficiency in areas such as spreadsheet analysis, data management, and digital marketing.

### **6. Ethical Decision-Making:**

Understand and apply ethical principles in business decision-making, considering the social and environmental impact of business practices.

### **7. Entrepreneurial Mindset:**

Cultivate an entrepreneurial mindset by developing innovative ideas, understanding risk management, and demonstrating creativity in approaching business challenges.

### **8. Teamwork and Collaboration:**

Collaborate effectively in a team environment, demonstrating the ability to work with diverse perspectives and contribute to the achievement of common goals.

### **9. Professionalism and Workplace Skills:**

Develop workplace readiness skills, including time management, professional etiquette, resume writing, and job interview preparation.

### **10. Career Exploration:**

Explore various career paths within the business field, understanding industry trends, job roles, and opportunities for further education and professional growth.

These learning outcomes aim to provide a well-rounded and practical foundation for students pursuing careers in the business sector through CTE programs.

## **Textbook:None**

- Students will only need computer/internet access and be able to save on the Cloud.
- Be able to login to your student @statestreetacademy email account and Google Classroom on a regular basis.

## **Attendance/Tardy Policy:**

SSA requires extraordinary attendance from CTE students. Students are expected to attend class and to let the instructor know if they have to be absent for any reason.

**Participation:**

Each student is expected to participate actively in class activities. Active participation involves coming to class prepared, responding to questions, and engaging in class activities and assignments.

**Grading:**

Each of the Projects will have its own rubric given to the students before the start of the project.

**Late Submission Policy:**

The teacher will provide specific due dates for all assignments. Late assignments will receive a reduced grade from the grade earned.

**Technology Policy:**

Please discontinue the use of all electronic devices for the duration of each class meeting. Cell phones are NOT permitted in class.

**Academic Honesty:**

Each student assumes the responsibilities of being a member of the SSA academic community. All acts of plagiarism are not tolerated including: cheating, claiming one's work as their own, fabrication and helping one to commit any of these acts. Any violations of academic honesty will receive strict disciplinary action, which can include removal from SSA CTE Programs.

**Course Outline****Course Title: Business Essentials (First Term)****Course Description:**

This introductory course provides students with a foundational understanding of key business concepts, ethics, communication, and decision-making. Topics include an overview of business structures, marketing principles, financial literacy, and the role of entrepreneurship in the business world.

**Week 1-2: Introduction to Business**

- Overview of fundamental business concepts and structures.
- Exploration of various types of businesses and their roles in the economy.
- Introduction to entrepreneurship and its significance in the business world.



### **Week 3-4: Business Ethics and Social Responsibility**

- Examination of ethical considerations in business decision-making.
- Analysis of case studies to understand the impact of ethics on business practices.
- Discussion of corporate social responsibility and its role in modern business.

### **Week 5-6: Communication in Business**

- Development of effective written and verbal communication skills.
- Exploration of business etiquette and professional communication.
- Practical exercises to enhance communication in a business environment.

### **Week 7-8: Business Operations and Project Management**

- Understanding the basics of business operations.
- Introduction to project management principles.
- Group projects to apply project management concepts.

### **Week 9-10: Marketing Fundamentals**

- Overview of the role and importance of marketing in business.
- Exploration of the marketing mix: product, price, place, and promotion.
- Case studies on successful marketing strategies.

### **Week 11-12: Market Research and Analysis**

- Basics of market research and its significance in decision-making.
- Conducting market surveys and analyzing gathered data.
- Utilizing market research insights for strategic decision-making.

### **Week 13-14: Branding and Advertising**

- Building and managing a brand.
- Creating effective advertising campaigns.
- The impact of digital marketing and social media on advertising.

### **Week 15-16: Financial Literacy**

- Introduction to basic financial concepts in a business context.
- Understanding financial statements and budgeting.
- Practical exercises on financial decision-making.

## **Week 17-18: Final Project and Review**

- Culminating project applying various concepts learned throughout the course.
- Comprehensive review of key topics.
- Final assessment and reflection on the course.

### **Assessment:**

- Quizzes and exams on each major topic.
- Group projects and presentations.
- Final comprehensive assessment and project.

## **Course Title: Business Economics (Second Term)**

### **Week 1-2: Introduction to Business Economics**

- Overview of the intersection between economics and business.
- Understanding basic economic concepts relevant to business decisions.
- Historical context of business economics.

### **Week 3-4: Supply and Demand**

- In-depth exploration of the laws of supply and demand.
- Analysis of market equilibrium and its significance in business.
- Practical applications of supply and demand concepts.

### **Week 5-6: Elasticity and Its Implications**

- Understanding price elasticity of demand and supply.
- Analysis of how elasticity influences pricing decisions.
- Case studies on businesses adapting to changes in elasticity.

### **Week 7-8: Cost and Production Analysis**

- Examination of production costs and their impact on business decisions.
- Introduction to various production models.
- Analyzing cost structures for strategic decision-making.

### **Week 9-10: Market Structures**

- Overview of different market structures: perfect competition, monopoly, oligopoly, and monopolistic competition.
- Analysis of how market structures influence business behavior.
- Case studies on industries with various market structures.

### **Week 11-12: Macroeconomics and Business**

- Understanding the broader economic context.
- Analysis of macroeconomic indicators and their impact on businesses.
- Exploration of fiscal and monetary policy.

### **Week 13-14: International Business Economics**

- Introduction to global economic concepts.
- Analysis of international trade and its impact on businesses.
- Case studies on multinational corporations and their strategies.

### **Week 15-16: Business Cycle and Economic Forecasting**

- Understanding the business cycle and its phases.
- Application of economic forecasting in business planning.
- Analysis of economic indicators for predicting business trends.

### **Week 17-18: Final Project and Review**

- Culminating project applying economic concepts to a business scenario.
- Comprehensive review of key topics.
- Final assessment and reflection on the course.

### **Assessment:**

- Quizzes and exams on each major topic.
- Research papers and presentations.
- Final comprehensive assessment and project.

## **Course Title: Business Essentials (Third Term)**

### **Week 1-2: Introduction to Business Law**

- Overview of the legal system and its application to business.
- Understanding the sources of business law.
- Introduction to legal reasoning and case analysis.

### **Week 3-4: Contract Law**

- Elements of a contract and contract formation.
- Types of contracts and their enforceability.
- Remedies for breach of contract.

### **Week 5-6: Tort Law**

- Understanding negligence, strict liability, and intentional torts.
- Analysis of tort cases relevant to business.
- Minimizing legal risk in business operations.

### **Week 7-8: Business Ethics and Corporate Social Responsibility**

- Exploring the intersection of law, ethics, and corporate responsibility.
- Case studies on ethical dilemmas in business.
- Developing ethical business practices.

### **Week 9-10: Agency and Employment Law**

- Understanding agency relationships in business.
- Employment contracts, discrimination, and workplace regulations.
- Legal implications of employer-employee relationships.

### **Week 11-12: Business Organizations**

- Types of business entities: sole proprietorship, partnership, corporation, and LLC.
- Formation, management, and dissolution of business entities.
- Choosing the right business structure.

### **Week 13-14: Commercial Transactions**

- Overview of sales contracts and the Uniform Commercial Code (UCC).
- Analysis of negotiable instruments and secured transactions.
- Legal aspects of e-commerce.

### **Week 15-16: Intellectual Property Law**

- Copyright, patent, trademark, and trade secret laws.
- Protection of intellectual property in business.
- Intellectual property infringement cases.

### **Week 17-18: Real Estate Law**

- Principles of real estate law in a business context.
- Commercial leases, property transactions, and zoning.
- Case studies on real estate disputes.

### **Week 19-20: Consumer Protection and Product Liability**

- Overview of consumer protection laws.
- Analysis of product liability cases.
- Legal responsibilities in marketing and selling products.

### **Week 21-22: Environmental Law and Business**

- Understanding environmental regulations affecting businesses.
- Compliance with environmental laws.
- Liability for environmental damages.

### **Week 23-24: International Business Law**

- Legal considerations in international trade.
- Resolving international business disputes.
- Comparative analysis of legal systems.

### **Week 25-26: Antitrust Law**

- Overview of antitrust laws and regulations.
- Analysis of antitrust cases and their impact on business.
- Maintaining fair competition.

### **Week 27-28: Bankruptcy Law**

- Understanding bankruptcy proceedings.
- Legal implications for creditors and debtors.
- Reorganization and liquidation.

### **Week 29-30: Cybersecurity and Data Privacy**

- Legal aspects of cybersecurity.
- Compliance with data privacy laws.
- Addressing legal challenges in the digital age.

### **Week 31-32: Employment Law II: Labor Relations**

- Collective bargaining and labor union issues.
- Legal aspects of strikes and lockouts.
- Labor relations laws and regulations.

### **Week 33-34: Business Law in Practice**

- Mock trials and case simulations.
- Guest lectures from legal professionals.
- Practical applications of business law concepts.

### **Week 35-36: Final Project and Review**

- Comprehensive review of key legal concepts.
- Culminating project applying business law principles to a case.
- Final assessment and reflection on the course.

**Assessment:**

- Regular quizzes and exams.
- Legal case analyses.
- Final project and comprehensive assessment.

**Course Title: Business Management (Fourth Term)****Week 1-2: Introduction to Business Management**

- Overview of management principles and functions.
- The role of managers in organizations.
- Historical development of management theories.

**Week 3-4: Planning and Decision Making**

- The importance of strategic planning.
- Decision-making processes and techniques.
- Setting organizational goals and objectives.

**Week 5-6: Organizing and Staffing**

- Principles of organizational structure.
- Delegation and coordination of tasks.
- Recruitment, selection, and training of employees.

**Week 7-8: Leadership and Motivation**

- Different leadership styles and their impact.
- Motivational theories and their application.
- Building effective and cohesive teams.

**Week 9-10: Communication and Interpersonal Skills**

- Importance of effective communication in management.
- Developing interpersonal skills for leaders.
- Conflict resolution and negotiation.

### **Week 11-12: Time and Stress Management**

- Strategies for time management in a business setting.
- Identifying and managing stress in the workplace.
- Balancing work-life responsibilities.

### **Week 13-14: Project Management**

- Principles of project planning and execution.
- Tools and techniques for project management.
- Evaluating project success and learning from failures.

### **Week 15-16: Change Management**

- Understanding the need for organizational change.
- Managing resistance to change.
- Implementing successful change initiatives.

### **Week 17-18: Business Ethics and Corporate Social Responsibility in Management**

- Ethical considerations in decision making.
- Promoting social responsibility in business.
- The impact of ethical leadership on organizational success.

### **Assessment:**

- Regular quizzes and exams.
- Case studies on management principles.
- Individual and group projects.
- Final management plan presentation.

Note: The course is designed to provide students with a comprehensive understanding of key business management concepts and practical skills. The assessments are structured to evaluate both theoretical knowledge and the ability to apply management principles in real-world scenarios.



# **CTE Course Description**

## **Graphic Arts & Design**

**State Street Academy Career and Technical Education**  
**10.0301 - Graphics and Printing Technology and Communications Consolidated**  
**Course Syllabus (Year 1)**

**About the Course:**

- M-F 1 hour blocks for the school year
- Prerequisite(s):None

**Instructional Methods:**

Class discussions, PowerPoint, YouTube, demonstration, teacher modeling, group activities, peer feedback, and individual feedback.

**Accommodations:**

Students that require any accommodation (such as students with disabilities, religious conflicts, etc...) should notify the instructor as early as possible and accommodations will be made on an individual basis in adherence with the regulations outlined in the Student Handbook.

**Course Description:**

Students will learn and apply fundamentals of various software applications (such as Illustrator and Photoshop), web design, image editing, graphic advertising and marketing projects to develop technical skills along with organization, communication, ethics and hardwork.

**Instructional Philosophy:**

Students will be given challenging real world projects and assignments typical of the graphic design industry. High quality work is expected and students will be given opportunities to redo work until it meets standards specified during instruction. Classroom activities will include reading, research, projects, and problem solving.

**Learning Outcomes:**

1. Demonstrate a thorough understanding of the elements of graphic design.
2. Read, understand and communicate in the language of graphic design.
3. Use technology such as Photoshop, Illustrator, etc.
4. Students will learn to demonstrate positive work behavior.
5. Students will learn to solve problems using critical thinking.

**Textbook:**None

- Students will only need computer/internet access and be able to save on the Cloud.
- Be able to login to your student @statestreetacademy email account and Google Classroom on a regular basis.

**Attendance/Tardy Policy:**

SSA requires extraordinary attendance from CTE students. Students are expected to attend

class and to let the instructor know if they have to be absent for any reason.

**Participation:**

Each student is expected to participate actively in class activities. Active participation involves coming to class prepared, responding to questions, and engaging in class activities and assignments.

**Grading:**

Each of the 12 Projects will have its own rubric given to the students before the start of the project.

**Late Submission Policy:**

The teacher will provide specific due dates for all assignments. Late assignments will receive a reduced grade from the grade earned.

**Technology Policy:**

Please discontinue the use of all electronic devices for the duration of each class meeting. Cell phones are NOT permitted in class.

**Academic Honesty:**

Each student assumes the responsibilities of being a member of the SSA academic community. All acts of plagiarism are not tolerated including: cheating, claiming one's work as their own, fabrication and helping one to commit any of these acts. Any violations of academic honesty will receive strict disciplinary action, which can include removal from SSA CTE Programs.

**Course Outline (12 Projects Spread across 26 Weeks )**

**Week 1 : Introduction to Adobe Photoshop**

- Menu Bar
- Toolbar
- Document Window
- Panels (Layers, Properties, Swatches, Color, etc.)
- Customizing workspaces

**Week 2 : Introduction to Adobe Illustrator**

- Menu Bar
- Toolbar
- Artboard
- Panels (Layers, Properties, Swatches, Color, etc.)

- Workspace layout customization

### **Week 3-4: Image Editing Basics**

- Project 2: Photo Enhancement
  - Cropping and resizing images
  - Adjusting brightness and contrast
  - Removing blemishes and imperfections
  - Introduction to layers and layer masks

### **Week 5-6: Digital Art Basics**

- Project 3: Digital Collage
  - Creating a digital collage from images
  - Layer blending modes
  - Adding text and effects
  - Introduction to the Pen Tool

### **Week 7-8: Graphic Design Principles**

- Project 4: Poster Design
  - Understanding composition and balance
  - Typography and text effects
  - Color theory in design
  - Exporting projects for print and web

### **Week 9-10: Advanced Photo Editing**

- Project 5: Advanced Photo Retouching
  - Advanced image adjustments
  - Liquify tool for portrait retouching
  - Color correction and manipulation
  - Non-destructive editing techniques

### **Week 11-12: Digital Painting and Illustration**

- Project 6: Digital Painting
  - Creating a digital painting from scratch

- Brush techniques and custom brushes
- Layer styles and blending modes for painting
- Using masks in painting

### **Week 13-14: Special Effects and Filters**

- Project 7: Photo Manipulation
  - Combining multiple images into a surreal composition
  - Using filters and adjustment layers
  - Adding visual effects and lighting
  - Creating a cohesive scene

### **Week 15-16: Web and Social Media Graphics**

- Project 8: Social Media Graphics
  - Designing graphics for social media platforms
  - Creating banners, profile pictures, and posts
  - Exporting images for web use
  - Understanding image resolution

### **Week 17-18: 3D and Text Effects**

- Project 9: 3D Text and Objects
  - Creating 3D text and objects
  - Applying textures and materials
  - Adding lighting and shadows
  - Combining 3D elements with 2D images

### **Week 19-20: Animation and Video**

- Project 10: Animated GIF
  - Creating a simple animated GIF
  - Frame-by-frame animation
  - Exporting animations for the web
  - Basic video editing in Photoshop

### **Week 21-23: Portfolio Development**

- Project 11: Portfolio Presentation
  - Organizing and showcasing student work
  - Building a digital portfolio website
  - Preparing for presentations and critiques
  - Reflecting on the learning journey

### **Week 24-26: Final Projects**

- Project 12: Final Project
  - Students choose a personal project to showcase their Photoshop skills
  - Independent project planning and execution
  - Presentation and critique of final projects

### **Year 1 Curriculum**

#### **Course Title: Introduction to Adobe Photoshop and Illustrator**

**Course Duration:** One School Year (36-40 weeks)

**Course Overview:** This course will introduce students to the fundamentals of Adobe Photoshop and Illustrator, emphasizing creative design and practical skills. Students will learn to manipulate images, create digital art, and develop essential graphic design skills.

#### **Week 1-2: Introduction to Adobe Photoshop and Illustrator**

Week 1-Lesson Plan: Introduction to Adobe Photoshop

**Objective:** By the end of this week, students will have a foundational understanding of Adobe Photoshop, including the interface, basic tools, file management, and simple image adjustments.

**Day 1: Introduction to the Photoshop Interface** *Objective:* Familiarize students with the Photoshop interface and its basic elements.

**Activity 1:**

Begin by discussing what Adobe Photoshop is and its importance in graphic design and photo editing.

Open Adobe Photoshop on the classroom computers or have students open it on their devices if applicable.

Walk students through the interface, highlighting the following:

- Menu Bar
- Toolbar
- Document Window
- Panels (Layers, Properties, Swatches, Color, etc.)
- Customizing workspaces

Classwork:

- Have students research and create a one-page report on the history of Adobe Photoshop. Include information about its evolution and major milestones.

Day 2: Basic Tools and Palettes *Objective:* Introduce students to the basic tools and palettes used in Adobe Photoshop.

Activity 2:

Review the key tools in the toolbar (e.g., Marquee, Lasso, Brush, Text, Clone Stamp) and their basic functions.

Demonstrate how to use the Color and Swatches palettes for selecting and applying colors.

Practice using the Brush tool to draw simple shapes and the Selection tools to make selections.

Classwork:

- Assign students a worksheet with exercises that require them to create basic shapes and make selections using the tools learned in class.

Day 3: Creating, Opening, and Saving Files *Objective:* Teach students how to create, open, and save Photoshop files.

Activity 3:

Explain the difference between raster and vector graphics and why Photoshop is used for raster images.

Walk students through the process of creating a new document, specifying dimensions, and selecting settings.

Demonstrate how to open existing Photoshop files and discuss file compatibility. Show how to save projects in various formats (PSD, JPEG, PNG) and discuss the importance of saving and file size.

Classwork:

- Ask students to create a simple artwork in Photoshop and save it in both PSD and JPEG formats.

Day 4: Simple Image Adjustments *Objective:* Introduce students to basic image adjustment techniques in Photoshop.

Activity 4:

Discuss the importance of image adjustments in photography and design. Demonstrate how to use the Image Adjustments menu for tasks like brightness, contrast, and saturation.

Show how to use the Layers panel for non-destructive editing and the importance of adjustment layers.

Classwork:

- Assign students a project to take a photo (or find one online) and perform basic adjustments like brightness, contrast, and color balance using Photoshop.

Day 5: Review and Practice *Objective:* Review and reinforce concepts covered throughout the week.

Activity 5:

Conduct a class discussion to review the key points from the week.

Provide practice exercises for students to work on in class, applying the knowledge and skills they've learned.

Encourage students to ask questions and seek clarification on any concepts they find challenging.

Assessment:



- In-class quiz or short assignment where students are given a photo and asked to make specific adjustments using the tools and techniques covered during the week.

Day 6: Project Workday *Objective:* Allow students to work on their assigned projects with teacher guidance.

Activity 6:

Provide individualized support to students as they work on their photo editing projects.

Offer tips and feedback on their editing choices and the application of Photoshop skills.

Classwork:

- Remind students to complete their photo editing projects for presentation on the final day.

Day 7: Project Presentations and Recap *Objective:* Students present their completed photo editing projects and recap the week's learning.

Activity 7:

Have each student present their edited photo to the class, explaining the adjustments made and the tools used.

Facilitate a class discussion where students share their experiences and what they've learned.

Summarize the key takeaways and encourage students to continue exploring Photoshop independently.

Assessment:

- Evaluate students' project presentations based on the effectiveness of their photo adjustments and their ability to articulate their editing process.

Additional Notes:

- Ensure that students have access to computers with Adobe Photoshop installed

- or provide them with access to a cloud-based version if available.
- Tailor the complexity of the activities and homework assignments to match the skill level of the class.
- Encourage creativity and experimentation to foster a deeper understanding of Photoshop.

## **Week 2** : Lesson Plan: Introduction to Adobe Illustrator

Objective: By the end of this week, students will have a foundational understanding of Adobe Illustrator, including the interface, basic tools, file management, and simple image adjustments.

Day 1: Introduction to the Illustrator Interface *Objective*: Familiarize students with the Illustrator interface and its basic elements.

### Activity 1:

Begin by discussing what Adobe Illustrator is and its importance in design and illustration.

Open Adobe Illustrator on the classroom computers or have students open it on their devices if applicable.

Walk students through the interface, highlighting the following:

- Menu Bar
- Toolbar
- Artboard
- Panels (Layers, Properties, Swatches, Color, etc.)
- Workspace layout customization

### Classwork:

- Have students research and create a one-page report on the history of Adobe Illustrator. Include information about its evolution and major milestones.

Day 2: Basic Tools and Palettes *Objective*: Introduce students to the basic tools and palettes used in Adobe Illustrator.

### Activity 2:

Review the key tools in the toolbar (e.g., Selection, Pen, Shape tools, Text tool)

and their basic functions.

Demonstrate how to use the Color and Swatches palettes for selecting and applying colors.

Practice using the Pen tool to create simple shapes (e.g., circles, rectangles) and the Selection tool to manipulate them.

Classwork:

- Assign students a worksheet with exercises that require them to create basic shapes using the Pen tool, apply different colors, and manipulate objects.

Day 3: Creating, Opening, and Saving Files *Objective:* Teach students how to create, open, and save Illustrator files.

Activity 3:

Explain the concept of vector graphics and why Illustrator is ideal for creating them.

Walk students through the process of creating a new document, specifying artboard size, and selecting settings.

Demonstrate how to open existing Illustrator files and discuss file compatibility. Show how to save projects in different formats (AI, PDF, SVG, etc.) and the importance of saving regularly.

Classwork:

- Ask students to create a simple artwork (e.g., a cartoon character or logo) and save it in both AI and PDF formats.

Day 4: Simple Image Adjustments *Objective:* Introduce students to basic image adjustment techniques in Illustrator.

Activity 4:

Discuss the importance of image adjustments in design.

Demonstrate how to use the Transform panel to resize, rotate, and skew objects. Show how to use the Appearance panel to adjust stroke and fill attributes. Introduce the Pathfinder panel for combining and dividing shapes.

Classwork:

- Assign students a project to create a simple composition using basic shapes, text, and image adjustments.

Day 5: Review and Practice *Objective*: Review and reinforce concepts covered throughout the week.

Activity 5:

Conduct a class discussion to review the key points from the week.

Provide practice exercises for students to work on in class, applying the knowledge and skills they've learned.

Encourage students to ask questions and seek clarification on any concepts they find challenging.

Assessment:

- In-class quiz or short assignment where students are given a design task to create a simple artwork using the tools, palettes, and techniques covered during the week.

Day 6: Project Workday *Objective*: Allow students to work on their assigned projects with teacher guidance.

Activity 6:

Provide individualized support to students as they work on their projects. Offer tips and feedback on their design choices and the application of Illustrator skills.

Classwork:

- Remind students to complete their projects for presentation on the final day.

Day 7: Project Presentations and Recap *Objective*: Students present their completed projects and recap the week's learning.

Activity 7:

Have each student present their project to the class, explaining their design

choices and the tools and techniques used.

Facilitate a class discussion where students share their experiences and what they've learned.

Summarize the key takeaways and encourage students to continue exploring Illustrator independently.

Assessment:

- Evaluate students' project presentations based on creativity, effective use of tools, and overall design.

Additional Notes:

- Throughout the week, ensure that students have access to computers with Adobe Illustrator installed or provide them with a cloud-based version if available.
- Tailor the complexity of the activities and homework assignments to match the skill level of the class.
- Encourage creativity and experimentation to foster a deeper understanding of Illustrator.

### **Week 3-4: Image Editing Basics**

- Project 2: Photo Enhancement
  - Cropping and resizing images
  - Adjusting brightness and contrast
  - Removing blemishes and imperfections
  - Introduction to layers and layer masks

Week-Long High School Lesson Plan: Image Editing Basics Using Adobe Photoshop

Lesson Topic: Image Editing Basics

Objective: By the end of this week-long lesson plan, students will be able to perform basic image editing tasks using Adobe Photoshop, including photo enhancement, cropping, resizing, adjusting brightness and contrast, removing blemishes and imperfections, and understanding layers and layer masks.

Duration: Each daily lesson is designed for 1 hour.

Materials:

- Computers with Adobe Photoshop installed
- Sample images for practice
- Projector and screen
- Printed handouts with step-by-step instructions and examples

Lesson Plan:

Day 1: Photo Enhancement

*Objective:* Introduce students to the concept of photo enhancement and guide them in enhancing an image.

Introduction to Photo Enhancement (15 minutes)

- Explain what photo enhancement is and why it's important in image editing.
- Show examples of enhanced and unenhanced images.

Opening an Image in Photoshop (15 minutes)

- Demonstrate how to open an image in Adobe Photoshop.
- Discuss image file formats (JPEG, PNG, etc.).

Enhancing the Image (30 minutes)

- Walk students through the process of enhancing an image using basic tools like Levels, Curves, and Vibrance.
- Encourage them to experiment with these tools on their own images.

Day 2: Cropping and Resizing Images

*Objective:* Teach students how to crop and resize images effectively.

Introduction to Cropping and Resizing (15 minutes)

- Explain the purposes of cropping and resizing images.
- Show examples of when and why to use these techniques.

Cropping Images (20 minutes)

- Demonstrate how to use the Crop Tool to trim and reframe an image.
- Discuss composition and the rule of thirds.

Resizing Images (25 minutes)

- Explain how to change image dimensions and resolution.
- Discuss different scenarios for resizing (web, print, social media).

### Day 3: Adjusting Brightness and Contrast

*Objective:* Teach students how to adjust brightness and contrast in images.

#### Introduction to Brightness and Contrast (15 minutes)

- Discuss the importance of brightness and contrast in image editing.
- Show examples of images with various levels of adjustment.

#### Adjusting Brightness and Contrast (45 minutes)

- Demonstrate how to use adjustment layers like Levels and Curves to modify brightness and contrast.
- Encourage students to work on their own images and find the right balance.

### Day 4: Removing Blemishes and Imperfections

*Objective:* Instruct students on how to remove blemishes and imperfections from photos.

#### Introduction to Blemish Removal (15 minutes)

- Explain the purpose of blemish removal in portrait editing.
- Show examples of before-and-after blemish removal.

#### Blemish Removal Techniques (45 minutes)

- Demonstrate techniques using the Spot Healing Brush Tool and the Clone Stamp Tool.
- Emphasize the importance of subtlety in this process.

### Day 5: Introduction to Layers and Layer Masks

*Objective:* Provide an introduction to layers and layer masks in Photoshop.

#### Introduction to Layers (20 minutes)

- Explain the concept of layers in image editing.
- Show examples of how layers can be used to create non-destructive edits.

#### Understanding Layer Masks (40 minutes)

- Demonstrate how layer masks work and how they can be used to blend adjustments seamlessly.
- Provide examples of layer masks in action.

**Homework Assignment:** Provide students with a series of images and ask them to

enhance, crop, resize, adjust brightness/contrast, and remove blemishes using Photoshop. Encourage them to practice working with layers and layer masks.

**Assessment:** Review the edited images submitted by students, looking for correct application of the techniques taught during the lesson. Provide feedback on their work in the next class.

### **Week 5-6: Digital Art Basics**

- Project 3: Digital Collage
  - Creating a digital collage from images
  - Layer blending modes
  - Adding text and effects
  - Introduction to the Pen Tool

Week-Long High School Lesson Plan: Digital Collage Using Adobe Photoshop

Lesson Topic: Digital Collage Creation

**Objective:** By the end of this week-long lesson plan, students will be able to create digital collages using Adobe Photoshop. They will learn how to combine images, apply layer blending modes, add text and effects, and get an introduction to the Pen Tool for precise selections.

**Duration:** Each daily lesson is designed for 1 hour.

**Materials:**

- Computers with Adobe Photoshop installed
- Sample images for practice
- Projector and screen
- Printed handouts with step-by-step instructions and examples

**Lesson Plan:**

**Day 1: Introduction to Digital Collage (Creating a Digital Collage from Images)**

*Objective:* Introduce students to the concept of digital collage and guide them in creating their first collage.



### Introduction to Digital Collage (15 minutes)

- Discuss what digital collages are and their artistic and creative possibilities.
- Show examples of digital collages.

### Selecting and Importing Images (15 minutes)

- Explain how to find and select images for a collage.
- Demonstrate how to import and arrange images in Photoshop.

### Creating the First Collage (30 minutes)

- Walk students through the process of arranging and resizing images to create a simple collage.
- Save the collage as "Day1\_Collage.psd."

## Day 2: Layer Blending Modes

*Objective:* Teach students how to use layer blending modes to enhance their collages.

### Introduction to Layer Blending Modes (15 minutes)

- Explain the purpose of blending modes and their effects on layers.
- Show examples of various blending modes.

### Applying Blending Modes (30 minutes)

- Open the previous day's collage.
- Demonstrate how to apply different blending modes to layers to achieve different effects.
- Encourage students to experiment.

### Saving and Discussing Collages (15 minutes)

- Have students save their work and share their collages.
- Discuss their experiences with blending modes and the visual impact on their collages.

## Day 3: Adding Text and Effects

*Objective:* Teach students how to add text and apply effects to their collages.

### Adding Text to Collages (30 minutes)

- Explain how to add and format text layers.
- Encourage students to include meaningful text in their collages.

### Applying Effects (30 minutes)

- Demonstrate how to apply various effects like filters, gradients, and

- adjustments to enhance the collage.
- Discuss the artistic choices involved.

#### Day 4: Introduction to the Pen Tool

*Objective:* Provide an introduction to the Pen Tool for making precise selections.

##### Introduction to the Pen Tool (30 minutes)

- Explain the Pen Tool's role in creating precise selections and paths.
- Demonstrate how to create paths and selections using the Pen Tool.
- Practice with basic shapes and curves.

##### Hands-On Practice (30 minutes)

- Assign exercises that require students to practice using the Pen Tool.
- Provide feedback and assistance as needed.

#### Day 5: Final Collage Project

*Objective:* Allow students to apply all learned techniques to create a final digital collage.

##### Collage Project Instructions (15 minutes)

- Provide a prompt or theme for their final collage project.
- Encourage students to incorporate everything they've learned throughout the week.

##### Creating Final Collages (45 minutes)

- Allow students to work on their final collage projects.
- Provide guidance and assistance as needed.

##### Presenting Final Collages (15 minutes)

- Have students present and discuss their final collage projects.
- Encourage them to explain their creative choices and techniques used.

**Homework Assignment:** Ask students to reflect on the week's lessons and write a brief summary of their experience with digital collage and Photoshop techniques.

**Assessment:** Evaluate the final collages and student reflections to assess their understanding of digital collage creation using Adobe Photoshop.

### **Week 7-8: Graphic Design Principles**

- Project 4: Poster Design
  - Understanding composition and balance
  - Typography and text effects
  - Color theory in design
  - Exporting projects for print and web

Week-Long High School Lesson Plan: Graphic Design Principles Using Adobe Photoshop  
Lesson Topic: Graphic Design Principles

Objective: Over the course of this week, students will learn the fundamental principles of graphic design using Adobe Photoshop. They will create a poster design project that incorporates key concepts, including understanding composition and balance, typography and text effects, color theory in design, and exporting projects for print and web.

Duration: Each daily lesson is designed for 1 hour.

Materials:

- Computers with Adobe Photoshop installed
- Sample images and design resources
- Projector and screen
- Printed handouts with step-by-step instructions and examples

Lesson Plan:

Day 1: Introduction to Graphic Design Principles

*Objective:* Introduce students to the foundational principles of graphic design.

Introduction to Graphic Design (15 minutes)

- Define graphic design and its importance in visual communication.
- Show examples of well-designed posters and graphics.

Composition and Balance (45 minutes)

- Discuss composition principles such as alignment, proximity, and hierarchy.
- Show examples of balanced and unbalanced compositions.
- Assign a simple composition exercise.

## Day 2: Typography and Text Effects

*Objective:* Teach students about typography, fonts, and text effects in design.

### Typography Basics (20 minutes)

- Explain the importance of typography in graphic design.
- Discuss font types (serif, sans-serif, script, etc.) and their applications.

### Text Effects (40 minutes)

- Demonstrate how to add text to a design in Photoshop.
- Show various text effects like gradients, shadows, and outlines.
- Assign a typography-focused exercise.

## Day 3: Color Theory in Design

*Objective:* Explore the role of color in design and the principles of color theory.

### Color Theory Basics (20 minutes)

- Introduce the color wheel and color schemes (complementary, analogous, triadic, etc.).
- Discuss the psychological impact of colors.

### Applying Color in Design (40 minutes)

- Demonstrate how to choose and apply color schemes in Photoshop.
- Assign a color-focused exercise that requires students to create a color scheme.

## Day 4: Creating the Poster Design Project

*Objective:* Begin the poster design project, incorporating design principles learned so far.

### Poster Project Overview (15 minutes)

- Introduce the poster project, which will incorporate composition, typography, and color.
- Provide a project brief and requirements.

### Starting the Design (45 minutes)

- Show how to set up the canvas and choose a background.
- Begin designing the poster layout, emphasizing composition and balance.

## Day 5: Completing the Poster Design Project and Exporting

*Objective:* Finalize the poster design project and learn how to export it for print and web.

Finishing the Poster Design (40 minutes)

- Continue working on the poster, adding text, images, and colors.
- Emphasize the application of design principles.

Exporting for Print and Web (20 minutes)

- Explain the difference between print and web resolutions.
- Demonstrate how to export the project in different formats (PDF, JPEG, PNG) for both print and web use.

Homework Assignment: Assign students to complete their poster design projects and submit them in both print and web formats.

Assessment: Evaluate the completed poster designs based on the application of graphic design principles discussed during the week. Conduct a peer review or class critique to encourage discussion and feedback.

## **Week 9-10: Advanced Photo Editing**

- Project 5: Advanced Photo Retouching
  - Advanced image adjustments
  - Liquify tool for portrait retouching
  - Color correction and manipulation
  - Non-destructive editing techniques

Week-Long High School Lesson Plan: Advanced Photo Editing Using Adobe Photoshop

Lesson Topic: Advanced Photo Editing

Objective: Over the course of this week, high school students will learn advanced photo editing techniques using Adobe Photoshop. They will create an advanced photo retouching project that includes advanced image adjustments, the use of the Liquify tool for portrait retouching, color correction and manipulation, and non-destructive editing techniques.

Duration: Each daily lesson is designed for 1 hour.

Materials:

- Computers with Adobe Photoshop installed
- Sample images for practice
- Projector and screen
- Printed handouts with step-by-step instructions and examples

Lesson Plan:

Day 1: Introduction to Advanced Photo Editing

*Objective:* Introduce students to the concept of advanced photo editing and the importance of these techniques.

Introduction to Advanced Photo Editing (15 minutes)

- Define advanced photo editing and its applications.
- Show examples of advanced photo retouching.

Advanced Image Adjustments (45 minutes)

- Discuss advanced adjustments like Curves, Channel Mixer, and Selective Color.
- Demonstrate how to use these tools for precise adjustments.
- Assign an image adjustment exercise.

Day 2: Liquify Tool for Portrait Retouching

*Objective:* Teach students how to use the Liquify tool for portrait retouching.

Introduction to the Liquify Tool (15 minutes)

- Explain the purpose of the Liquify tool for portrait retouching.
- Discuss the ethical considerations in retouching.

Using the Liquify Tool (45 minutes)

- Demonstrate how to use the Liquify tool to adjust facial features, slimming, and retouching.
- Provide examples of before-and-after retouching.
- Assign a portrait retouching exercise.

Day 3: Color Correction and Manipulation

*Objective:* Explore advanced color correction and manipulation techniques.

#### Advanced Color Correction (20 minutes)

- Discuss the importance of color accuracy and balance in photos.
- Introduce advanced color correction tools like Color Balance and Color Lookup.

#### Color Manipulation and Creative Effects (40 minutes)

- Demonstrate how to manipulate and enhance colors creatively using adjustment layers.
- Show examples of color manipulation for artistic effect.
- Assign a color correction and manipulation exercise.

### Day 4: Non-Destructive Editing Techniques

*Objective:* Teach students the importance of non-destructive editing and techniques to achieve it.

#### Introduction to Non-Destructive Editing (20 minutes)

- Explain the concept of non-destructive editing and its benefits.
- Show examples of destructive vs. non-destructive edits.

#### Non-Destructive Editing Techniques (40 minutes)

- Demonstrate techniques like Smart Objects, Adjustment Layers, and Layer Masks to achieve non-destructive editing.
- Provide examples and exercises that emphasize non-destructive workflows.

### Day 5: Completing the Advanced Photo Retouching Project

*Objective:* Students will apply the advanced techniques they've learned to complete their advanced photo retouching project.

#### Project Work (60 minutes)

- Allow students to work on their advanced photo retouching projects.
- Offer guidance and support as needed.

#### Project Presentation and Discussion (15 minutes)

- Have students present their completed projects.
- Encourage them to explain their creative choices and the techniques used.

Homework Assignment: Assign students to research and present a famous photo retouching case study, discussing the ethical considerations and techniques used.

Assessment: Evaluate the completed advanced photo retouching projects and the quality of non-destructive editing techniques demonstrated during the week. Conduct a peer review or class critique to encourage discussion and feedback.

### **Week 11-12: Digital Painting and Illustration**

- Project 6: Digital Painting
  - Creating a digital painting from scratch
  - Brush techniques and custom brushes
  - Layer styles and blending modes for painting
  - Using masks in painting

Week-Long High School Lesson Plan: Digital Painting and Illustration Using Adobe Photoshop

Lesson Topic: Digital Painting and Illustration

Objective: Over the course of this week, high school students will learn the fundamentals of digital painting and illustration using Adobe Photoshop. They will create a digital painting project from scratch while mastering techniques such as brush techniques and custom brushes, layer styles and blending modes for painting, and using masks in painting.

Duration: Each daily lesson is designed for 1 hour.

Materials:

- Computers with Adobe Photoshop installed
- Graphic tablets (if available)
- Sample images for practice
- Projector and screen
- Printed handouts with step-by-step instructions and examples

Lesson Plan:



## Day 1: Introduction to Digital Painting

*Objective:* Introduce students to the concept of digital painting and the basic tools and setup.

### Introduction to Digital Painting (15 minutes)

- Define digital painting and its applications in art and design.
- Show examples of digital paintings.

### Setting up the Workspace (45 minutes)

- Demonstrate how to set up a canvas in Photoshop for digital painting.
- Explain the use of graphic tablets (if available).
- Assign a simple sketching exercise to get students familiar with the tools.

## Day 2: Brush Techniques and Custom Brushes

*Objective:* Teach students about brush techniques and creating custom brushes.

### Understanding Brushes (20 minutes)

- Explain the role of brushes in digital painting.
- Discuss brush settings such as size, opacity, and flow.

### Custom Brushes (40 minutes)

- Demonstrate how to create and customize brushes in Photoshop.
  - Encourage students to experiment and create their own brushes.
- Assign a custom brush exercise.

## Day 3: Layer Styles and Blending Modes for Painting

*Objective:* Explore the use of layer styles and blending modes for painting.

### Layer Styles for Painting (20 minutes)

● Introduce layer styles such as Overlay, Multiply, and Color Dodge. ● Explain how these styles affect the appearance of paint on different layers.

### Blending Modes for Painting (40 minutes)

- Demonstrate how to use blending modes for various painting effects.
- Provide examples and exercises that allow students to practice blending modes.

## Day 4: Using Masks in Painting

*Objective:* Teach students how to use masks to refine and control their digital paintings.

Introduction to Masks (20 minutes)

- Explain the concept of masks and their importance in non-destructive editing.
- Show examples of how masks can be used in painting.

Creating and Using Masks (40 minutes)

- Demonstrate how to create masks on layers and use them to control the painting.
- Assign a masking exercise where students must use masks to refine their paintings.

Day 5: Completing the Digital Painting Project

*Objective:* Students will apply the techniques they've learned to complete their digital painting projects.

Project Work (60 minutes)

- Allow students to work on their digital painting projects.
- Offer guidance and support as needed.

Project Presentation and Discussion (15 minutes)

- Have students present their completed projects.
- Encourage them to explain their creative choices and the techniques used.

Homework Assignment: Assign students to research and present a famous digital painting or illustrator and discuss their style, techniques, and impact on the art world.

Assessment: Evaluate the completed digital painting projects and the quality of brush techniques, custom brushes, layer styles, blending modes, and masks demonstrated during the week. Conduct a peer review or class critique to encourage discussion and feedback.

## **Week 13-14: Special Effects and Filters**

- Project 7: Photo Manipulation
  - Combining multiple images into a surreal composition

- Using filters and adjustment layers
- Adding visual effects and lighting
- Creating a cohesive scene

## Week-Long High School Lesson Plan: Special Effects and Filters Using Adobe Photoshop

### Lesson Topic: Special Effects and Filters in Photo Manipulation

**Objective:** Over the course of this week, high school students will learn how to create surreal compositions in Adobe Photoshop. They will explore techniques such as combining multiple images into a cohesive scene, using filters and adjustment layers, adding visual effects and lighting, and creating a unified composition.

**Duration:** Each daily lesson is designed for 1 hour.

### Materials:

- Computers with Adobe Photoshop installed
- Sample images for practice
- Projector and screen
- Printed handouts with step-by-step instructions and examples

### Lesson Plan:

#### Day 1: Introduction to Surreal Photo Manipulation

*Objective:* Introduce students to the concept of surreal photo manipulation and the basic setup.

##### Introduction to Surreal Photo Manipulation (15 minutes)

- Define surreal photo manipulation and its artistic applications.
- Show examples of surreal compositions.

##### Setting up the Workspace (45 minutes)

- Demonstrate how to set up a canvas in Photoshop for surreal compositions.
- Provide a brief overview of the tools and panels they will use.
- Assign a simple compositing exercise to get students started.

## Day 2: Combining Multiple Images

*Objective:* Teach students how to combine multiple images into a surreal composition.

### Selecting and Importing Images (15 minutes)

- Explain how to find and select images for their compositions.
- Demonstrate how to import and arrange images in Photoshop.

### Blending Multiple Images (45 minutes)

- Walk students through the process of blending images together seamlessly.
- Show how to use layer masks and layer blending modes.
- Assign an image compositing exercise.

## Day 3: Using Filters and Adjustment Layers

*Objective:* Explore the use of filters and adjustment layers in photo manipulation.

### Introduction to Filters and Adjustment Layers (20 minutes)

- Explain the purpose of filters and adjustment layers.
- Discuss common filters and adjustments used in surreal compositions.

### Applying Filters and Adjustment Layers (40 minutes)

- Demonstrate how to apply filters and adjustment layers to enhance the composition.
- Provide examples and exercises that allow students to practice using filters and adjustments creatively.

## Day 4: Adding Visual Effects and Lighting

*Objective:* Teach students how to add visual effects and lighting to enhance their compositions.

### Visual Effects and Lighting Basics (20 minutes)

- Discuss the importance of visual effects and lighting in creating a surreal atmosphere.
- Explain concepts like depth, shadows, and highlights.

### Adding Visual Effects and Lighting (40 minutes)

- Demonstrate techniques for adding effects like glow, blur, and lens flares.
- Show how to create lighting effects and shadows.
- Assign an exercise focusing on adding visual effects and lighting.

## Day 5: Creating a Cohesive Scene

*Objective:* Students will apply the techniques they've learned to create a cohesive and surreal scene.

### Project Work (60 minutes)

- Allow students to work on their surreal photo manipulation projects.
- Offer guidance and support as needed.

### Project Presentation and Discussion (15 minutes)

- Have students present their completed projects.
- Encourage them to explain their creative choices and the techniques used.

**Homework Assignment:** Assign students to research and present a famous surreal artist or photographer known for their manipulation work and discuss their style, techniques, and impact on the art world.

**Assessment:** Evaluate the completed surreal photo manipulation projects and the quality of image blending, filters, adjustment layers, visual effects, and lighting demonstrated during the week. Conduct a peer review or class critique to encourage discussion and feedback.

## **Week 15-16: Web and Social Media Graphics**

- Project 8: Social Media Graphics
  - Designing graphics for social media platforms
  - Creating banners, profile pictures, and posts
  - Exporting images for web use
  - Understanding image resolution

Week-Long High School Lesson Plan: Web and Social Media Graphics Using Adobe Photoshop

Lesson Topic: Web and Social Media Graphics

**Objective:** Over the course of this week, high school students will learn how to create graphics for web and social media platforms using Adobe Photoshop. They will design banners, profile pictures, and posts while mastering skills in exporting images for web use and understanding image resolution.

Duration: Each daily lesson is designed for 1 hour.

Materials:

- Computers with Adobe Photoshop installed
- Sample graphics and templates for practice
- Projector and screen
- Printed handouts with step-by-step instructions and examples

Lesson Plan:

Day 1: Introduction to Web and Social Media Graphics

*Objective:* Introduce students to the importance of web and social media graphics and the basic setup.

Introduction to Web and Social Media Graphics (15 minutes)

- Define web and social media graphics and their role in online branding and communication.
- Show examples of effective social media graphics.

Setting up the Workspace (45 minutes)

- Demonstrate how to set up a canvas in Photoshop with correct dimensions for popular social media platforms.
- Provide a brief overview of the tools and panels they will use.
- Assign a simple graphic design exercise to get students started.

Day 2: Designing Banners and Profile Pictures

*Objective:* Teach students how to design banners and profile pictures for social media platforms.

Understanding Banner and Profile Picture Design (20 minutes)

- Discuss the importance of branding and consistency across social media profiles.
- Explain the recommended sizes for banners and profile pictures on various platforms.

Designing Banners and Profile Pictures (40 minutes)

- Demonstrate how to create custom banners and profile pictures for social media.

- Encourage students to consider branding elements like logos, colors, and fonts.

### Day 3: Creating Social Media Posts

*Objective:* Explore the creation of engaging social media posts.

#### Designing Social Media Posts (20 minutes)

- Discuss the anatomy of a well-designed social media post, including images, text, and call-to-action elements.
- Explain the importance of visual hierarchy.

#### Creating Social Media Posts (40 minutes)

- Demonstrate how to design visually appealing social media posts in Photoshop.
- Emphasize the use of typography, images, and graphics to convey the message effectively.

### Day 4: Exporting Images for Web Use

*Objective:* Teach students how to prepare and export graphics for web use.

#### Understanding Image Resolution (20 minutes)

- Explain the difference between print and web resolution.
- Discuss the importance of optimizing images for web use to maintain quality and reduce file size.

#### Exporting Images for Web (40 minutes)

- Demonstrate how to export graphics with the correct dimensions and resolution for social media and websites.
- Provide tips on selecting appropriate file formats (JPEG, PNG, etc.).

### Day 5: Completing the Social Media Graphics Project

*Objective:* Students will apply the techniques they've learned to create a set of social media graphics.

#### Project Work (60 minutes)

- Allow students to work on their social media graphics project, including banners, profile pictures, and posts.
- Offer guidance and support as needed.

#### Project Presentation and Discussion (15 minutes)

- Have students present their completed social media graphics.
- Encourage them to explain their creative choices and the techniques used.

Homework Assignment: Assign students to create a mock social media campaign for a fictional or real business, using the graphics they designed during the week.

Assessment: Evaluate the completed social media graphics projects and the quality of design, consistency, and image optimization demonstrated during the week. Conduct a peer review or class critique to encourage discussion and feedback.

### **Week 17-18: 3D and Text Effects**

- Project 9: 3D Text and Objects
  - Creating 3D text and objects
  - Applying textures and materials
  - Adding lighting and shadows
  - Combining 3D elements with 2D images

Week-Long High School Lesson Plan: 3D Text and Effects Using Adobe Photoshop

Lesson Topic: 3D Text and Effects

Objective: Over the course of this week, high school students will learn how to create 3D text and objects in Adobe Photoshop. They will explore techniques such as creating 3D text and objects, applying textures and materials, adding lighting and shadows, and combining 3D elements with 2D images.

Duration: Each daily lesson is designed for 1 hour.

Materials:

- Computers with Adobe Photoshop installed (Photoshop CC or later versions that support 3D)
- Sample images and textures for practice
- Projector and screen
- Printed handouts with step-by-step instructions and examples



## Lesson Plan:

### Day 1: Introduction to 3D Text and Objects

*Objective:* Introduce students to the concept of 3D text and objects and set up the workspace.

#### Introduction to 3D Text and Objects (15 minutes)

- Define 3D text and objects and their applications.
- Show examples of 3D text and objects in design and advertising.

#### Setting up the Workspace (45 minutes)

- Demonstrate how to set up a 3D workspace in Photoshop.
- Provide a brief overview of the 3D tools and panels they will use. ●

Assign a simple 3D text creation exercise to get students started.

### Day 2: Creating 3D Text and Objects

*Objective:* Teach students how to create 3D text and objects.

#### Creating 3D Text (20 minutes)

- Explain how to create 3D text layers in Photoshop.
- Discuss the options for extrusion, bevels, and materials.

#### Creating 3D Objects (40 minutes)

- Demonstrate how to create 3D objects and shapes.
- Encourage students to experiment with different shapes and settings.

### Day 3: Applying Textures and Materials

*Objective:* Explore the application of textures and materials to 3D objects.

#### Understanding Textures and Materials (20 minutes)

- Explain the concept of textures and materials in 3D design.
- Discuss the importance of mapping textures onto 3D surfaces.

#### Applying Textures and Materials (40 minutes)

- Demonstrate how to apply textures and materials to 3D text and objects. ●
- Provide examples and exercises that allow students to practice texturing.

### Day 4: Adding Lighting and Shadows

*Objective:* Teach students how to add realistic lighting and shadows to 3D elements.

Lighting and Shadows Basics (20 minutes)

- Explain the role of lighting and shadows in creating realistic 3D scenes.
- Discuss types of light sources and their effects.

Adding Lighting and Shadows (40 minutes)

- Demonstrate how to add and adjust lighting sources and shadows in a 3D scene.
- Show how to create depth and realism with proper lighting.

Day 5: Combining 3D Elements with 2D Images

*Objective:* Students will learn how to integrate 3D elements into 2D images.

Importing and Combining Elements (20 minutes)

- Explain how to import 3D elements into a 2D image.
- Discuss the importance of perspective and placement.

Integrating 3D Elements (40 minutes)

- Demonstrate how to blend 3D elements seamlessly into a 2D background.
- Encourage students to create a cohesive composition.

Homework Assignment: Assign students to create a 3D text and objects project that combines various elements, textures, materials, lighting, and shadows into a visually compelling composition.

Assessment: Evaluate the completed 3D text and objects projects based on the application of 3D techniques, creativity, and the quality of integration with 2D images. Conduct a peer review or class critique to encourage discussion and feedback.

## **Week 19-20: Animation and Video**

- Project 10: Animated GIF
  - Creating a simple animated GIF
  - Frame-by-frame animation
  - Exporting animations for the web
  - Basic video editing in Photoshop

## Week-Long High School Lesson Plan: Animation and Video Using Adobe Photoshop

### Lesson Topic: Animation and Video

**Objective:** Over the course of this week, high school students will learn how to create animated GIFs and perform basic video editing using Adobe Photoshop. They will explore techniques such as creating simple animations, frame-by-frame animation, exporting animations for the web, and basic video editing.

**Duration:** Each daily lesson is designed for 1 hour.

### Materials:

- Computers with Adobe Photoshop installed
- Sample images and videos for practice
- Projector and screen
- Printed handouts with step-by-step instructions and examples

### Lesson Plan:

#### Day 1: Introduction to Animation in Photoshop

*Objective:* Introduce students to the concept of animation and set up the workspace in Photoshop.

##### Introduction to Animation (15 minutes)

- Define animation and its applications in design and storytelling.
- Show examples of animated GIFs and their use on the web.

##### Setting up the Workspace (45 minutes)

- Demonstrate how to set up an animation workspace in Photoshop.
- Provide a brief overview of the animation tools and panels.
- Assign a simple animation exercise to get students started.

#### Day 2: Creating a Simple Animated GIF

*Objective:* Teach students how to create a simple animated GIF.

##### Creating a Basic Animation (20 minutes)

- Explain how to create a frame-based animation in Photoshop.

- Discuss the concept of frames and timeline.

#### Creating the Animated GIF (40 minutes)

- Demonstrate how to create a simple animated GIF using a sequence of images.
- Encourage students to experiment with different frame durations.

### Day 3: Frame-by-Frame Animation

*Objective:* Explore frame-by-frame animation techniques.

#### Frame-by-Frame Animation Basics (20 minutes)

- Explain the concept of frame-by-frame animation.
- Discuss how to create and edit individual frames.

#### Creating Frame-by-Frame Animation (40 minutes)

- Demonstrate how to create frame-by-frame animations using drawing tools.
- Encourage students to create a short frame-by-frame animation.

### Day 4: Exporting Animations for the Web

*Objective:* Teach students how to export their animations for web

#### use. Understanding Export Options (20 minutes)

- Explain the different export options for animations in Photoshop.
- Discuss the importance of optimizing animations for the web.

#### Exporting the Animated GIF (40 minutes)

- Demonstrate how to export an animated GIF with optimized settings.
- Show how to preview the animation in a web browser.

### Day 5: Basic Video Editing in Photoshop

*Objective:* Students will learn how to perform basic video editing in Photoshop.

#### Importing and Editing Video Clips (20 minutes)

- Explain how to import video clips into Photoshop.
- Discuss basic video editing tasks like trimming and adjusting.

#### Basic Video Editing (40 minutes)

- Demonstrate how to edit video clips, add transitions, and create a simple video composition.
- Encourage students to experiment with basic video editing techniques.

Homework Assignment: Assign students to create an animated GIF or short video using their own content or provided assets. They should apply the animation and video editing techniques learned during the week.

Assessment: Evaluate the completed animated GIFs and videos based on creativity, animation techniques, and video editing skills demonstrated during the week. Conduct a peer review or class critique to encourage discussion and feedback.

## **Week 21-23: Portfolio Development**

- Project 11: Portfolio Presentation
  - Organizing and showcasing student work
  - Building a digital portfolio website
  - Preparing for presentations and critiques
  - Reflecting on the learning journey

Week-Long High School Lesson Plan: Portfolio Development for Graphic Design and Art Students

Lesson Topic: Portfolio Development

Objective: Over the course of this week, high school students studying graphic design and art will learn how to develop a professional portfolio that showcases their work. They will create a portfolio presentation project that includes organizing and showcasing their work, building a digital portfolio website, preparing for presentations and critiques, and reflecting on their learning journey.

Duration: Each daily lesson is designed for 1 hour.

Materials:

- Computers with internet access
- Portfolio examples
- Projector and screen

- Printed handouts with step-by-step instructions and examples

Lesson Plan:

### Day 1: Introduction to Portfolio Development

*Objective:* Introduce students to the importance of portfolio development in the field of graphic design and art.

#### Introduction to Portfolio Development (15 minutes)

- Explain what a portfolio is and its significance in showcasing their skills and work.
  - Show examples of professional portfolios to inspire students.
- Setting Goals and Objectives (45 minutes)

- Guide students in setting personal goals and objectives for their portfolios.
- Discuss the types of work they want to include and the audience they intend to target.

### Day 2: Organizing and Showcasing Student Work

*Objective:* Teach students how to organize and present their work effectively in a portfolio.

#### Work Selection and Organization (20 minutes)

- Discuss how to select and organize their best work.
- Explain the importance of creating a cohesive narrative through their portfolio.

#### Presentation Techniques (40 minutes)

- Demonstrate various presentation techniques, such as arranging work chronologically or thematically.
- Provide guidance on creating consistency in presentation styles.

### Day 3: Building a Digital Portfolio Website

*Objective:* Students will learn how to create a digital portfolio website to display their work online.

#### Choosing a Portfolio Platform (20 minutes)

- Introduce portfolio website platforms (e.g., Wix, Squarespace, Behance).
- Discuss the pros and cons of each platform.

#### Building the Website (40 minutes)

- Demonstrate how to set up a basic digital portfolio website using a chosen platform.
- Provide guidance on selecting templates, customizing layouts, and adding content.

### Day 4: Preparing for Presentations and Critiques

*Objective:* Teach students how to prepare for presenting their portfolio and receiving critiques.

#### Presentation Skills (20 minutes)

- Discuss effective presentation techniques, including storytelling and confident speaking.
- Share tips on creating engaging presentations.

#### Mock Presentations and Critiques (40 minutes)

- Arrange mock presentations where students present their portfolios to peers.
- Conduct constructive critiques to help students refine their presentations.

### Day 5: Reflecting on the Learning Journey

*Objective:* Students will reflect on their learning journey and progress throughout the portfolio development process.

#### Self-Reflection (20 minutes)

- Ask students to reflect on their growth, challenges, and achievements during the portfolio development.
- Provide prompts for self-assessment and improvement.

#### Portfolio Presentation and Celebration (40 minutes)

- Allow students to present their completed portfolios to the class or a panel.
- Celebrate their hard work and showcase the portfolios.

**Homework Assignment:** Assign students to continue refining their digital portfolio websites and prepare for any upcoming interviews or portfolio reviews.

Assessment: Evaluate students' portfolio presentation projects based on organization, presentation skills, and the quality of their digital portfolio websites. Encourage peer evaluations and self-reflection to assess personal growth and learning.

## **Week 24-26: Final Projects**

- Project 12: Final Project
  - Students choose a personal project to showcase their Photoshop skills
  - Independent project planning and execution
  - Presentation and critique of final projects

Two-Week High School Lesson Plan: Adobe Photoshop Final Project

Lesson Topic: Adobe Photoshop Final Project

Objective: Over the course of two weeks, high school students will choose a personal project to showcase their Photoshop skills. They will independently plan and execute their projects, demonstrating their proficiency in Adobe Photoshop. The final projects will be presented and critiqued.

Duration: Each daily lesson is designed for 1 hour, for a total of 10 hours over two weeks.

Materials:

- Computers with Adobe Photoshop installed
- Sample resources and templates (if needed)
- Projector and screen for presentations
- Rubric for assessment

Week 1: Project Planning and Development

Day 1: Introduction to Final Projects and Topic Selection

*Objective:* Introduce students to the final project and guide them in selecting their topics.



#### Introduction to the Final Project (15 minutes)

- Explain the final project's purpose and objectives.
- Share examples of past student projects.

#### Topic Selection (45 minutes)

- Discuss the importance of choosing a project that aligns with their interests and demonstrates their Photoshop skills.
- Allow students to brainstorm and select their project topics.

### Day 2: Research and Project Proposal

*Objective:* Guide students in conducting research and creating a project proposal.

#### Research and Gathering Resources (20 minutes)

- Instruct students to research their chosen topics and gather relevant images and resources.

#### Project Proposal (40 minutes)

- Teach students how to create a project proposal that outlines their project's objectives, scope, and resources needed.
- Review and approve project proposals.

### Day 3-4: Project Development

*Objective:* Students begin developing their projects independently.

#### Project Development (1 hour each day)

- Allow students to work on their projects independently, providing guidance and support as needed.
- Encourage them to use Photoshop techniques learned during the course.

### Week 2: Project Completion and Presentation

#### Day 5-9: Project Completion

*Objective:* Students continue working on and finalizing their projects.

#### Project Completion (1 hour each day)

- Provide time for students to complete their projects, refine details, and make necessary adjustments.

Day 10: Presentation and Critique

*Objective:* Students present their final projects to the class for critique.

Project Presentation (45 minutes)

- Each student presents their project to the class, explaining their creative process and techniques used.

Critique (45 minutes)

- Conduct a class critique where students provide feedback on each other's projects based on a predetermined rubric.

Criteria Points
Creativity and Originality /20

Technical Proficiency in Photoshop /20 Project Scope and Completeness /20

Presentation Skills and Clarity /20
Effective Use of Photoshop Techniques /10
Overall Impact and Quality of the Project /10

Assessment: Final Project Rubric (100 points)

Homework Assignment: None during the final project weeks, as students will be working independently on their projects.

Note: The rubric can be adapted and detailed further to suit specific project requirements and learning objectives. Encourage constructive feedback during the critique session to help students grow as designers.

## **Exhibit 9**

# **CTE Course Description**

## **Lineman**

**Course Title: Line Worker**  
**CIP CODE: 46.0303**  
Energy Industry Fundamentals  
Lineman Training Program

**\*\*Note:\*\*** The following syllabus is subject to change at the discretion of the instructor or the Michigan Department of Education.

**Instructor's Name:** Kyle Eaves

**School Contact Information:**

1110 State Street, Bay City, Mi 48706

[info@statestreetacademy.org](mailto:info@statestreetacademy.org)

989-684-6484

**Course Date:** Fall 2024

**CIP Code Name:** Lineworker

**CIP Code:** 46.0303

**Grade Level:** 11th-12th Grade

**Prerequisites:** None

**Course Description:**

The Lineman Program is a comprehensive training initiative spanning two semesters, consisting of eight units designed to equip students with essential skills and knowledge in electrical line work. Led by a licensed Journeyman Lineman with credentials recognized by the State of Michigan, the program offers a rigorous curriculum covering a wide range of topics crucial for success in the field.

Throughout the program, students will engage in hands-on learning experiences and classroom instruction, focusing on key areas such as knot tying, safety protocols, drilling techniques, and the distinction between distribution and transmission systems. Additionally, students will delve into topics related to renewable and non-renewable energy sources, basic and advanced tool usage and repair, procedures for taking lines out of service, and the installation of crossarms and attachments.

Practical skills development is emphasized, with students gaining proficiency in operating bucket and digger trucks, mastering the use of personal protective equipment (PPE), obtaining

a Commercial Driver's License (CDL), and completing OSHA 10 and First Aid certifications. Pole climbing training is also provided, enhancing students' physical abilities and confidence in the field.

Upon successful completion of the program, students will receive an Industry Certificate and a letter of recommendation, positioning them favorably for entry into the highly competitive Lineman Apprenticeship program. Furthermore, students have the opportunity to earn their CDL certification, a prerequisite for participation in the Lineman apprenticeship program, with the added benefit of complimentary driver training provided at no cost.

Accredited by Alpena Community College, this program extends its reach beyond the immediate district, offering students from surrounding areas a unique opportunity for career advancement. By enriching students' lives and expanding their horizons, the program aims to open doors to a multitude of possibilities for future career pathways.

Additionally, the Lineman Program aligns with the Michigan Merit Curriculum, providing students with the opportunity to earn credits toward their high school diploma while gaining valuable vocational skills and certifications.

Looking ahead, the program plans to evolve into a two-year curriculum, further enhancing its offerings and solidifying its position as a leading provider of lineman training. Additionally, future plans include the introduction of a substation technician program, showcasing the program's commitment to continuous growth and innovation in the field of electrical infrastructure.

Join us in exploring the endless possibilities and lucrative income potential offered by the Lineman Program, as we strive to empower students and shape the future of the electrical industry.

**Special Features:**

1. **Academic Credits:** The Lineman Program aligns with the Michigan Merit Curriculum, enabling students to earn academic credits toward their high school diploma while gaining valuable vocational skills.
2. **Postsecondary Opportunities:** Upon completion of the program, students are well-prepared for postsecondary education or entry into the workforce in the field of electrical line work.
3. **Available Credentials:** Students have the opportunity to earn industry-recognized credentials, including an Industry Certificate, Commercial Driver's License (CDL), OSHA 10 certification, and First Aid certification, enhancing their employability and career prospects.
4. **Work-Based Learning:** The program incorporates extensive work-based learning experiences, providing students with hands-on training and practical skills development essential for success in the field.

5. Safety Training: Emphasis is placed on safety training throughout the program, ensuring that students are well-equipped to adhere to industry safety standards and protocols, promoting a culture of safety in all aspects of electrical line work.

6. Student Leadership: Students have the opportunity to engage in student leadership activities through Career and Technical Student Organizations (CTSOs), fostering teamwork, communication skills, and leadership development within the context of the electrical industry.

These special features highlight the comprehensive nature of the Lineman Program, offering students a well-rounded educational experience that combines academic rigor, practical training, and opportunities for personal and professional growth.

### **Course Objectives:**

1. Understand electrical principles and systems.
2. Demonstrate knowledge of safety protocols and procedures in electrical line work.
3. Develop proficiency in climbing techniques and equipment operation.
4. Apply troubleshooting and problem-solving skills in practical scenarios.
5. Prepare for entry-level employment in the field of electrical line work.

### **Instructional Materials:**

- Textbook: "Energy Industry Fundamentals"
- Personal Protective Equipment (PPE)
- Climbing gear (harnesses, hooks, belts)
- Electrical tools (insulated gloves, meters, wrenches)
- Safety manuals and guidelines

### **Assessment:**

- Quizzes and tests on course content (40%)
- Hands-on practical assessments (30%)
- Final project or presentation (20%)
- Class participation and professionalism (10%)

### **Attendance Policy:**

- Regular attendance is essential for safety and skill development.
- Students are expected to notify the instructor in case of absence and make arrangements to catch up on missed work.

### **Classroom Expectations:**

- Follow safety protocols at all times.
- Participate actively in classroom discussions and hands-on activities.
- Respect classmates, instructors, and equipment.



**Additional Resources:**

- Michigan Department of Education CTE resources
- Local utility companies for internship opportunities
- Industry associations for networking and career development

**Course Outline On Next Page**

## **CTE Course Description**

### **Business Management**

## **State Street Academy Career and Technical Education Business Management 2023-24 Course Syllabus**

**Instructor:** Mr. Derek Czap

**E-mail:** dczap@statestreetacademy.org

### **About the Course:**

- M-F 1 hour blocks for the 23-24 school year
- Prerequisite(s):None

### **Instructional Methods:**

Class discussions, PowerPoint, YouTube, demonstration, teacher modeling, group activities, peer feedback, and individual feedback.

### **Accommodations:**

Students that require any accommodation (such are students with disabilities, religious conflicts, etc...) should notify the instructor as early as possible and accommodations will be made on an individual basis in adherence with the regulations outlined in the Student Handbook.

### **Course Description:**

The Business Management course is designed to provide students with a comprehensive understanding of fundamental business principles and practices. This Career and Technical Education (CTE) course aims to equip students with the knowledge and skills needed for success in various business environments. The curriculum covers key aspects of business management, including entrepreneurship, leadership, organizational behavior, marketing, finance, and ethics.

### **Instructional Philosophy:**

Business Career and Technical Education (CTE) centers on cultivating a dynamic and inclusive learning environment that seamlessly integrates theoretical knowledge with hands-on experiences. Emphasizing practical application, the philosophy prioritizes real-world projects, industry-relevant curriculum, and the integration of digital literacy skills. The focus extends beyond traditional classroom boundaries by incorporating guest speakers, industry partnerships, and work-based learning opportunities, allowing students to explore diverse career paths and develop essential soft skills. The philosophy fosters an entrepreneurial mindset, encouraging innovation, ethical decision-making, and social responsibility. With adaptability as a core tenet, the approach prepares students for the evolving business landscape, promoting continuous improvement through feedback mechanisms and ongoing professional development for educators.

## **Learning Outcomes:**

### **1. Business Knowledge and Concepts:**

Demonstrate a comprehensive understanding of fundamental business concepts, including marketing, finance, management, and entrepreneurship.

### **2. Communication Skills:**

Develop effective written and oral communication skills for business settings, including the ability to create professional documents, deliver presentations, and engage in business correspondence.

### **3. Critical Thinking and Problem-Solving:**

Apply critical thinking skills to analyze business situations, identify problems, and develop strategic solutions.

### **4. Financial Literacy:**

Acquire financial literacy skills, including budgeting, financial planning, and understanding economic principles relevant to personal and business finances.

### **5. Technology Proficiency:**

Utilize technology tools and software relevant to the business field, demonstrating proficiency in areas such as spreadsheet analysis, data management, and digital marketing.

### **6. Ethical Decision-Making:**

Understand and apply ethical principles in business decision-making, considering the social and environmental impact of business practices.

### **7. Entrepreneurial Mindset:**

Cultivate an entrepreneurial mindset by developing innovative ideas, understanding risk management, and demonstrating creativity in approaching business challenges.

### **8. Teamwork and Collaboration:**

Collaborate effectively in a team environment, demonstrating the ability to work with diverse perspectives and contribute to the achievement of common goals.

### **9. Professionalism and Workplace Skills:**

Develop workplace readiness skills, including time management, professional etiquette, resume writing, and job interview preparation.

### **10. Career Exploration:**

Explore various career paths within the business field, understanding industry trends, job roles, and opportunities for further education and professional growth.

These learning outcomes aim to provide a well-rounded and practical foundation for students pursuing careers in the business sector through CTE programs.

## **Textbook:None**

- Students will only need computer/internet access and be able to save on the Cloud.
- Be able to login to your student @statestreetacademy email account and Google Classroom on a regular basis.

## **Attendance/Tardy Policy:**

SSA requires extraordinary attendance from CTE students. Students are expected to attend class and to let the instructor know if they have to be absent for any reason.

**Participation:**

Each student is expected to participate actively in class activities. Active participation involves coming to class prepared, responding to questions, and engaging in class activities and assignments.

**Grading:**

Each of the Projects will have its own rubric given to the students before the start of the project.

**Late Submission Policy:**

The teacher will provide specific due dates for all assignments. Late assignments will receive a reduced grade from the grade earned.

**Technology Policy:**

Please discontinue the use of all electronic devices for the duration of each class meeting. Cell phones are NOT permitted in class.

**Academic Honesty:**

Each student assumes the responsibilities of being a member of the SSA academic community. All acts of plagiarism are not tolerated including: cheating, claiming one's work as their own, fabrication and helping one to commit any of these acts. Any violations of academic honesty will receive strict disciplinary action, which can include removal from SSA CTE Programs.

**Course Outline****Course Title: Business Essentials (First Term)****Course Description:**

This introductory course provides students with a foundational understanding of key business concepts, ethics, communication, and decision-making. Topics include an overview of business structures, marketing principles, financial literacy, and the role of entrepreneurship in the business world.

**Week 1-2: Introduction to Business**

- Overview of fundamental business concepts and structures.
- Exploration of various types of businesses and their roles in the economy.
- Introduction to entrepreneurship and its significance in the business world.

### **Week 3-4: Business Ethics and Social Responsibility**

- Examination of ethical considerations in business decision-making.
- Analysis of case studies to understand the impact of ethics on business practices.
- Discussion of corporate social responsibility and its role in modern business.

### **Week 5-6: Communication in Business**

- Development of effective written and verbal communication skills.
- Exploration of business etiquette and professional communication.
- Practical exercises to enhance communication in a business environment.

### **Week 7-8: Business Operations and Project Management**

- Understanding the basics of business operations.
- Introduction to project management principles.
- Group projects to apply project management concepts.

### **Week 9-10: Marketing Fundamentals**

- Overview of the role and importance of marketing in business.
- Exploration of the marketing mix: product, price, place, and promotion.
- Case studies on successful marketing strategies.

### **Week 11-12: Market Research and Analysis**

- Basics of market research and its significance in decision-making.
- Conducting market surveys and analyzing gathered data.
- Utilizing market research insights for strategic decision-making.

### **Week 13-14: Branding and Advertising**

- Building and managing a brand.
- Creating effective advertising campaigns.
- The impact of digital marketing and social media on advertising.

### **Week 15-16: Financial Literacy**

- Introduction to basic financial concepts in a business context.
- Understanding financial statements and budgeting.
- Practical exercises on financial decision-making.

## **Week 17-18: Final Project and Review**

- Culminating project applying various concepts learned throughout the course.
- Comprehensive review of key topics.
- Final assessment and reflection on the course.

### **Assessment:**

- Quizzes and exams on each major topic.
- Group projects and presentations.
- Final comprehensive assessment and project.

## **Course Title: Business Economics (Second Term)**

### **Week 1-2: Introduction to Business Economics**

- Overview of the intersection between economics and business.
- Understanding basic economic concepts relevant to business decisions.
- Historical context of business economics.

### **Week 3-4: Supply and Demand**

- In-depth exploration of the laws of supply and demand.
- Analysis of market equilibrium and its significance in business.
- Practical applications of supply and demand concepts.

### **Week 5-6: Elasticity and Its Implications**

- Understanding price elasticity of demand and supply.
- Analysis of how elasticity influences pricing decisions.
- Case studies on businesses adapting to changes in elasticity.

### **Week 7-8: Cost and Production Analysis**

- Examination of production costs and their impact on business decisions.
- Introduction to various production models.
- Analyzing cost structures for strategic decision-making.

### **Week 9-10: Market Structures**

- Overview of different market structures: perfect competition, monopoly, oligopoly, and monopolistic competition.
- Analysis of how market structures influence business behavior.
- Case studies on industries with various market structures.

### **Week 11-12: Macroeconomics and Business**

- Understanding the broader economic context.
- Analysis of macroeconomic indicators and their impact on businesses.
- Exploration of fiscal and monetary policy.

### **Week 13-14: International Business Economics**

- Introduction to global economic concepts.
- Analysis of international trade and its impact on businesses.
- Case studies on multinational corporations and their strategies.

### **Week 15-16: Business Cycle and Economic Forecasting**

- Understanding the business cycle and its phases.
- Application of economic forecasting in business planning.
- Analysis of economic indicators for predicting business trends.

### **Week 17-18: Final Project and Review**

- Culminating project applying economic concepts to a business scenario.
- Comprehensive review of key topics.
- Final assessment and reflection on the course.

### **Assessment:**

- Quizzes and exams on each major topic.
- Research papers and presentations.
- Final comprehensive assessment and project.



## **Course Title: Business Essentials (Third Term)**

### **Week 1-2: Introduction to Business Law**

- Overview of the legal system and its application to business.
- Understanding the sources of business law.
- Introduction to legal reasoning and case analysis.

### **Week 3-4: Contract Law**

- Elements of a contract and contract formation.
- Types of contracts and their enforceability.
- Remedies for breach of contract.

### **Week 5-6: Tort Law**

- Understanding negligence, strict liability, and intentional torts.
- Analysis of tort cases relevant to business.
- Minimizing legal risk in business operations.

### **Week 7-8: Business Ethics and Corporate Social Responsibility**

- Exploring the intersection of law, ethics, and corporate responsibility.
- Case studies on ethical dilemmas in business.
- Developing ethical business practices.

### **Week 9-10: Agency and Employment Law**

- Understanding agency relationships in business.
- Employment contracts, discrimination, and workplace regulations.
- Legal implications of employer-employee relationships.

### **Week 11-12: Business Organizations**

- Types of business entities: sole proprietorship, partnership, corporation, and LLC.
- Formation, management, and dissolution of business entities.
- Choosing the right business structure.

### **Week 13-14: Commercial Transactions**

- Overview of sales contracts and the Uniform Commercial Code (UCC).
- Analysis of negotiable instruments and secured transactions.
- Legal aspects of e-commerce.

### **Week 15-16: Intellectual Property Law**

- Copyright, patent, trademark, and trade secret laws.
- Protection of intellectual property in business.
- Intellectual property infringement cases.

### **Week 17-18: Real Estate Law**

- Principles of real estate law in a business context.
- Commercial leases, property transactions, and zoning.
- Case studies on real estate disputes.

### **Week 19-20: Consumer Protection and Product Liability**

- Overview of consumer protection laws.
- Analysis of product liability cases.
- Legal responsibilities in marketing and selling products.

### **Week 21-22: Environmental Law and Business**

- Understanding environmental regulations affecting businesses.
- Compliance with environmental laws.
- Liability for environmental damages.

### **Week 23-24: International Business Law**

- Legal considerations in international trade.
- Resolving international business disputes.
- Comparative analysis of legal systems.

### **Week 25-26: Antitrust Law**

- Overview of antitrust laws and regulations.
- Analysis of antitrust cases and their impact on business.
- Maintaining fair competition.

### **Week 27-28: Bankruptcy Law**

- Understanding bankruptcy proceedings.
- Legal implications for creditors and debtors.
- Reorganization and liquidation.

### **Week 29-30: Cybersecurity and Data Privacy**

- Legal aspects of cybersecurity.
- Compliance with data privacy laws.
- Addressing legal challenges in the digital age.

### **Week 31-32: Employment Law II: Labor Relations**

- Collective bargaining and labor union issues.
- Legal aspects of strikes and lockouts.
- Labor relations laws and regulations.

### **Week 33-34: Business Law in Practice**

- Mock trials and case simulations.
- Guest lectures from legal professionals.
- Practical applications of business law concepts.

### **Week 35-36: Final Project and Review**

- Comprehensive review of key legal concepts.
- Culminating project applying business law principles to a case.
- Final assessment and reflection on the course.

**Assessment:**

- Regular quizzes and exams.
- Legal case analyses.
- Final project and comprehensive assessment.

**Course Title: Business Management (Fourth Term)****Week 1-2: Introduction to Business Management**

- Overview of management principles and functions.
- The role of managers in organizations.
- Historical development of management theories.

**Week 3-4: Planning and Decision Making**

- The importance of strategic planning.
- Decision-making processes and techniques.
- Setting organizational goals and objectives.

**Week 5-6: Organizing and Staffing**

- Principles of organizational structure.
- Delegation and coordination of tasks.
- Recruitment, selection, and training of employees.

**Week 7-8: Leadership and Motivation**

- Different leadership styles and their impact.
- Motivational theories and their application.
- Building effective and cohesive teams.

**Week 9-10: Communication and Interpersonal Skills**

- Importance of effective communication in management.
- Developing interpersonal skills for leaders.
- Conflict resolution and negotiation.

### **Week 11-12: Time and Stress Management**

- Strategies for time management in a business setting.
- Identifying and managing stress in the workplace.
- Balancing work-life responsibilities.

### **Week 13-14: Project Management**

- Principles of project planning and execution.
- Tools and techniques for project management.
- Evaluating project success and learning from failures.

### **Week 15-16: Change Management**

- Understanding the need for organizational change.
- Managing resistance to change.
- Implementing successful change initiatives.

### **Week 17-18: Business Ethics and Corporate Social Responsibility in Management**

- Ethical considerations in decision making.
- Promoting social responsibility in business.
- The impact of ethical leadership on organizational success.

### **Assessment:**

- Regular quizzes and exams.
- Case studies on management principles.
- Individual and group projects.
- Final management plan presentation.

Note: The course is designed to provide students with a comprehensive understanding of key business management concepts and practical skills. The assessments are structured to evaluate both theoretical knowledge and the ability to apply management principles in real-world scenarios.

# **CTE Course Description**

## **Graphic Arts & Design**

**State Street Academy Career and Technical Education**  
**10.0301 - Graphics and Printing Technology and Communications Consolidated**  
**Course Syllabus (Year 1)**

**About the Course:**

- M-F 1 hour blocks for the school year
- Prerequisite(s):None

**Instructional Methods:**

Class discussions, PowerPoint, YouTube, demonstration, teacher modeling, group activities, peer feedback, and individual feedback.

**Accommodations:**

Students that require any accommodation (such as students with disabilities, religious conflicts, etc...) should notify the instructor as early as possible and accommodations will be made on an individual basis in adherence with the regulations outlined in the Student Handbook.

**Course Description:**

Students will learn and apply fundamentals of various software applications (such as Illustrator and Photoshop), web design, image editing, graphic advertising and marketing projects to develop technical skills along with organization, communication, ethics and hardwork.

**Instructional Philosophy:**

Students will be given challenging real world projects and assignments typical of the graphic design industry. High quality work is expected and students will be given opportunities to redo work until it meets standards specified during instruction. Classroom activities will include reading, research, projects, and problem solving.

**Learning Outcomes:**

1. Demonstrate a thorough understanding of the elements of graphic design.
2. Read, understand and communicate in the language of graphic design.
3. Use technology such as Photoshop, Illustrator, etc.
4. Students will learn to demonstrate positive work behavior.
5. Students will learn to solve problems using critical thinking.

**Textbook:**None

- Students will only need computer/internet access and be able to save on the Cloud.
- Be able to login to your student @statestreetacademy email account and Google Classroom on a regular basis.

**Attendance/Tardy Policy:**

SSA requires extraordinary attendance from CTE students. Students are expected to attend

class and to let the instructor know if they have to be absent for any reason.

**Participation:**

Each student is expected to participate actively in class activities. Active participation involves coming to class prepared, responding to questions, and engaging in class activities and assignments.

**Grading:**

Each of the 12 Projects will have its own rubric given to the students before the start of the project.

**Late Submission Policy:**

The teacher will provide specific due dates for all assignments. Late assignments will receive a reduced grade from the grade earned.

**Technology Policy:**

Please discontinue the use of all electronic devices for the duration of each class meeting. Cell phones are NOT permitted in class.

**Academic Honesty:**

Each student assumes the responsibilities of being a member of the SSA academic community. All acts of plagiarism are not tolerated including: cheating, claiming one's work as their own, fabrication and helping one to commit any of these acts. Any violations of academic honesty will receive strict disciplinary action, which can include removal from SSA CTE Programs.

**Course Outline (12 Projects Spread across 26 Weeks )**

**Week 1 : Introduction to Adobe Photoshop**

- Menu Bar
- Toolbar
- Document Window
- Panels (Layers, Properties, Swatches, Color, etc.)
- Customizing workspaces

**Week 2 : Introduction to Adobe Illustrator**

- Menu Bar
- Toolbar
- Artboard
- Panels (Layers, Properties, Swatches, Color, etc.)



- Workspace layout customization

### **Week 3-4: Image Editing Basics**

- Project 2: Photo Enhancement
  - Cropping and resizing images
  - Adjusting brightness and contrast
  - Removing blemishes and imperfections
  - Introduction to layers and layer masks

### **Week 5-6: Digital Art Basics**

- Project 3: Digital Collage
  - Creating a digital collage from images
  - Layer blending modes
  - Adding text and effects
  - Introduction to the Pen Tool

### **Week 7-8: Graphic Design Principles**

- Project 4: Poster Design
  - Understanding composition and balance
  - Typography and text effects
  - Color theory in design
  - Exporting projects for print and web

### **Week 9-10: Advanced Photo Editing**

- Project 5: Advanced Photo Retouching
  - Advanced image adjustments
  - Liquify tool for portrait retouching
  - Color correction and manipulation
  - Non-destructive editing techniques

### **Week 11-12: Digital Painting and Illustration**

- Project 6: Digital Painting
  - Creating a digital painting from scratch

- Brush techniques and custom brushes
- Layer styles and blending modes for painting
- Using masks in painting

### **Week 13-14: Special Effects and Filters**

- Project 7: Photo Manipulation
  - Combining multiple images into a surreal composition
  - Using filters and adjustment layers
  - Adding visual effects and lighting
  - Creating a cohesive scene

### **Week 15-16: Web and Social Media Graphics**

- Project 8: Social Media Graphics
  - Designing graphics for social media platforms
  - Creating banners, profile pictures, and posts
  - Exporting images for web use
  - Understanding image resolution

### **Week 17-18: 3D and Text Effects**

- Project 9: 3D Text and Objects
  - Creating 3D text and objects
  - Applying textures and materials
  - Adding lighting and shadows
  - Combining 3D elements with 2D images

### **Week 19-20: Animation and Video**

- Project 10: Animated GIF
  - Creating a simple animated GIF
  - Frame-by-frame animation
  - Exporting animations for the web
  - Basic video editing in Photoshop

### **Week 21-23: Portfolio Development**

- Project 11: Portfolio Presentation
  - Organizing and showcasing student work
  - Building a digital portfolio website
  - Preparing for presentations and critiques
  - Reflecting on the learning journey

### **Week 24-26: Final Projects**

- Project 12: Final Project
  - Students choose a personal project to showcase their Photoshop skills
  - Independent project planning and execution
  - Presentation and critique of final projects

### **Year 1 Curriculum**

#### **Course Title: Introduction to Adobe Photoshop and Illustrator**

**Course Duration:** One School Year (36-40 weeks)

**Course Overview:** This course will introduce students to the fundamentals of Adobe Photoshop and Illustrator, emphasizing creative design and practical skills. Students will learn to manipulate images, create digital art, and develop essential graphic design skills.

#### **Week 1-2: Introduction to Adobe Photoshop and Illustrator**

Week 1-Lesson Plan: Introduction to Adobe Photoshop

**Objective:** By the end of this week, students will have a foundational understanding of Adobe Photoshop, including the interface, basic tools, file management, and simple image adjustments.

**Day 1: Introduction to the Photoshop Interface** *Objective:* Familiarize students with the Photoshop interface and its basic elements.

**Activity 1:**

Begin by discussing what Adobe Photoshop is and its importance in graphic design and photo editing.

Open Adobe Photoshop on the classroom computers or have students open it on their devices if applicable.

Walk students through the interface, highlighting the following:

- Menu Bar
- Toolbar
- Document Window
- Panels (Layers, Properties, Swatches, Color, etc.)
- Customizing workspaces

Classwork:

- Have students research and create a one-page report on the history of Adobe Photoshop. Include information about its evolution and major milestones.

Day 2: Basic Tools and Palettes *Objective:* Introduce students to the basic tools and palettes used in Adobe Photoshop.

Activity 2:

Review the key tools in the toolbar (e.g., Marquee, Lasso, Brush, Text, Clone Stamp) and their basic functions.

Demonstrate how to use the Color and Swatches palettes for selecting and applying colors.

Practice using the Brush tool to draw simple shapes and the Selection tools to make selections.

Classwork:

- Assign students a worksheet with exercises that require them to create basic shapes and make selections using the tools learned in class.

Day 3: Creating, Opening, and Saving Files *Objective:* Teach students how to create, open, and save Photoshop files.

Activity 3:

Explain the difference between raster and vector graphics and why Photoshop is used for raster images.

Walk students through the process of creating a new document, specifying dimensions, and selecting settings.

Demonstrate how to open existing Photoshop files and discuss file compatibility. Show how to save projects in various formats (PSD, JPEG, PNG) and discuss the importance of saving and file size.

Classwork:

- Ask students to create a simple artwork in Photoshop and save it in both PSD and JPEG formats.

Day 4: Simple Image Adjustments *Objective:* Introduce students to basic image adjustment techniques in Photoshop.

Activity 4:

Discuss the importance of image adjustments in photography and design. Demonstrate how to use the Image Adjustments menu for tasks like brightness, contrast, and saturation.

Show how to use the Layers panel for non-destructive editing and the importance of adjustment layers.

Classwork:

- Assign students a project to take a photo (or find one online) and perform basic adjustments like brightness, contrast, and color balance using Photoshop.

Day 5: Review and Practice *Objective:* Review and reinforce concepts covered throughout the week.

Activity 5:

Conduct a class discussion to review the key points from the week.

Provide practice exercises for students to work on in class, applying the knowledge and skills they've learned.

Encourage students to ask questions and seek clarification on any concepts they find challenging.

Assessment:

- In-class quiz or short assignment where students are given a photo and asked to make specific adjustments using the tools and techniques covered during the week.

Day 6: Project Workday *Objective:* Allow students to work on their assigned projects with teacher guidance.

Activity 6:

Provide individualized support to students as they work on their photo editing projects.

Offer tips and feedback on their editing choices and the application of Photoshop skills.

Classwork:

- Remind students to complete their photo editing projects for presentation on the final day.

Day 7: Project Presentations and Recap *Objective:* Students present their completed photo editing projects and recap the week's learning.

Activity 7:

Have each student present their edited photo to the class, explaining the adjustments made and the tools used.

Facilitate a class discussion where students share their experiences and what they've learned.

Summarize the key takeaways and encourage students to continue exploring Photoshop independently.

Assessment:

- Evaluate students' project presentations based on the effectiveness of their photo adjustments and their ability to articulate their editing process.

Additional Notes:

- Ensure that students have access to computers with Adobe Photoshop installed

- or provide them with access to a cloud-based version if available.
- Tailor the complexity of the activities and homework assignments to match the skill level of the class.
- Encourage creativity and experimentation to foster a deeper understanding of Photoshop.

## **Week 2** : Lesson Plan: Introduction to Adobe Illustrator

Objective: By the end of this week, students will have a foundational understanding of Adobe Illustrator, including the interface, basic tools, file management, and simple image adjustments.

Day 1: Introduction to the Illustrator Interface *Objective*: Familiarize students with the Illustrator interface and its basic elements.

### Activity 1:

Begin by discussing what Adobe Illustrator is and its importance in design and illustration.

Open Adobe Illustrator on the classroom computers or have students open it on their devices if applicable.

Walk students through the interface, highlighting the following:

- Menu Bar
- Toolbar
- Artboard
- Panels (Layers, Properties, Swatches, Color, etc.)
- Workspace layout customization

### Classwork:

- Have students research and create a one-page report on the history of Adobe Illustrator. Include information about its evolution and major milestones.

Day 2: Basic Tools and Palettes *Objective*: Introduce students to the basic tools and palettes used in Adobe Illustrator.

### Activity 2:

Review the key tools in the toolbar (e.g., Selection, Pen, Shape tools, Text tool)

and their basic functions.

Demonstrate how to use the Color and Swatches palettes for selecting and applying colors.

Practice using the Pen tool to create simple shapes (e.g., circles, rectangles) and the Selection tool to manipulate them.

Classwork:

- Assign students a worksheet with exercises that require them to create basic shapes using the Pen tool, apply different colors, and manipulate objects.

Day 3: Creating, Opening, and Saving Files *Objective:* Teach students how to create, open, and save Illustrator files.

Activity 3:

Explain the concept of vector graphics and why Illustrator is ideal for creating them.

Walk students through the process of creating a new document, specifying artboard size, and selecting settings.

Demonstrate how to open existing Illustrator files and discuss file compatibility. Show how to save projects in different formats (AI, PDF, SVG, etc.) and the importance of saving regularly.

Classwork:

- Ask students to create a simple artwork (e.g., a cartoon character or logo) and save it in both AI and PDF formats.

Day 4: Simple Image Adjustments *Objective:* Introduce students to basic image adjustment techniques in Illustrator.

Activity 4:

Discuss the importance of image adjustments in design.

Demonstrate how to use the Transform panel to resize, rotate, and skew objects. Show how to use the Appearance panel to adjust stroke and fill attributes. Introduce the Pathfinder panel for combining and dividing shapes.

Classwork:



- Assign students a project to create a simple composition using basic shapes, text, and image adjustments.

Day 5: Review and Practice *Objective*: Review and reinforce concepts covered throughout the week.

Activity 5:

Conduct a class discussion to review the key points from the week.

Provide practice exercises for students to work on in class, applying the knowledge and skills they've learned.

Encourage students to ask questions and seek clarification on any concepts they find challenging.

Assessment:

- In-class quiz or short assignment where students are given a design task to create a simple artwork using the tools, palettes, and techniques covered during the week.

Day 6: Project Workday *Objective*: Allow students to work on their assigned projects with teacher guidance.

Activity 6:

Provide individualized support to students as they work on their projects. Offer tips and feedback on their design choices and the application of Illustrator skills.

Classwork:

- Remind students to complete their projects for presentation on the final day.

Day 7: Project Presentations and Recap *Objective*: Students present their completed projects and recap the week's learning.

Activity 7:

Have each student present their project to the class, explaining their design

choices and the tools and techniques used.

Facilitate a class discussion where students share their experiences and what they've learned.

Summarize the key takeaways and encourage students to continue exploring Illustrator independently.

Assessment:

- Evaluate students' project presentations based on creativity, effective use of tools, and overall design.

Additional Notes:

- Throughout the week, ensure that students have access to computers with Adobe Illustrator installed or provide them with a cloud-based version if available.
- Tailor the complexity of the activities and homework assignments to match the skill level of the class.
- Encourage creativity and experimentation to foster a deeper understanding of Illustrator.

### **Week 3-4: Image Editing Basics**

- Project 2: Photo Enhancement
  - Cropping and resizing images
  - Adjusting brightness and contrast
  - Removing blemishes and imperfections
  - Introduction to layers and layer masks

Week-Long High School Lesson Plan: Image Editing Basics Using Adobe Photoshop

Lesson Topic: Image Editing Basics

Objective: By the end of this week-long lesson plan, students will be able to perform basic image editing tasks using Adobe Photoshop, including photo enhancement, cropping, resizing, adjusting brightness and contrast, removing blemishes and imperfections, and understanding layers and layer masks.

Duration: Each daily lesson is designed for 1 hour.

Materials:

- Computers with Adobe Photoshop installed
- Sample images for practice
- Projector and screen
- Printed handouts with step-by-step instructions and examples

Lesson Plan:

Day 1: Photo Enhancement

*Objective:* Introduce students to the concept of photo enhancement and guide them in enhancing an image.

Introduction to Photo Enhancement (15 minutes)

- Explain what photo enhancement is and why it's important in image editing.
- Show examples of enhanced and unenhanced images.

Opening an Image in Photoshop (15 minutes)

- Demonstrate how to open an image in Adobe Photoshop.
- Discuss image file formats (JPEG, PNG, etc.).

Enhancing the Image (30 minutes)

- Walk students through the process of enhancing an image using basic tools like Levels, Curves, and Vibrance.
- Encourage them to experiment with these tools on their own images.

Day 2: Cropping and Resizing Images

*Objective:* Teach students how to crop and resize images effectively.

Introduction to Cropping and Resizing (15 minutes)

- Explain the purposes of cropping and resizing images.
- Show examples of when and why to use these techniques.

Cropping Images (20 minutes)

- Demonstrate how to use the Crop Tool to trim and reframe an image.
- Discuss composition and the rule of thirds.

Resizing Images (25 minutes)

- Explain how to change image dimensions and resolution.
- Discuss different scenarios for resizing (web, print, social media).

### Day 3: Adjusting Brightness and Contrast

*Objective:* Teach students how to adjust brightness and contrast in images.

#### Introduction to Brightness and Contrast (15 minutes)

- Discuss the importance of brightness and contrast in image editing.
- Show examples of images with various levels of adjustment.

#### Adjusting Brightness and Contrast (45 minutes)

- Demonstrate how to use adjustment layers like Levels and Curves to modify brightness and contrast.
- Encourage students to work on their own images and find the right balance.

### Day 4: Removing Blemishes and Imperfections

*Objective:* Instruct students on how to remove blemishes and imperfections from photos.

#### Introduction to Blemish Removal (15 minutes)

- Explain the purpose of blemish removal in portrait editing.
- Show examples of before-and-after blemish removal.

#### Blemish Removal Techniques (45 minutes)

- Demonstrate techniques using the Spot Healing Brush Tool and the Clone Stamp Tool.
- Emphasize the importance of subtlety in this process.

### Day 5: Introduction to Layers and Layer Masks

*Objective:* Provide an introduction to layers and layer masks in Photoshop.

#### Introduction to Layers (20 minutes)

- Explain the concept of layers in image editing.
- Show examples of how layers can be used to create non-destructive edits.

#### Understanding Layer Masks (40 minutes)

- Demonstrate how layer masks work and how they can be used to blend adjustments seamlessly.
- Provide examples of layer masks in action.

**Homework Assignment:** Provide students with a series of images and ask them to

enhance, crop, resize, adjust brightness/contrast, and remove blemishes using Photoshop. Encourage them to practice working with layers and layer masks.

**Assessment:** Review the edited images submitted by students, looking for correct application of the techniques taught during the lesson. Provide feedback on their work in the next class.

### **Week 5-6: Digital Art Basics**

- Project 3: Digital Collage
  - Creating a digital collage from images
  - Layer blending modes
  - Adding text and effects
  - Introduction to the Pen Tool

#### Week-Long High School Lesson Plan: Digital Collage Using Adobe Photoshop

Lesson Topic: Digital Collage Creation

**Objective:** By the end of this week-long lesson plan, students will be able to create digital collages using Adobe Photoshop. They will learn how to combine images, apply layer blending modes, add text and effects, and get an introduction to the Pen Tool for precise selections.

**Duration:** Each daily lesson is designed for 1 hour.

**Materials:**

- Computers with Adobe Photoshop installed
- Sample images for practice
- Projector and screen
- Printed handouts with step-by-step instructions and examples

**Lesson Plan:**

**Day 1: Introduction to Digital Collage (Creating a Digital Collage from Images)**

*Objective:* Introduce students to the concept of digital collage and guide them in creating their first collage.

### Introduction to Digital Collage (15 minutes)

- Discuss what digital collages are and their artistic and creative possibilities.
- Show examples of digital collages.

### Selecting and Importing Images (15 minutes)

- Explain how to find and select images for a collage.
- Demonstrate how to import and arrange images in Photoshop.

### Creating the First Collage (30 minutes)

- Walk students through the process of arranging and resizing images to create a simple collage.
- Save the collage as "Day1\_Collage.psd."

## Day 2: Layer Blending Modes

*Objective:* Teach students how to use layer blending modes to enhance their collages.

### Introduction to Layer Blending Modes (15 minutes)

- Explain the purpose of blending modes and their effects on layers.
- Show examples of various blending modes.

### Applying Blending Modes (30 minutes)

- Open the previous day's collage.
- Demonstrate how to apply different blending modes to layers to achieve different effects.
- Encourage students to experiment.

### Saving and Discussing Collages (15 minutes)

- Have students save their work and share their collages.
- Discuss their experiences with blending modes and the visual impact on their collages.

## Day 3: Adding Text and Effects

*Objective:* Teach students how to add text and apply effects to their collages.

### Adding Text to Collages (30 minutes)

- Explain how to add and format text layers.
- Encourage students to include meaningful text in their collages.

### Applying Effects (30 minutes)

- Demonstrate how to apply various effects like filters, gradients, and

- adjustments to enhance the collage.
- Discuss the artistic choices involved.

#### Day 4: Introduction to the Pen Tool

*Objective:* Provide an introduction to the Pen Tool for making precise selections.

##### Introduction to the Pen Tool (30 minutes)

- Explain the Pen Tool's role in creating precise selections and paths.
- Demonstrate how to create paths and selections using the Pen Tool.
- Practice with basic shapes and curves.

##### Hands-On Practice (30 minutes)

- Assign exercises that require students to practice using the Pen Tool.
- Provide feedback and assistance as needed.

#### Day 5: Final Collage Project

*Objective:* Allow students to apply all learned techniques to create a final digital collage.

##### Collage Project Instructions (15 minutes)

- Provide a prompt or theme for their final collage project.
- Encourage students to incorporate everything they've learned throughout the week.

##### Creating Final Collages (45 minutes)

- Allow students to work on their final collage projects.
- Provide guidance and assistance as needed.

##### Presenting Final Collages (15 minutes)

- Have students present and discuss their final collage projects.
- Encourage them to explain their creative choices and techniques used.

**Homework Assignment:** Ask students to reflect on the week's lessons and write a brief summary of their experience with digital collage and Photoshop techniques.

**Assessment:** Evaluate the final collages and student reflections to assess their understanding of digital collage creation using Adobe Photoshop.

### **Week 7-8: Graphic Design Principles**

- Project 4: Poster Design
  - Understanding composition and balance
  - Typography and text effects
  - Color theory in design
  - Exporting projects for print and web

Week-Long High School Lesson Plan: Graphic Design Principles Using Adobe Photoshop  
Lesson Topic: Graphic Design Principles

Objective: Over the course of this week, students will learn the fundamental principles of graphic design using Adobe Photoshop. They will create a poster design project that incorporates key concepts, including understanding composition and balance, typography and text effects, color theory in design, and exporting projects for print and web.

Duration: Each daily lesson is designed for 1 hour.

Materials:

- Computers with Adobe Photoshop installed
- Sample images and design resources
- Projector and screen
- Printed handouts with step-by-step instructions and examples

Lesson Plan:

Day 1: Introduction to Graphic Design Principles

*Objective:* Introduce students to the foundational principles of graphic design.

Introduction to Graphic Design (15 minutes)

- Define graphic design and its importance in visual communication.
- Show examples of well-designed posters and graphics.

Composition and Balance (45 minutes)

- Discuss composition principles such as alignment, proximity, and hierarchy.
- Show examples of balanced and unbalanced compositions.
- Assign a simple composition exercise.



## Day 2: Typography and Text Effects

*Objective:* Teach students about typography, fonts, and text effects in design.

### Typography Basics (20 minutes)

- Explain the importance of typography in graphic design.
- Discuss font types (serif, sans-serif, script, etc.) and their applications.

### Text Effects (40 minutes)

- Demonstrate how to add text to a design in Photoshop.
- Show various text effects like gradients, shadows, and outlines.
- Assign a typography-focused exercise.

## Day 3: Color Theory in Design

*Objective:* Explore the role of color in design and the principles of color theory.

### Color Theory Basics (20 minutes)

- Introduce the color wheel and color schemes (complementary, analogous, triadic, etc.).
- Discuss the psychological impact of colors.

### Applying Color in Design (40 minutes)

- Demonstrate how to choose and apply color schemes in Photoshop.
- Assign a color-focused exercise that requires students to create a color scheme.

## Day 4: Creating the Poster Design Project

*Objective:* Begin the poster design project, incorporating design principles learned so far.

### Poster Project Overview (15 minutes)

- Introduce the poster project, which will incorporate composition, typography, and color.
- Provide a project brief and requirements.

### Starting the Design (45 minutes)

- Show how to set up the canvas and choose a background.
- Begin designing the poster layout, emphasizing composition and balance.

## Day 5: Completing the Poster Design Project and Exporting

*Objective:* Finalize the poster design project and learn how to export it for print and web.

Finishing the Poster Design (40 minutes)

- Continue working on the poster, adding text, images, and colors.
- Emphasize the application of design principles.

Exporting for Print and Web (20 minutes)

- Explain the difference between print and web resolutions.
- Demonstrate how to export the project in different formats (PDF, JPEG, PNG) for both print and web use.

Homework Assignment: Assign students to complete their poster design projects and submit them in both print and web formats.

Assessment: Evaluate the completed poster designs based on the application of graphic design principles discussed during the week. Conduct a peer review or class critique to encourage discussion and feedback.

## **Week 9-10: Advanced Photo Editing**

- Project 5: Advanced Photo Retouching
  - Advanced image adjustments
  - Liquify tool for portrait retouching
  - Color correction and manipulation
  - Non-destructive editing techniques

Week-Long High School Lesson Plan: Advanced Photo Editing Using Adobe Photoshop

Lesson Topic: Advanced Photo Editing

Objective: Over the course of this week, high school students will learn advanced photo editing techniques using Adobe Photoshop. They will create an advanced photo retouching project that includes advanced image adjustments, the use of the Liquify tool for portrait retouching, color correction and manipulation, and non-destructive editing techniques.

Duration: Each daily lesson is designed for 1 hour.

Materials:

- Computers with Adobe Photoshop installed
- Sample images for practice
- Projector and screen
- Printed handouts with step-by-step instructions and examples

Lesson Plan:

Day 1: Introduction to Advanced Photo Editing

*Objective:* Introduce students to the concept of advanced photo editing and the importance of these techniques.

Introduction to Advanced Photo Editing (15 minutes)

- Define advanced photo editing and its applications.
- Show examples of advanced photo retouching.

Advanced Image Adjustments (45 minutes)

- Discuss advanced adjustments like Curves, Channel Mixer, and Selective Color.
- Demonstrate how to use these tools for precise adjustments.
- Assign an image adjustment exercise.

Day 2: Liquify Tool for Portrait Retouching

*Objective:* Teach students how to use the Liquify tool for portrait retouching.

Introduction to the Liquify Tool (15 minutes)

- Explain the purpose of the Liquify tool for portrait retouching.
- Discuss the ethical considerations in retouching.

Using the Liquify Tool (45 minutes)

- Demonstrate how to use the Liquify tool to adjust facial features, slimming, and retouching.
- Provide examples of before-and-after retouching.
- Assign a portrait retouching exercise.

Day 3: Color Correction and Manipulation

*Objective:* Explore advanced color correction and manipulation techniques.

#### Advanced Color Correction (20 minutes)

- Discuss the importance of color accuracy and balance in photos.
- Introduce advanced color correction tools like Color Balance and Color Lookup.

#### Color Manipulation and Creative Effects (40 minutes)

- Demonstrate how to manipulate and enhance colors creatively using adjustment layers.
- Show examples of color manipulation for artistic effect.
- Assign a color correction and manipulation exercise.

### Day 4: Non-Destructive Editing Techniques

*Objective:* Teach students the importance of non-destructive editing and techniques to achieve it.

#### Introduction to Non-Destructive Editing (20 minutes)

- Explain the concept of non-destructive editing and its benefits.
- Show examples of destructive vs. non-destructive edits.

#### Non-Destructive Editing Techniques (40 minutes)

- Demonstrate techniques like Smart Objects, Adjustment Layers, and Layer Masks to achieve non-destructive editing.
- Provide examples and exercises that emphasize non-destructive workflows.

### Day 5: Completing the Advanced Photo Retouching Project

*Objective:* Students will apply the advanced techniques they've learned to complete their advanced photo retouching project.

#### Project Work (60 minutes)

- Allow students to work on their advanced photo retouching projects.
- Offer guidance and support as needed.

#### Project Presentation and Discussion (15 minutes)

- Have students present their completed projects.
- Encourage them to explain their creative choices and the techniques used.

Homework Assignment: Assign students to research and present a famous photo retouching case study, discussing the ethical considerations and techniques used.

Assessment: Evaluate the completed advanced photo retouching projects and the quality of non-destructive editing techniques demonstrated during the week. Conduct a peer review or class critique to encourage discussion and feedback.

### **Week 11-12: Digital Painting and Illustration**

- Project 6: Digital Painting
  - Creating a digital painting from scratch
  - Brush techniques and custom brushes
  - Layer styles and blending modes for painting
  - Using masks in painting

Week-Long High School Lesson Plan: Digital Painting and Illustration Using Adobe Photoshop

Lesson Topic: Digital Painting and Illustration

Objective: Over the course of this week, high school students will learn the fundamentals of digital painting and illustration using Adobe Photoshop. They will create a digital painting project from scratch while mastering techniques such as brush techniques and custom brushes, layer styles and blending modes for painting, and using masks in painting.

Duration: Each daily lesson is designed for 1 hour.

Materials:

- Computers with Adobe Photoshop installed
- Graphic tablets (if available)
- Sample images for practice
- Projector and screen
- Printed handouts with step-by-step instructions and examples

Lesson Plan:

## Day 1: Introduction to Digital Painting

*Objective:* Introduce students to the concept of digital painting and the basic tools and setup.

### Introduction to Digital Painting (15 minutes)

- Define digital painting and its applications in art and design.
- Show examples of digital paintings.

### Setting up the Workspace (45 minutes)

- Demonstrate how to set up a canvas in Photoshop for digital painting.
- Explain the use of graphic tablets (if available).
- Assign a simple sketching exercise to get students familiar with the tools.

## Day 2: Brush Techniques and Custom Brushes

*Objective:* Teach students about brush techniques and creating custom brushes.

### Understanding Brushes (20 minutes)

- Explain the role of brushes in digital painting.
- Discuss brush settings such as size, opacity, and flow.

### Custom Brushes (40 minutes)

- Demonstrate how to create and customize brushes in Photoshop.
  - Encourage students to experiment and create their own brushes. ●
- Assign a custom brush exercise.

## Day 3: Layer Styles and Blending Modes for Painting

*Objective:* Explore the use of layer styles and blending modes for painting.

### Layer Styles for Painting (20 minutes)

● Introduce layer styles such as Overlay, Multiply, and Color Dodge. ● Explain how these styles affect the appearance of paint on different layers.

### Blending Modes for Painting (40 minutes)

- Demonstrate how to use blending modes for various painting effects. ●
- Provide examples and exercises that allow students to practice blending modes.

## Day 4: Using Masks in Painting

*Objective:* Teach students how to use masks to refine and control their digital paintings.

Introduction to Masks (20 minutes)

- Explain the concept of masks and their importance in non-destructive editing.
- Show examples of how masks can be used in painting.

Creating and Using Masks (40 minutes)

- Demonstrate how to create masks on layers and use them to control the painting.
- Assign a masking exercise where students must use masks to refine their paintings.

Day 5: Completing the Digital Painting Project

*Objective:* Students will apply the techniques they've learned to complete their digital painting projects.

Project Work (60 minutes)

- Allow students to work on their digital painting projects.
- Offer guidance and support as needed.

Project Presentation and Discussion (15 minutes)

- Have students present their completed projects.
- Encourage them to explain their creative choices and the techniques used.

Homework Assignment: Assign students to research and present a famous digital painting or illustrator and discuss their style, techniques, and impact on the art world.

Assessment: Evaluate the completed digital painting projects and the quality of brush techniques, custom brushes, layer styles, blending modes, and masks demonstrated during the week. Conduct a peer review or class critique to encourage discussion and feedback.

## **Week 13-14: Special Effects and Filters**

- Project 7: Photo Manipulation
  - Combining multiple images into a surreal composition

- Using filters and adjustment layers
- Adding visual effects and lighting
- Creating a cohesive scene

## Week-Long High School Lesson Plan: Special Effects and Filters Using Adobe Photoshop

### Lesson Topic: Special Effects and Filters in Photo Manipulation

**Objective:** Over the course of this week, high school students will learn how to create surreal compositions in Adobe Photoshop. They will explore techniques such as combining multiple images into a cohesive scene, using filters and adjustment layers, adding visual effects and lighting, and creating a unified composition.

**Duration:** Each daily lesson is designed for 1 hour.

### Materials:

- Computers with Adobe Photoshop installed
- Sample images for practice
- Projector and screen
- Printed handouts with step-by-step instructions and examples

### Lesson Plan:

#### Day 1: Introduction to Surreal Photo Manipulation

**Objective:** Introduce students to the concept of surreal photo manipulation and the basic setup.

##### Introduction to Surreal Photo Manipulation (15 minutes)

- Define surreal photo manipulation and its artistic applications.
- Show examples of surreal compositions.

##### Setting up the Workspace (45 minutes)

- Demonstrate how to set up a canvas in Photoshop for surreal compositions.
- Provide a brief overview of the tools and panels they will use.
- Assign a simple compositing exercise to get students started.



## Day 2: Combining Multiple Images

*Objective:* Teach students how to combine multiple images into a surreal composition.

### Selecting and Importing Images (15 minutes)

- Explain how to find and select images for their compositions.
- Demonstrate how to import and arrange images in Photoshop.

### Blending Multiple Images (45 minutes)

- Walk students through the process of blending images together seamlessly.
- Show how to use layer masks and layer blending modes.
- Assign an image compositing exercise.

## Day 3: Using Filters and Adjustment Layers

*Objective:* Explore the use of filters and adjustment layers in photo manipulation.

### Introduction to Filters and Adjustment Layers (20 minutes)

- Explain the purpose of filters and adjustment layers.
- Discuss common filters and adjustments used in surreal compositions.

### Applying Filters and Adjustment Layers (40 minutes)

- Demonstrate how to apply filters and adjustment layers to enhance the composition.
- Provide examples and exercises that allow students to practice using filters and adjustments creatively.

## Day 4: Adding Visual Effects and Lighting

*Objective:* Teach students how to add visual effects and lighting to enhance their compositions.

### Visual Effects and Lighting Basics (20 minutes)

- Discuss the importance of visual effects and lighting in creating a surreal atmosphere.
- Explain concepts like depth, shadows, and highlights.

### Adding Visual Effects and Lighting (40 minutes)

- Demonstrate techniques for adding effects like glow, blur, and lens flares.
- Show how to create lighting effects and shadows.
- Assign an exercise focusing on adding visual effects and lighting.

## Day 5: Creating a Cohesive Scene

*Objective:* Students will apply the techniques they've learned to create a cohesive and surreal scene.

### Project Work (60 minutes)

- Allow students to work on their surreal photo manipulation projects.
- Offer guidance and support as needed.

### Project Presentation and Discussion (15 minutes)

- Have students present their completed projects.
- Encourage them to explain their creative choices and the techniques used.

**Homework Assignment:** Assign students to research and present a famous surreal artist or photographer known for their manipulation work and discuss their style, techniques, and impact on the art world.

**Assessment:** Evaluate the completed surreal photo manipulation projects and the quality of image blending, filters, adjustment layers, visual effects, and lighting demonstrated during the week. Conduct a peer review or class critique to encourage discussion and feedback.

## **Week 15-16: Web and Social Media Graphics**

- Project 8: Social Media Graphics
  - Designing graphics for social media platforms
  - Creating banners, profile pictures, and posts
  - Exporting images for web use
  - Understanding image resolution

Week-Long High School Lesson Plan: Web and Social Media Graphics Using Adobe Photoshop

Lesson Topic: Web and Social Media Graphics

**Objective:** Over the course of this week, high school students will learn how to create graphics for web and social media platforms using Adobe Photoshop. They will design banners, profile pictures, and posts while mastering skills in exporting images for web use and understanding image resolution.

Duration: Each daily lesson is designed for 1 hour.

Materials:

- Computers with Adobe Photoshop installed
- Sample graphics and templates for practice
- Projector and screen
- Printed handouts with step-by-step instructions and examples

Lesson Plan:

Day 1: Introduction to Web and Social Media Graphics

*Objective:* Introduce students to the importance of web and social media graphics and the basic setup.

Introduction to Web and Social Media Graphics (15 minutes)

- Define web and social media graphics and their role in online branding and communication.
- Show examples of effective social media graphics.

Setting up the Workspace (45 minutes)

- Demonstrate how to set up a canvas in Photoshop with correct dimensions for popular social media platforms.
- Provide a brief overview of the tools and panels they will use.
- Assign a simple graphic design exercise to get students started.

Day 2: Designing Banners and Profile Pictures

*Objective:* Teach students how to design banners and profile pictures for social media platforms.

Understanding Banner and Profile Picture Design (20 minutes)

- Discuss the importance of branding and consistency across social media profiles.
- Explain the recommended sizes for banners and profile pictures on various platforms.

Designing Banners and Profile Pictures (40 minutes)

- Demonstrate how to create custom banners and profile pictures for social media.

- Encourage students to consider branding elements like logos, colors, and fonts.

### Day 3: Creating Social Media Posts

*Objective:* Explore the creation of engaging social media posts.

#### Designing Social Media Posts (20 minutes)

- Discuss the anatomy of a well-designed social media post, including images, text, and call-to-action elements.
- Explain the importance of visual hierarchy.

#### Creating Social Media Posts (40 minutes)

- Demonstrate how to design visually appealing social media posts in Photoshop.
- Emphasize the use of typography, images, and graphics to convey the message effectively.

### Day 4: Exporting Images for Web Use

*Objective:* Teach students how to prepare and export graphics for web use.

#### Understanding Image Resolution (20 minutes)

- Explain the difference between print and web resolution.
- Discuss the importance of optimizing images for web use to maintain quality and reduce file size.

#### Exporting Images for Web (40 minutes)

- Demonstrate how to export graphics with the correct dimensions and resolution for social media and websites.
- Provide tips on selecting appropriate file formats (JPEG, PNG, etc.).

### Day 5: Completing the Social Media Graphics Project

*Objective:* Students will apply the techniques they've learned to create a set of social media graphics.

#### Project Work (60 minutes)

- Allow students to work on their social media graphics project, including banners, profile pictures, and posts.
- Offer guidance and support as needed.

#### Project Presentation and Discussion (15 minutes)

- Have students present their completed social media graphics.
- Encourage them to explain their creative choices and the techniques used.

Homework Assignment: Assign students to create a mock social media campaign for a fictional or real business, using the graphics they designed during the week.

Assessment: Evaluate the completed social media graphics projects and the quality of design, consistency, and image optimization demonstrated during the week. Conduct a peer review or class critique to encourage discussion and feedback.

### **Week 17-18: 3D and Text Effects**

- Project 9: 3D Text and Objects
  - Creating 3D text and objects
  - Applying textures and materials
  - Adding lighting and shadows
  - Combining 3D elements with 2D images

Week-Long High School Lesson Plan: 3D Text and Effects Using Adobe Photoshop

Lesson Topic: 3D Text and Effects

Objective: Over the course of this week, high school students will learn how to create 3D text and objects in Adobe Photoshop. They will explore techniques such as creating 3D text and objects, applying textures and materials, adding lighting and shadows, and combining 3D elements with 2D images.

Duration: Each daily lesson is designed for 1 hour.

Materials:

- Computers with Adobe Photoshop installed (Photoshop CC or later versions that support 3D)
- Sample images and textures for practice
- Projector and screen
- Printed handouts with step-by-step instructions and examples

## Lesson Plan:

### Day 1: Introduction to 3D Text and Objects

*Objective:* Introduce students to the concept of 3D text and objects and set up the workspace.

#### Introduction to 3D Text and Objects (15 minutes)

- Define 3D text and objects and their applications.
- Show examples of 3D text and objects in design and advertising.

#### Setting up the Workspace (45 minutes)

- Demonstrate how to set up a 3D workspace in Photoshop.
- Provide a brief overview of the 3D tools and panels they will use. ●

Assign a simple 3D text creation exercise to get students started.

### Day 2: Creating 3D Text and Objects

*Objective:* Teach students how to create 3D text and objects.

#### Creating 3D Text (20 minutes)

- Explain how to create 3D text layers in Photoshop.
- Discuss the options for extrusion, bevels, and materials.

#### Creating 3D Objects (40 minutes)

- Demonstrate how to create 3D objects and shapes.
- Encourage students to experiment with different shapes and settings.

### Day 3: Applying Textures and Materials

*Objective:* Explore the application of textures and materials to 3D objects.

#### Understanding Textures and Materials (20 minutes)

- Explain the concept of textures and materials in 3D design.
- Discuss the importance of mapping textures onto 3D surfaces.

#### Applying Textures and Materials (40 minutes)

- Demonstrate how to apply textures and materials to 3D text and objects. ●
- Provide examples and exercises that allow students to practice texturing.

### Day 4: Adding Lighting and Shadows

*Objective:* Teach students how to add realistic lighting and shadows to 3D elements.

Lighting and Shadows Basics (20 minutes)

- Explain the role of lighting and shadows in creating realistic 3D scenes.
- Discuss types of light sources and their effects.

Adding Lighting and Shadows (40 minutes)

- Demonstrate how to add and adjust lighting sources and shadows in a 3D scene.
- Show how to create depth and realism with proper lighting.

Day 5: Combining 3D Elements with 2D Images

*Objective:* Students will learn how to integrate 3D elements into 2D images.

Importing and Combining Elements (20 minutes)

- Explain how to import 3D elements into a 2D image.
- Discuss the importance of perspective and placement.

Integrating 3D Elements (40 minutes)

- Demonstrate how to blend 3D elements seamlessly into a 2D background.
- Encourage students to create a cohesive composition.

Homework Assignment: Assign students to create a 3D text and objects project that combines various elements, textures, materials, lighting, and shadows into a visually compelling composition.

Assessment: Evaluate the completed 3D text and objects projects based on the application of 3D techniques, creativity, and the quality of integration with 2D images. Conduct a peer review or class critique to encourage discussion and feedback.

## **Week 19-20: Animation and Video**

- Project 10: Animated GIF
  - Creating a simple animated GIF
  - Frame-by-frame animation
  - Exporting animations for the web
  - Basic video editing in Photoshop

## Week-Long High School Lesson Plan: Animation and Video Using Adobe Photoshop

### Lesson Topic: Animation and Video

**Objective:** Over the course of this week, high school students will learn how to create animated GIFs and perform basic video editing using Adobe Photoshop. They will explore techniques such as creating simple animations, frame-by-frame animation, exporting animations for the web, and basic video editing.

**Duration:** Each daily lesson is designed for 1 hour.

### Materials:

- Computers with Adobe Photoshop installed
- Sample images and videos for practice
- Projector and screen
- Printed handouts with step-by-step instructions and examples

### Lesson Plan:

#### Day 1: Introduction to Animation in Photoshop

*Objective:* Introduce students to the concept of animation and set up the workspace in Photoshop.

##### Introduction to Animation (15 minutes)

- Define animation and its applications in design and storytelling.
- Show examples of animated GIFs and their use on the web.

##### Setting up the Workspace (45 minutes)

- Demonstrate how to set up an animation workspace in Photoshop.
- Provide a brief overview of the animation tools and panels.
- Assign a simple animation exercise to get students started.

#### Day 2: Creating a Simple Animated GIF

*Objective:* Teach students how to create a simple animated GIF.

##### Creating a Basic Animation (20 minutes)

- Explain how to create a frame-based animation in Photoshop.



- Discuss the concept of frames and timeline.

#### Creating the Animated GIF (40 minutes)

- Demonstrate how to create a simple animated GIF using a sequence of images.
- Encourage students to experiment with different frame durations.

### Day 3: Frame-by-Frame Animation

*Objective:* Explore frame-by-frame animation techniques.

#### Frame-by-Frame Animation Basics (20 minutes)

- Explain the concept of frame-by-frame animation.
- Discuss how to create and edit individual frames.

#### Creating Frame-by-Frame Animation (40 minutes)

- Demonstrate how to create frame-by-frame animations using drawing tools.
- Encourage students to create a short frame-by-frame animation.

### Day 4: Exporting Animations for the Web

*Objective:* Teach students how to export their animations for web

#### use. Understanding Export Options (20 minutes)

- Explain the different export options for animations in Photoshop.
- Discuss the importance of optimizing animations for the web.

#### Exporting the Animated GIF (40 minutes)

- Demonstrate how to export an animated GIF with optimized settings.
- Show how to preview the animation in a web browser.

### Day 5: Basic Video Editing in Photoshop

*Objective:* Students will learn how to perform basic video editing in Photoshop.

#### Importing and Editing Video Clips (20 minutes)

- Explain how to import video clips into Photoshop.
- Discuss basic video editing tasks like trimming and adjusting.

#### Basic Video Editing (40 minutes)

- Demonstrate how to edit video clips, add transitions, and create a simple video composition.
- Encourage students to experiment with basic video editing techniques.

Homework Assignment: Assign students to create an animated GIF or short video using their own content or provided assets. They should apply the animation and video editing techniques learned during the week.

Assessment: Evaluate the completed animated GIFs and videos based on creativity, animation techniques, and video editing skills demonstrated during the week. Conduct a peer review or class critique to encourage discussion and feedback.

## **Week 21-23: Portfolio Development**

- Project 11: Portfolio Presentation
  - Organizing and showcasing student work
  - Building a digital portfolio website
  - Preparing for presentations and critiques
  - Reflecting on the learning journey

Week-Long High School Lesson Plan: Portfolio Development for Graphic Design and Art Students

Lesson Topic: Portfolio Development

Objective: Over the course of this week, high school students studying graphic design and art will learn how to develop a professional portfolio that showcases their work.

They will create a portfolio presentation project that includes organizing and showcasing their work, building a digital portfolio website, preparing for presentations and critiques, and reflecting on their learning journey.

Duration: Each daily lesson is designed for 1 hour.

Materials:

- Computers with internet access
- Portfolio examples
- Projector and screen

- Printed handouts with step-by-step instructions and examples

Lesson Plan:

### Day 1: Introduction to Portfolio Development

*Objective:* Introduce students to the importance of portfolio development in the field of graphic design and art.

#### Introduction to Portfolio Development (15 minutes)

- Explain what a portfolio is and its significance in showcasing their skills and work.
- Show examples of professional portfolios to inspire students.

#### Setting Goals and Objectives (45 minutes)

- Guide students in setting personal goals and objectives for their portfolios.
- Discuss the types of work they want to include and the audience they intend to target.

### Day 2: Organizing and Showcasing Student Work

*Objective:* Teach students how to organize and present their work effectively in a portfolio.

#### Work Selection and Organization (20 minutes)

- Discuss how to select and organize their best work.
- Explain the importance of creating a cohesive narrative through their portfolio.

#### Presentation Techniques (40 minutes)

- Demonstrate various presentation techniques, such as arranging work chronologically or thematically.
- Provide guidance on creating consistency in presentation styles.

### Day 3: Building a Digital Portfolio Website

*Objective:* Students will learn how to create a digital portfolio website to display their work online.

#### Choosing a Portfolio Platform (20 minutes)

- Introduce portfolio website platforms (e.g., Wix, Squarespace, Behance).
- Discuss the pros and cons of each platform.

#### Building the Website (40 minutes)

- Demonstrate how to set up a basic digital portfolio website using a chosen platform.
- Provide guidance on selecting templates, customizing layouts, and adding content.

### Day 4: Preparing for Presentations and Critiques

*Objective:* Teach students how to prepare for presenting their portfolio and receiving critiques.

#### Presentation Skills (20 minutes)

- Discuss effective presentation techniques, including storytelling and confident speaking.
- Share tips on creating engaging presentations.

#### Mock Presentations and Critiques (40 minutes)

- Arrange mock presentations where students present their portfolios to peers.
- Conduct constructive critiques to help students refine their presentations.

### Day 5: Reflecting on the Learning Journey

*Objective:* Students will reflect on their learning journey and progress throughout the portfolio development process.

#### Self-Reflection (20 minutes)

- Ask students to reflect on their growth, challenges, and achievements during the portfolio development.
- Provide prompts for self-assessment and improvement.

#### Portfolio Presentation and Celebration (40 minutes)

- Allow students to present their completed portfolios to the class or a panel.
- Celebrate their hard work and showcase the portfolios.

**Homework Assignment:** Assign students to continue refining their digital portfolio websites and prepare for any upcoming interviews or portfolio reviews.

Assessment: Evaluate students' portfolio presentation projects based on organization, presentation skills, and the quality of their digital portfolio websites. Encourage peer evaluations and self-reflection to assess personal growth and learning.

## **Week 24-26: Final Projects**

- Project 12: Final Project
  - Students choose a personal project to showcase their Photoshop skills
  - Independent project planning and execution
  - Presentation and critique of final projects

Two-Week High School Lesson Plan: Adobe Photoshop Final Project

Lesson Topic: Adobe Photoshop Final Project

Objective: Over the course of two weeks, high school students will choose a personal project to showcase their Photoshop skills. They will independently plan and execute their projects, demonstrating their proficiency in Adobe Photoshop. The final projects will be presented and critiqued.

Duration: Each daily lesson is designed for 1 hour, for a total of 10 hours over two weeks.

Materials:

- Computers with Adobe Photoshop installed
- Sample resources and templates (if needed)
- Projector and screen for presentations
- Rubric for assessment

Week 1: Project Planning and Development

Day 1: Introduction to Final Projects and Topic Selection

*Objective:* Introduce students to the final project and guide them in selecting their topics.

#### Introduction to the Final Project (15 minutes)

- Explain the final project's purpose and objectives.
- Share examples of past student projects.

#### Topic Selection (45 minutes)

- Discuss the importance of choosing a project that aligns with their interests and demonstrates their Photoshop skills.
- Allow students to brainstorm and select their project topics.

### Day 2: Research and Project Proposal

*Objective:* Guide students in conducting research and creating a project proposal.

#### Research and Gathering Resources (20 minutes)

- Instruct students to research their chosen topics and gather relevant images and resources.

#### Project Proposal (40 minutes)

- Teach students how to create a project proposal that outlines their project's objectives, scope, and resources needed.
- Review and approve project proposals.

### Day 3-4: Project Development

*Objective:* Students begin developing their projects independently.

#### Project Development (1 hour each day)

- Allow students to work on their projects independently, providing guidance and support as needed.
- Encourage them to use Photoshop techniques learned during the course.

### Week 2: Project Completion and Presentation

#### Day 5-9: Project Completion

*Objective:* Students continue working on and finalizing their projects.

#### Project Completion (1 hour each day)

- Provide time for students to complete their projects, refine details, and make necessary adjustments.

Day 10: Presentation and Critique

*Objective:* Students present their final projects to the class for critique.

Project Presentation (45 minutes)

- Each student presents their project to the class, explaining their creative process and techniques used.

Critique (45 minutes)

- Conduct a class critique where students provide feedback on each other's projects based on a predetermined rubric.

Criteria Points
Creativity and Originality /20

Technical Proficiency in Photoshop /20 Project Scope and Completeness /20

Presentation Skills and Clarity /20
Effective Use of Photoshop Techniques /10
Overall Impact and Quality of the Project /10

Assessment: Final Project Rubric (100 points)

Homework Assignment: None during the final project weeks, as students will be working independently on their projects.

Note: The rubric can be adapted and detailed further to suit specific project requirements and learning objectives. Encourage constructive feedback during the critique session to help students grow as designers.



**Exhibit 10**

**SCHEDULE 5**  
**DESCRIPTION OF STAFF RESPONSIBILITIES**

Career and Technical Education (CTE) Coordinator.....5-1

Behavior Interventionist.....5-3

Building Supervisor.....5-5

Classroom Aide/Teacher Assistant.....5-8

Career and Technical Education (CTE) Lead Teacher.....5-10

Family Outreach Coordinator.....5-12

Paraprofessional.....5-14

Academic Interventionist.....5-16

Administrative Assistant.....5-18

Food Service Worker.....5-20

Bus Driver.....5-22

Food Service Worker/Counter Associate.....5-25

GSRP Associate Teacher.....5-27

GSRP Pre-K Director.....5-29

GSRP Pre-K Teacher.....5-31

Instructional Paraprofessional.....5-33

Physical Education/Health Teacher.....5-35

Principal.....5-37

Special Education Teacher.....5-41

Substitute Teacher.....5-43

Teacher.....5-45

Management Agreement.....5-47



**Job Title: Career and Technical Education (CTE) Coordinator**

**Reports to: Superintendent or Principal**

**CTE Coordinator**

The Career and Technical Education coordinator has the main responsibility to create and administer a comprehensive program of Career and Technical Education. This includes working collaboratively with administrators, student support services staff, and teachers to ensure the delivery of career development services. The CTE coordinator is also to facilitate inter-connections with parents, business/industry, postsecondary institutions, and community organizations to support students' transition to postsecondary education and employment.

**Duties and Responsibilities:**

The following reflects the definition of essential functions for this job but does not restrict the tasks that may be assigned. The academy may assign or reassign duties and responsibilities to this job at any time due to reasonable accommodation or other reasons.

- Work with school site academic advisors to ensure all student have completed a career interest survey that is revisited annually
- Recruit students for available CTE programs
- Establishes and maintains a suitable learning environment that promotes student growth and skill mastery and assures student safety
- Train teachers in Standards for Career Ready Practices
- Collaborate with CTE instructors on the 11 High Elements of a High Quality CTE program
- Responsible for assisting with writing and evaluating any CTE (Perkins) grants
- Be a liaison to community organization
- Arrange and direct in-service education for CTE staff
- Instructs students in appropriate job-seeking and retention skills
- Make recommendations for long-term adjustments, changes, additions, and deletions in the CTE programs to meeting changing job trends and labor market needs
- Monitor present course offerings for applicability to future job markets and build CTE programs of study
- Assist in the recruitment and screening of CTE staff
- Market CTE programs and partnerships
- Maintain regular and prompt attendance in the workplace
- Other related duties as assigned by the Superintendent or Principal

**Qualifications:**

- Possess and maintain a valid Michigan CTE credential allowing instruction in the assigned program
- Successful experience as a classroom teacher as well as of least three (3) years of certificated teaching experience within the CTE program or three (3) years of related experience in career development and case management techniques
- Demonstrate competence in communicating effectively with students and adults, staff members and representatives of other agencies
- Possess specialized skills, experience and training as well as be able to model the professional characteristics considered appropriate to the designated career field
- Demonstrate knowledge of an experience with various community resources associated with the career field
- Interpret, apply, and explain policies, procedures, rules and regulations
- Maintain accurate and semi-complex records and files
- Compile and verify data and prepare reports
- Operate standard office equipment including a computer and assigned software
- Understand and follow oral and written instructions
- Work independently with little direction
- Adapt to changing work demands and interruptions
- Make arithmetical calculations with speed and accuracy
- Meet schedules and timelines
- Communicate effectively both orally and in writing
- Establish and maintain cooperative and effective working relationships with others

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**EMPLOYEE ACKNOWLEDGMENT:**

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements, and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: \_\_\_\_\_

EMPLOYEE

(Signature)

DATE:

SUPERVISOR:

(Signature)

DATE:



## JOB DESCRIPTION FOR Behavior Interventionist

**REPORTS TO:** Superintendent or Principal

**EMPLOYED BY:** Partner Solutions

### **SUMMARY:**

Responsible for providing assistance to the principal in the administration of the total student disciplinary program.

### **ESSENTIAL RESPONSIBILITIES:**

- Provides leadership and support; advises and counsels teachers and students who experience disciplinary issues in accordance with the Academy's student code of conduct and established disciplinary program and guidelines.
- Appropriately handles all student referrals in accordance with established policies and within established timeframes.
- Contacts parents regarding any discipline referrals which include, but are not limited to, removal from class, detention or suspension.
- Tracks all disciplinary referrals from teachers and staff in the database system.
- Directs and coordinates the scheduling of all student activities within the Academy calendar.
- Coordinates and implements student assemblies, awards banquets, field trips and other student focused events and/or activities.
- Works closely with the principal and other Academy administrators to establish and maintain a strong culture of academic excellence and disciplined behavior among students.
- Assists the Principal in overseeing student advisory implementation, home visits and monitors, tracks and reports on progress of advisory activities.
- Other duties as assigned by the direct supervisor

### **DRUG FREE WORKPLACE REQUIREMENT:**

The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment at the Academy.

### **QUALIFICATIONS:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORK ENVIRONMENT:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in this environment is quiet to loud depending upon the activity in the particular part of the day.

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**EMPLOYEE ACKNOWLEDGMENT:**

This job description has been reviewed with me, and I have received a copy.

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I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

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EMPLOYEE'S PRINTED NAME: \_\_\_\_\_

EMPLOYEE

(Signature)

DATE:

SUPERVISOR:

(Signature)

DATE:



## JOB DESCRIPTION FOR Building Supervisor

**REPORTS TO:** Superintendent or Principal

**EMPLOYED BY:** Partner Solutions

### **QUALIFICATIONS:**

1. High School Diploma or GED
2. Minimal 3 years of custodial and maintenance work
3. At least 1 year of supervisory experience
4. Experienced in training.

### **NATURE OF THE POSITION:**

Responsible for the maintenance and custodial care of a school building or buildings including furniture, fixtures, grounds, and equipment.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

1. Considerable knowledge of the basic methods, practices, tools, materials, and work standards related to the maintenance of building(s) and building systems and equipment.
2. Considerable knowledge of the occupational hazards and desirable safety precautions of the work.
3. Ability to supervisor the work of others
4. Ability to identify defects in electrical and mechanical building equipment and fixtures and to determine necessary repairs.
5. Ability to keep records and prepare reports.
6. Ability to establish and maintain effective working relationships with employees and department officials.

### **DUTIES AND RESPONSIBILITIES**

1. Plans, schedules, assigns, and supervises personnel in the custodial care of the building(s); inspects work for maintenance of proper standards.
2. Supervises and participates in preventative maintenance and maintenance of building(s), including floors, walls, ceilings, doors, windows, locks, fixtures, and furniture.
3. Supervises and participates in the servicing, cleaning, and maintenance of mechanical equipment and systems, electrical fixtures, and other equipment.
4. Inspects grounds, buildings, and equipment noting need for repair and replacements and reports same.
5. Enforces building and safety regulations.
6. Plans and conducts preventive maintenance program; trains new employees; maintains adequate levels of janitorial and maintenance supplies; keeps records and prepares reports.
7. Supervises and participate in the setting and arrangement of rooms for meetings and other special student and faculty functions.
8. Performs related work as required.
9. Other duties as assigned by the Superintendent or Principal.

### **SUPERVISORY RESPONSIBILITIES:**

Supervises employees in the school when the School Principal is absent from the building. Carries out supervisory responsibilities in accordance with the school's policies and applicable laws. Responsibilities include assisting in

### **EDUCATION AND EXPERIENCE:**

- Bachelor's degree required.
- To the extent this position is deemed to be an administrator of instructional programs (including the supervisor of certified teachers) and/or a chief business official, this position is required to meet one of the following: (1) if the individual held a school administrator position before January 4, 2010, then evidence of maintaining continuing education is required; or (2) if the individual was hired as school administrator after January 4, 2010, then either: (a) an Administrator Certificate is required; OR (b) enrollment in an MDE-approved Principal Preparation Program within 6 months of employment (and completion within 3 years) is required. [Public Act 205 section 380.1246].
- Criminal background check.

### **LANGUAGE SKILLS:**

Ability to read, analyze and interpret general business periodicals, professional journals, technical procedures or governmental regulations. Ability to write reports, business correspondence and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators, Academy Board, staff and the general public.

### **MATHEMATICAL SKILLS:**

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages and volume. Ability to apply concepts of basic algebra and geometry.

### **REASONING ABILITY:**

Ability to define problems, collect data, establish facts and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

### **OTHER SKILLS AND ABILITIES:**

Ability to apply knowledge of current research and theory with specific job duties and area of service. Proficient in the use of PC/Windows-based applications and software including word processing and spreadsheet applications. Ability to establish and maintain effective working relationships with parents, students, staff, Academy Board, vendors and the community. Ability to communicate clearly and concisely both in oral and written form. Ability to perform duties, maintaining current knowledge of all Academy requirements and applicable regulatory standards.

### **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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, sit, talk or hear. The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch or crawl. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision and the ability to adjust focus.



interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

**DRUG FREE WORKPLACE REQUIREMENT:**

The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the district.

**PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:**

This position requires extensive standing and walking throughout work shift. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries items weighing up to 50 pounds. Ability to use senses - sight, hearing, smell and touch.

**OTHER REQUIREMENTS:**

Satisfactory criminal background check.

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**EMPLOYEE ACKNOWLEDGMENT:**

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: \_\_\_\_\_

EMPLOYEE

(Signature)

DATE:

SUPERVISOR:

(Signature)

DATE:



## **Classroom Aide/Teacher Assistant**

**REPORTS TO:** Superintendent or Principal

**EMPLOYED BY:** Partner Solutions

### **QUALIFICATIONS:**

1. Two years prior experience working with children.
2. At least 18 years old
3. Ability to interpret and communicate both effectively orally and in writing.

### **NATURE OF THE POSITION:**

To assist in the implementation and coordination of instructional programs to ensure that all students meet and exceed that State Core Curriculum Content Standards. Achieving excellence requires that Classroom Aides/Teacher Assistants work collaboratively and communicate effectively with teachers, students, parents, and co-workers. Additional lunchroom/recess and latchkey responsibilities as may be required.

### **RESPONSIBILITIES OF THE POSITION:**

1. Assist and support the classroom as assigned by grade level teams.
2. Assist in the management and supervision of students during their grade's entire lunchroom/recess periods.
3. Support school programs by assisting in the management of students, taking accurate attendance, and returning students to the classroom as may be required.
4. Other professional duties as assigned by the classroom teacher, and superintendent or principal.

### **PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:**

Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend. Occasionally lifts and carries materials or items weighing up to 20 pounds. Ability to use senses: sight, hearing, smell and touch; uses hand/eye coordination.

### **OTHER REQUIREMENTS:**

Satisfactory criminal background check.

### **PERFORMANCE STANDARDS**

1. Be interested in the work of the school, strongly committed to moral values. Be dedicated to providing an excellent early educational foundation for children that will enable them to be motivated and excited learners.
2. Establish and maintain work performance standards in line with those standards established by Academy.

3. Communicate effectively with teachers, students, and parents regarding information, policies, and procedures.
4. Demonstrate the willingness and ability to work with people in a team environment.
5. Maintain positive, cooperative, and mutually supportive relationships with the Board of Directors, the Charter Authorizer, administration, teachers, students, parents/family members and co-workers.

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**EMPLOYEE ACKNOWLEDGMENT:**

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: \_\_\_\_\_

EMPLOYEE

(Signature)

DATE:

SUPERVISOR:

(Signature)

DATE:



**Job Title: Career and Technical Education (CTE) Lead Teacher**

**Reports to: Superintendent or Principal**

### **CTE Lead Teacher**

The Career Technical Education (CTE) Lead Teacher shall assume responsibility for providing skill training to high school students in a particular field of expertise as set forth in the course curriculum. The CTE Lead Teacher is responsible for carrying out a vocational program that includes content standards as well as career awareness. The lead teacher facilitates work-based learning and increases employment opportunities by serving as an active liaison between employers and the classroom.

### **Duties and Responsibilities:**

The following reflects the definition of essential functions for this job but does not restrict the tasks that may be assigned. The academy may assign or reassign duties and responsibilities to this job at any time due to reasonable accommodation or other reasons.

- Work with school site academic advisors to annually review have completed a career interest survey that is revisited annually
- Recruit students for available CTE programs
- Establishes and maintains a suitable learning environment that promotes student growth and skill mastery and assures student safety
- Train teachers in Standards for Career Ready Practices
- Collaborate with CTE instructors on the 11 High Elements of a High Quality CTE program
- Responsible for assisting with writing and evaluating any CTE (Perkins) grants
- Be a liaison to community organizations
- Instructs students in appropriate job-seeking and retention skills
- Make recommendations for long-term adjustments, changes, additions, and deletions in the CTE programs to meet changing job trends and labor market needs
- Monitor present course offerings for applicability to future job markets and build CTE programs of study
- Assist in the recruitment and screening of CTE staff
- Market CTE programs and partnerships
- Maintain regular and prompt attendance in the workplace
- Other related duties as assigned by the Superintendent or Principal.

**Qualifications:**

- Possess and maintain a valid Michigan CTE credential allowing instruction in the assigned program
- Successful experience as a classroom teacher as well as of least three (3) years of certificated teaching experience within the CTE program or three (3) years of related experience in career development and case management techniques
- Demonstrate competence in communicating effectively with students and adults, staff members and representatives of other agencies
- Possess specialized skills, experience and training as well as be able to model the professional characteristics considered appropriate to the designated career field
- Demonstrate knowledge of an experience with various community resources associated with the career field
- Interpret, apply, and explain policies, procedures, rules and regulations
- Maintain accurate and semi-complex records and files
- Compile and verify data and prepare reports
- Operate standard office equipment including a computer and assigned software
- Understand and follow oral and written instructions
- Work independently with little direction
- Adapt to changing work demands and interruptions
- Make arithmetical calculations with speed and accuracy
- Meet schedules and timelines
- Communicate effectively both orally and in writing
- Establish and maintain cooperative and effective working relationships with others

---

**EMPLOYEE ACKNOWLEDGMENT:**

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I understand that the above are job requirements, and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: \_\_\_\_\_

EMPLOYEE

(Signature)

DATE:

SUPERVISOR:

(Signature)

DATE:



## JOB DESCRIPTION FOR Family Outreach Coordinator

**REPORTS TO:** Superintendent or Principal

**EMPLOYED BY:** Partner Solutions

### **QUALIFICATIONS:**

1. Bachelor's degree in communications, marketing, business, or related fields.
2. Minimum 3–5 years' experience within non-profit fundraising or outreach activities.
3. Outstanding written and presentation skills.
4. Strong knowledge of social media and other marketing platforms.
5. Detail orientated with ability to prepare reports and the ability to manage multiple projects.
6. Enthusiastic, friendly, and must have a positive attitude.

### **NATURE OF THE POSITION:**

The Family Outreach Coordinator is primarily responsible for connecting an organization with the surrounding community. Their duties include but are not limited to brainstorming potential partnerships or methods for engagement with the local community, maintain a calendar for outreach events and work closely with community partners to plan and execute various outreach events.

### **RESPONSIBILITIES OF POSITION:**

Understanding that this job description is not all inclusive of this position.

- Work with the school leadership team to determine the schools' strengths and needs for improvement in the area of connection between the school, its families, and the community.
- Work with school leaders/administrative team on strategic planning.
- Familiarize with the elementary/secondary curriculum adopted by the school board.
- Establish and maintain standards of student behavior to provide an orderly, productive environment that supports and aligns with the schoolwide framework.
- Collaborate with other teachers, administration, and parents to problem solve and design effective interventions for students who are experiencing academic and/or behavioral challenges.
- Public Relations
- Maintain relationships with local business owners and local officials to coordinate fundraisers or community programs.
- Assist with general supervisor of students during non-instructional times, as needed.
- Follow up with attendance and coordination with the office manager and administration.
- Other duties that may be assigned by superintendent or administration.

### **PERFORMANCE STANDARDS:**

- Help students develop mental capabilities and healthy habits that can last for the rest of their lives.
- Interact with parents, teaching staff, and school administration to promote schoolwide programs.
- Demonstrate motivation and enthusiasm with a genuine passion for working with students.
- Meaningfully engage in professional development opportunities.
- Attend staff meetings monthly, or as requested by superintendent or designee.

- Attend and participate in all calendar events scheduled on the academy calendar.

**OTHER REQUIREMENTS:**

Satisfactory criminal background check.

**PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:**

Position requires frequent standing and walking throughout the building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 25 pounds. Ability to use senses - sight, hearing, smell and touch. Ability to type; uses hand/eye coordination for typing and data entry.

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**EMPLOYEE ACKNOWLEDGMENT:**

This job description has been reviewed with me, and I have received a copy.

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I understand that the above are job requirements, and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

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EMPLOYEE'S PRINTED NAME: \_\_\_\_\_

EMPLOYEE

(Signature)

DATE:

SUPERVISOR:

(Signature)

DATE:



## **Paraprofessional**

**REPORTS TO:** Dean of Academics

**EMPLOYED BY:** Partner Solutions

### **QUALIFICATIONS:**

1. At least two years of study at an institution of higher education (equal to 60 semester hours); or obtain an associate degree (or higher); or meet a rigorous standard of quality and demonstrate, through a formal state or local academic assessment:
  - Knowledge of and the ability to assist in, instructing reading, writing, and mathematics; or
  - Knowledge of and the ability to assist in, instructing reading, writing, and mathematics readiness, as appropriate.
2. Employment is contingent upon satisfactory criminal background checks.

### **NATURE OF THE POSITION:**

This position is responsible for providing aid to instructional staff in meeting the objectives of the instructional program.

### **RESPONSIBILITIES OF THE POSITION:**

The Paraprofessional major duties:

1. Provide monitoring services during testing sessions
2. Assist with Title 1 program
3. Complete necessary paperwork for Title 1 program
4. Prepare the classroom for subsequent instruction
5. Assist teachers with individual, small group and classroom instruction
6. Read to children, listen to children read, explain assignments to children, etc.
7. Assist pupils in teacher-initiated activities
8. Assist pupils in completing assignments
9. Supervise pupils in learning center activities
10. Conduct small group activities
11. Respond to all levels of supervision

### **PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:**

Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend. Occasionally lifts and carries materials or items weighing up to 20 pounds. Ability to use senses: sight, hearing, smell and touch; uses hand/eye coordination.

### **NON-CRITICAL COMPONENTS:**



1. Assemble materials, equipment and supplies for teacher and student use and store these items after use.
2. Assist with bulleting boards and decorations for special events for instructional purposes.
3. Provide special pupil assistance (i.e. drills with flash cards, learning games)
4. Attend in-service and/or staff development sessions as requested by the School Principal
5. Perform other duties as assigned.

This is a federally funded position and is contingent upon the continuation of grant funding.

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**EMPLOYEE ACKNOWLEDGMENT:**

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: \_\_\_\_\_

EMPLOYEE

(Signature)

DATE:

SUPERVISOR:

(Signature)

DATE:



## JOB DESCRIPTION FOR ACADEMIC INTERVENTIONIST

**REPORTS TO:** Superintendent or Principal

**EMPLOYED BY:** Partner Solutions

**QUALIFICATIONS:**

1. Bachelor's degree required; Master's degree preferred.
2. Must have a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
3. Must meet highly qualified requirements, as defined by No Child Left Behind.
4. Minimum 3 years successful teaching experience.
5. Current knowledge of best practices.

**NATURE OF THE POSITION:**

Implementation and coordination of intervention programs to ensure that all students meet and exceed the State Core Curriculum Content Standards. Work with other teachers and faculty members to identify children who may be at risk of falling behind in their academic studies. Address the specific needs of a particular child when regular classroom instruction is not sufficient. Work collaboratively and communicate effectively with students, parents, members of the community and colleagues in other districts and schools.

**RESPONSIBILITIES OF POSITION:**

Responsible for the planning, coordinating and monitoring of the effective delivery of the established curriculum to students.

- Provide high quality instruction time needed to move students to grade level proficiency.
- Assist classroom teachers in developing strategies, skills, tools, techniques, and capacity to effectively teach students.
- Prepares lesson plans, in collaboration with teachers, for the purpose of differentiating instruction and adhering to scope and sequence guides and district curriculum.
- Assist Special Education Teacher(s) in developing Individualized Educational Programs (IEP) for students experiencing extreme reading/math difficulties.
- Facilitate parent workshops regarding methods to assist students with reading and mathematics.
- Manage online intervention instruction programs.
- Maintain data-based documentation of continuous monitoring of students' performance and progress during interventions.
- Attend staff meetings and serve on staff committees as required.
- Other professional duties as assigned by the Superintendent or Principal.

**PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:**

Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 20 pounds. Ability to use senses - sight, hearing, smell and touch. Ability to type; uses hand/eye coordination for typing and data entry.

**OTHER REQUIREMENTS:**

Satisfactory criminal background check.

**PERFORMANCE STANDARDS:**

- Ability to assess skills and needs (both initially and ongoing) of students within a school setting for the purpose of determining the kinds of professional development and strategies needed to bring about student achievement and gains.
- Mentors and coaches other teachers for the purpose of building capacity to teach and improve the instructor.
- Communicate effectively with students and parents regarding information, policies and procedures.
- Demonstrate the willingness and ability to work with people in a team environment.
- Ensure confidentiality of all student information.
- Maintain positive, cooperative and mutually supportive relationships with the Board, authorizer, students, parents, fellow teachers, co-workers and the community.

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**EMPLOYEE ACKNOWLEDGMENT:**

This job description has been reviewed with me, and I have received a copy.

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I understand that the above are job requirements, and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

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EMPLOYEE’S PRINTED NAME: \_\_\_\_\_

EMPLOYEE

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DATE:

SUPERVISOR:

(Signature)

DATE:



**JOB DESCRIPTION  
FOR  
ADMINISTRATIVE ASSISTANT**

**REPORTS TO:** Superintendent or Principal

**EMPLOYED BY:** Partner Solutions

**POSITION SUMMARY**

This position provides administrative support to the principal and staff in accordance with the school's vision, mission, and values.

**QUALIFICATIONS:**

- High school diploma or equivalent. Some college coursework preferred
- Three (3) years minimum of related administrative secretarial experience
- Considerable knowledge of modern office procedures, equipment, and office management
- The ability to compose routine correspondence, as well as, proofreading and detecting errors in printed documents
- Written, typing and computer skills necessary for the creation and compilation of various documents, communications, and reports. Must be knowledgeable of Microsoft Office and Google
- Interpersonal skills necessary to deal effectively and tactfully with all levels of staff, parents, students, and others
- Required to communicate and process highly confidential information and handle problem situations in a tactful, courteous and respectful manner.
- Ability to work independently and exercise initiative, proper judgment, and proper discretion in performing administrative duties including handling confidential and sensitive information.

**RESPONSIBILITIES OF POSITION:**

- Greet staff, students, parents, and visitors professionally.
- Accurately preparing communications, documents, records, and other materials in a timely manner
- Respond to internal and external requests in a timely manner
- Support secretary/receptionist/office assistant in maintain accurate and complete records and files
- Maintain an environment of professionalism and respect
- Maintain confidentiality of documents and information received

**OTHER REQUIREMENTS:**

- Administer medication and basic first aid to children.
- Cooperatively perform any additional duties that are assigned by the assigned teacher, superintendent or principal.

**PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:**

Position requires frequent standing and walking throughout building and business grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 25 pounds. Ability to use senses - sight, hearing, smell, and touch. Ability to type; uses hand/eye coordination for typing and data entry as may be required.

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**EMPLOYEE ACKNOWLEDGMENT:**

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: \_\_\_\_\_

EMPLOYEE

(Signature)

DATE:

SUPERVISOR:

(Signature)

DATE:



## **JOB DESCRIPTION FOR**

### **Food Service Worker**

**REPORTS TO:** Superintendent or Principal

**EMPLOYED BY:** Partner Solutions

#### **Job Summary:**

The Food Service Worker will provide routine food preparation and assistance services throughout the food serving area.

#### ***Supervisory Responsibilities:***

- None.

#### ***Duties/Responsibilities:***

- Prepares and serves drinks and foods such as sandwiches, salads, and dressings according to customer specifications.
- Provides menu information and explanations of ingredients and preparation methods.
- Assists with food preparation as directed, operating food production equipment as required to complete tasks.
- Operates grill, broiler, or deep-fat fryer to prepare specific foods.
- Arranges table settings according to standard.
- Clears, cleans, and sanitizes tables.
- Maintains, cleans, and sanitizes workstations.
- Cleans and sanitizes dishes, utensils, pots, pans, and other containers and returns to appropriate location in the kitchen area.
- Refills condiments or other supplies.
- Follows all safety and sanitation guidelines and regulations to ensure quality food service.
- Performs other related duties as assigned by the Superintendent or Principal.

#### ***Required Skills/Abilities:***

- Ability to read and follow instructions.
- Good verbal communication skills.
- Ability to operate cooking and food preparation equipment.

- Understanding of proper food handling and sanitation procedures.

***Education and Experience:***

- Some high school coursework required.

***Physical Requirements:***

- Prolonged periods standing and walking.
- Must be able to access and navigate all areas of restaurant.
- Must be able to lift up to 25 pounds at times.
- May be required to work in excessive heat and cold in association with the kitchen environment.

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**EMPLOYEE ACKNOWLEDGMENT:**

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: \_\_\_\_\_

EMPLOYEE

(Signature)

DATE:

SUPERVISOR:

(Signature)

DATE:



## JOB DESCRIPTION FOR BUS DRIVER

**REPORTS TO:** Superintendent or Principal

**EMPLOYED BY:** Partner Solutions

### **QUALIFICATIONS:**

1. Valid State of Michigan CDL with the P and S endorsements.
2. Valid non-expired Medical Examiner's Certificate.
3. Safe driving record.
4. Un-expired Course Completion (white or green) Card.
5. Ability to read and interpret a map, establish and maintain proper conduct and safety of passengers on the school bus, accept/relate to students with a variety of exceptional needs.
6. Exercise good judgment and extreme caution while operating a school bus.
7. Remain calm in an emergency situation.
8. Knowledge of the proper application of first aid practices and procedures.
9. Recognize mechanical safety hazards in the bus.
10. Learn to designate order of pickup and drop off, modify bus routes, and prepare related reports.
11. Learn to operate a two-way radio using required codes.
12. Understand and carry out both oral and written instructions in an independent manner.
13. Meet the physical requirements necessary to perform the required duties safely and effectively.
14. Establish and maintain effective work relationships with those contacted in the performance of duties.
15. In addition to the above, the drivers assigned to ramp buses require the following:
  - a. Physical stamina and stature to load, unload, and secure wheelchair students.
  - b. Willingness to endure exposure to inclement weather.
  - c. Skill to operate electrical/manual lifts on ramp buses, knowledge of proper safety requirements of individual wheelchairs.

### **NATURE OF THE POSITION:**

Under the supervision of the Superintendent or the principal, the bus driver is responsible for transporting students to and from a variety of school sites and events and to assure their safety while passengers are in the school bus. Responsible for ensuring the safety of all passengers, including special education students, while operating the assigned bus and for ensuring the assigned bus is in a safe operating condition at all times. Drivers may be assigned to drive wheelchair or ambulatory buses.

### **RESPONSIBILITIES OF POSITION:**

- Drives a school bus safely in accordance with time schedules; transporting students to and from their homes, a variety of school sites, and on field trips as assigned.
- Oversees the loading and unloading of students, releasing students to authorized individuals; assures that safety belts are fastened.
- May operate a special ramp bus: loads and unloads students in wheelchairs on and off the bus, inspects wheelchair for operational safety and permits only properly functioning wheelchairs to load; operates ramp, assuring seatbelts are fastened, positioning of wheelchairs in bus, and secures the wheelchair.



- Maintains order and proper discipline of passengers: resolves disputes, documents, and reports severe disciplinary cases.
- Conducts established safety and operational inspection of assigned vehicle daily: assures maintenance of bus in safe and clean operating conditions: reports needed mechanical repairs, installs special safety belts, sweeps interior of bus and washes windows daily.
- Establishes drop off and pickup order of assigned students; confers with parents, supervisors, schedulers, and other staff regarding transportation needs, plots route on map, documents route, and adjusts route for new and/or dropped students.
- Monitors students with special health problems while on the bus: receives written or oral instructions, is aware and alert to any signs of difficulty following prescribed instructions and procedures, administers first aid, and call for emergency assistance if needed.
- Transports and delivers medication, personal belongings, messages and memos between parents and school staff; collects and returns students' personal property when entering and disembarking.
- Maintains a variety of records and reports including but not limited to mileage, routing, maintenance, and time schedules.
- Attends meetings, programs, and in-services training as assigned.
- Maintains current required licenses and certificates.
- Notifies appropriate individuals of any delays in scheduled route.
- Assists with other routes when breakdown or other unusual circumstances occur as assigned.
- Perform other related duties as assigned by the Superintendent or Principal.

**PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:**

Position requires extensive sitting, standing, and walking throughout the building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 50 pounds. Ability to use senses - sight, hearing, smell, and touch. Ability to type; uses hand/eye coordination for typing and data entry.

**OTHER REQUIREMENTS:**

Satisfactory criminal background check.  
Must pass pre-employment drug and alcohol testing.

**PERFORMANCE STANDARDS:**

1. Demonstrates the willingness and ability to work with people in a team environment.
2. Maintain ongoing communication with supervisor, staff, and administrators related to job duties.
3. Maintain positive, cooperative, and mutually supportive relationships with the school's administration, teachers, students, and co-workers.
4. Implement schools' safety and security practices.
5. Ability to communicate effectively both orally and in writing with staff and public.
6. Ability to write legibly and neatly to complete reports such as incident reports or security logs.
7. Maintain flexibility in work hours/schedule based upon the school's operational needs.

**EMPLOYEE ACKNOWLEDGMENT:**

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements, and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: \_\_\_\_\_

EMPLOYEE

DATE:

(Signature)

SUPERVISOR:

(Signature)

DATE:



**JOB DESCRIPTION  
FOR  
FOOD SERVICE WORKER/COUNTER ASSOCIATE**

**REPORTS TO:** Superintendent or Principal

**EMPLOYED BY:** Partner Solutions

**QUALIFICATIONS:**

1. High School diploma or equivalent.
2. Prior food service experience preferred.
3. Minimum two (2) year customer service experience.

**NATURE OF THE POSITION:**

Perform a variety of duties relating to cafeteria-style service including greeting and servicing the customer, food preparation, stocking counters and steam tables, and maintaining sanitation standards. Customer services is a major function of the position.

**RESPONSIBILITIES OF POSITION:**

1. Maintain proper food handling and safety standards while preparing foods, serving foods, and cleaning up.
2. Setting up for lunch; serving lunch quickly, neatly, and attractively.
3. Stock counters, displays, refrigerators, and steam tables neatly, accurately and in a timely manner per the established menu.
4. Displaying food under appropriate hot or cold standards.
5. Maintaining accurate portion control.
6. Keeping equipment clean and free of debris during meal services.
7. Greeting customers courteously.
8. Maintaining a professional appearance at all times in accordance with the Academy standards.
9. Other duties as assigned by the Food Service Coordinator, Superintendent, or Principal

**PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:**

Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 30 pounds. Ability to use senses - sight, hearing, smell and touch. Ability to type; uses hand/eye coordination for typing and data entry.

**OTHER REQUIREMENTS:**

Satisfactory criminal background check.

**PERFORMANCE STANDARDS:**

- Establish and maintain work performance standards in line with those standards established by the Academy.
- Greet customers in a friendly, courteous, and respectful manner.
- Demonstrate the willingness and ability to work with people in a team environment.
- Maintain a positive, cooperative and mutually supportive relationships with the Academy Administration, teachers, students, and co-workers.

**EMPLOYEE ACKNOWLEDGMENT:**

This job description has been reviewed with me, and I have received a copy.

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I understand that the above are job requirements, and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

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EMPLOYEE'S PRINTED NAME: \_\_\_\_\_

EMPLOYEE

(Signature)

DATE:

SUPERVISOR:

(Signature)

DATE:



## JOB DESCRIPTION FOR GSRP ASSOCIATE TEACHER

**REPORTS TO:** GSRP Director

**EMPLOYED BY:** Partner Solutions

### **QUALIFICATIONS:**

1. Associate degree in early childhood education or development is preferred.
2. Valid center-based pre-k CDA
3. Minimum of one (1) year of successful work experience working with young children in a group.
4. Must be at least 18 years of age.
5. Meet all requirements established by the Michigan Department of Human and Health Services (DHHS), as applicable.

### **NATURE OF THE POSITION:**

This position is responsible for the instructional program for the subject matter assigned. The Lead Teacher must provide students of the Academy's preschool program with instructional tools to develop skills required to successfully meet the State of Michigan education requirements. Scope of all authority includes all issues or concerns regarding educating children.

### **RESPONSIBILITIES OF POSITION:**

- Assist in daily activities.
- Assist in stimulating interest and creative abilities of the children to promote intellectual, physical, social, and emotional development.
- Assist in monitoring assigned group.
- Assist in maintaining a safe and orderly physical environment conducive to optimal growth and development of children.
- Assist in all mealtime activities.
- Understand and maintain goals and objectives of the Academy's preschool program.
- Conduct home visits as required.
- Attend staff meetings and all professional development.
- Perform other duties as assigned the GSRP Director, Superintendent or Principal.

### **PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:**

Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 25 pounds. Ability to use senses - sight, hearing, smell, and touch. Ability to type; uses hand/eye coordination for typing and data entry.

### **OTHER REQUIREMENTS:**

1. Satisfactory criminal background check.
2. Must have a valid Driver's license.
3. Must meet the DHS vaccination requirement(s).

### **PERFORMANCE STANDARDS:**

- Cooperate and professionally perform any tasks assigned that promote the Academy's mission statement.

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**EMPLOYEE ACKNOWLEDGMENT:**

This job description has been reviewed with me, and I have received a copy.

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I understand that the above are job requirements, and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

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EMPLOYEE'S PRINTED NAME: \_\_\_\_\_

EMPLOYEE

(Signature)

DATE:

SUPERVISOR:

(Signature)

DATE:



## JOB DESCRIPTION FOR GSRP PRE-K DIRECTOR

**REPORTS TO:** ISD Supervisor and/or Superintendent of State Street Academy

**EMPLOYED BY:** Partner Solutions

### **QUALIFICATIONS:**

1. Valid State of Michigan Teacher Certification with a ZS or ZA endorsement
2. Bachelor's degree in Elementary Education
3. Master's degree in early childhood education or Child Development or related field.
4. Minimum of five (5) years of successful work experience in an early childhood setting.

### **NATURE OF THE POSITION:**

The Coordinator provides oversight and coordination of a GSRP/Head Start center. The coordinator will serve as the building point person to assure compliance with federal, state, and local regulations, policies, and procedures including the GSRP/Head Start Performance Standards and the Michigan Child Care Licensing requirements. The coordinator will interact with students, parents, teachers, and administrators to coordinate services. The coordinator will also provide on-going support for continuous quality improvement in teaching and student performance. Responsible for assessing, planning, and coaching for a developmentally appropriate early childhood program, which meets the social, emotional, intellectual and physical needs of children in the GSRP/Head Start program.

### **RESPONSIBILITIES OF POSITION:**

- Coordinates students, staff, and parents in daily program operations.
- Coaches and mentors' teachers in planning individual and group activities to stimulate growth in literacy, language, mathematics, science, social and motor skills, such as learning to respond to stories read aloud, listening to instructions, playing with others, using senses to explore and manipulate classroom materials and using play equipment.
- Implements coaching strategies with includes direct instruction, modeling teaching, suggestions regarding modifying the classroom environment, schedule or other factors that will improve teaching and learning.
- Assists the teachers in interpreting the development screenings and child observation assessments to determine each child's development. Data is used for planning instruction and reporting results to program administrators and parents.
- Assists in planning and providing professional development for GSRP/Head Start program staff.
- Conducts and participates as needed in staff and center team meetings.
- Participates in required professional development.
- Assures center compliance with federal, state, local, and school district regulations, policies, and procedures.
- Serves as the center director for licensing purposes.

### **PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:**

Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 25 pounds. Ability to use senses - sight, hearing, smell, and touch. Ability to type; uses hand/eye coordination for typing and data entry.

### **OTHER REQUIREMENTS:**

1. Satisfactory criminal background check.
2. Must have a valid driver's license.

3. Must be able to obtain Department of Human Services (DHS) approval, to pass a physical exam and to obtain a satisfactory criminal history check.
4. Must meet the DHS vaccination requirement(s).

**PERFORMANCE STANDARDS:**

- Maintains effective and appropriate communication with building staff, program staff, and program administrations as needed and required.
- Evidence of strong interpersonal skills and the ability to work as an effective team member.
- Evidence of accurate record keeping and data collection skills.
- Ability to utilize district technology, and work to maintain proficiency, as required skill sets change with technology and/or the needs of the district.
- Strong teamwork, interpersonal communication, and problem-solving skills.

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**EMPLOYEE ACKNOWLEDGMENT:**

This job description has been reviewed with me, and I have received a copy.

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I understand that the above are job requirements, and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

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EMPLOYEE'S PRINTED NAME: \_\_\_\_\_

EMPLOYEE

(Signature)

DATE:

SUPERVISOR:

(Signature)

DATE:





## JOB DESCRIPTION FOR GSRP PRE-K LEAD TEACHER

**REPORTS TO:** GSRP Director

**EMPLOYED BY:** Partner Solutions

### **QUALIFICATIONS:**

1. Valid State of Michigan Teacher Certification with a ZS or ZA endorsement
2. Bachelor's degree in early childhood education with specialization in pre-k teaching.
3. Minimum of three - five (3-5) years of successful work experience working with young children in a group.
4. Meet all requirements established by the Michigan Department of Human and Health Services (DHHS), as applicable.

### **NATURE OF THE POSITION:**

This position is responsible for the instructional program for the subject matter assigned. The Lead Teacher must provide students of the Academy's preschool program with instructional tools to develop skills required to successfully meet the State of Michigan education requirements. Scope of all authority includes all issues or concerns regarding educating children.

### **RESPONSIBILITIES OF POSITION:**

- Plan and conduct daily activities according to the interests and abilities of the children in assigned groups.
- Plan and conduct structured and unstructured activities in a variety of curricular areas, offering several choices each day.
- Stimulate interest and creative abilities of the children to promote intellectual, physical, social, and emotional development.
- Post weekly lesson plans.
- Maintain an orderly physical environment conducive to optimal growth and development of children.
- Observe and record significant individual and group behavior.
- Communicate with parents with respect to their child's development and behavior.
- Inform the Director of pre-k programs of any pertinent information related to parents and children.
- Understand and maintain goals and objectives of the Academy's preschool program.
- Assemble and bring snacks and lunch from kitchen to assigned classroom, supervise children at meal and snack times. Responsible for clean up after meal and snack times.
- Conduct home visits as required.
- Attend staff meetings and all professional development.
- Perform other duties as assigned by GSRP Director.

### **PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:**

Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 25 pounds. Ability to use senses - sight, hearing, smell, and touch. Ability to type; uses hand/eye coordination for typing and data entry.

### **OTHER REQUIREMENTS:**

1. Satisfactory criminal background check.
2. Must have a valid Driver's license.

3. Must meet the DHS vaccination requirement(s).

**PERFORMANCE STANDARDS:**

- Must have knowledge of child development.
- Must have knowledge of early childhood experience.
- Respond to all levels of supervision.

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**EMPLOYEE ACKNOWLEDGMENT:**

This job description has been reviewed with me, and I have received a copy.

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I understand that the above are job requirements, and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

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EMPLOYEE'S PRINTED NAME: \_\_\_\_\_

EMPLOYEE

(Signature)

DATE:

SUPERVISOR:

(Signature)

DATE:



## JOB DESCRIPTION FOR INSTRUCTIONAL PARAPROFESSIONAL

**REPORTS TO:** Superintendent or Principal

**EMPLOYED BY:** Partner Solutions

**QUALIFICATIONS: Must meet at least one of the following:**

1. At least two (2) years of study at an accredited institution of higher education (minimum of 60 credit hours)
2. An associate degree (or higher)
3. Meet a rigorous standard of quality and demonstrate, through a formal state or local academic assessment:
  - a. Knowledge of and the ability to assist in, instructing reading, writing, and mathematics; or
  - b. Knowledge of and the ability to assist in instructing reading, writing, and mathematics as appropriate.
4. Passing scores of the MTTC:
  - a. Basic Skills; or
  - b. Professional Readiness
5. Passing ETS Parapro assessment with passing score of 460
6. Passing WorkKeys test

**NATURE OF THE POSITION:** This is a federally funded position and is contingent upon the continuation of grant funding. This position is responsible for providing aid to instructional staff in meeting the objectives of the instructional program.

**RESPONSIBILITIES OF POSITION:**

1. Provide one-on-one or small group tutoring.
2. Provide instructional support services under the supervision of teacher.
3. Provide monitoring services during testing sessions.
4. Assist with the Title 1 program: complete necessary paperwork for the Title 1 program.
5. Prepare the classroom for subsequent instruction.
6. Supervise pupils in learning center activities: computer lab, library, or media, etc.
7. Read to children, listen to children read, explain assignments to children, etc.
8. Respond to all levels of supervision.

**PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:**

Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 25 pounds. Ability to use senses - sight, hearing, smell, and touch. Ability to type; uses hand/eye coordination for typing and data entry.

**OTHER REQUIREMENTS:**

Satisfactory criminal background check.

**NON-CRITICAL COMPONENTS:**

1. Assemble materials, equipment and supplies for teacher and student use and store items after use.
2. Assist with bulletin boards, and decorations for special events for instructional purposes.

3. Provide special pupil assistance (i.e., drills with flash cards, learning games)
4. Attend in-service and/or staff development sessions as requested by the school principal.
5. Perform other duties as assigned.

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**EMPLOYEE ACKNOWLEDGMENT:**

This job description has been reviewed with me, and I have received a copy.

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I understand that the above are job requirements, and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

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EMPLOYEE'S PRINTED NAME: \_\_\_\_\_

EMPLOYEE

(Signature)

DATE:

SUPERVISOR:

(Signature)

DATE:



**JOB DESCRIPTION  
FOR  
PHYSICAL EDUCATION/HEALTH TEACHER**

**REPORTS TO:** Superintendent or Principal

**EMPLOYED BY:** Partner Solutions

**QUALIFICATIONS:**

1. Bachelor's degree with major in physical education. Masters preferred.
2. Valid State of Michigan Teacher Certification with MB endorsement (if teaching health must also have MA or MX endorsements)
3. Minimum 1-year physical education teaching experience, or student teaching experience if recent graduate.
4. Un-expired certificate in CPR and multimedia first aid.
5. Un-expired advanced lifesaving certificate.

**NATURE OF THE POSITION:**

Position is responsible for creating a classroom environment that fosters, promotes and develops an understanding of the relationship of healthy body function and exercise; that motivates each student to cultivate physical fitness, and appropriate social and emotional adjustment; that discovers and develops the talents of students in physical achievement; and that develops strength, skill, agility, poise, and coordination in individual, dual and team physical activities and sports, in accordance with each student's ability.

**RESPONSIBILITIES OF POSITION:**

- Works cooperatively with other physical education teachers in planning and implementing a balanced physical education program.
- Analyzes, demonstrates, and explains basic skills, knowledge and strategies of formal sports, games, rhythms, and fundamentals of body movement.
- Develops lesson plans and supplementary materials compatible with course standards.
- Establishes and maintains standards of student behavior to provide an orderly, productive environment in the physical education areas.
- Provides appropriate safety instruction and makes safety checks on equipment and field areas to ensure the overall safety of students.
- Evaluates academic and social growth of students, prepares report cards, and keeps appropriate records to include attendance reports, checklists, census forms, and other recordkeeping activities as necessary.
- Maintains control of storage and use of school property.
- Evaluates each student's growth in physical skills, knowledge and contribution in team sports.
- Communicates with parents and school counselor on student progress.
- Administers testing in accordance with state testing practices.
- Identifies student needs and cooperates with other professional staff members in assessing and helping students solve learning, health, and attitude problems.
- Develops and maintains a list of research material appropriate to the subject taught.
- Effectively use technology and resources for their class.
- High level of concentration and attention to detail.

**PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:**

Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 50 pounds. Ability to use senses - sight, hearing, smell and touch. Ability to type; uses hand/eye coordination for typing and data entry.

**OTHER REQUIREMENTS:**

Satisfactory criminal background check.

**PERFORMANCE STANDARDS:**

1. Maintains professional competence by attending staff development programs, curriculum development meetings and other professional activities.
2. Participates in various student and parent activities which occur in school including student clubs and after-school activities.
3. Creates an effective learning environment through functional and attractive displays, bulletin boards, and activity/learning centers.
4. Maintain a clean and orderly work area. Floors, counters, tables should be kept clear of debris and clutter.
5. Performs any other related duties as assigned by the Superintendent or Principal..

**EMPLOYEE ACKNOWLEDGMENT:**

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements, and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE’S PRINTED NAME: \_\_\_\_\_

EMPLOYEE

(Signature)

DATE:

SUPERVISOR:

(Signature)

DATE:



## JOB DESCRIPTION FOR PRINCIPAL

**REPORTS TO:** Superintendent

**EMPLOYED BY:** Partner Solutions

**SUMMARY:**

The role of Principal will serve as the educational leader and chief administrator of the Academy, with the responsibility for implementing and ensuring adherence to policies, regulations and procedures of the Academy and Academy Board. Along with coordinating administrative oversight and planning all phases of instructional leadership for the school including educational programming, administration, budgetary, planning, discipline, and counseling services.

**EDUCATION AND EXPERIENCE:**

1. Master's degree
2. A valid State of Michigan Administrator Certificate – or –
3. Obtain a School Administrator Permit (see Michigan Compiled Laws (MCL) [380.1246](#) and the [School Administrator Certification Code](#), R 380.102, require valid Michigan school administrator credentials (certificate or permit)
4. Must have evidence of meeting highly qualified requirements, as defined by No Child Left Behind.
5. Minimum of five (5) years of successful service in public schools (or equivalent)
6. Minimum of four (4) years of successful service in school administration preferred.

**ESSENTIAL RESPONSIBILITIES:**

- Ensures that all students are supervised in a safe learning environment and provided instruction that meets and exceeds the State of Michigan Core Curriculum Content Standards, following the approved curricula and directives of the Academy.
- Provides leadership, management, and enforcement of effective and clear procedures for the operation and functioning of the Academy consistent with the philosophy, mission, values, and goals of the Academy including:
  - Instructional programs in the Core Curriculum Content Standards
  - Extracurricular activities
  - Discipline systems to ensure a safe and orderly climate
  - Program evaluation

- Emergency procedures
- Community and Academy relations
- Ensures compliance with all applicable laws, administration codes, Academy Board policies and regulations.
- Provides leadership to all staff in establishing programs and activities that will yield student enrichment, rewards and self-esteem enhancement.
- Ensures student discipline programs and procedures are implemented in accordance with the Academy's discipline policies.
- Checks teachers' lesson plans, grade books and/or grade distribution sheets, and attendance documents to ensure compliance with the standards of the Academy.
- Adheres to and implements all aspects of the Academy's performance management and appraisal policy; submits recommendations to Superintendent regarding personnel.
- Ensures staff participation in meaningful and engaging professional development activities.
- Ensures confidentiality of all student and Academy privileged information.
- Maintains a positive, cooperative, and mutually supportive relationship with the Academy Board, the University (authorizer), parents, and representatives of resource agencies within the community.
- Collaborates and communicates regularly with staff regarding personnel management, financial management, pupil accounting/scheduling, and facility/office operations.
- Participates in parent meetings and conferences and acts as intermediary between parents, teachers, and students to deal with a variety of needs or issues.
- Ensure completion of routine and required paperwork including attendance reports, test results, and licensing information for students, educators, staff, and school management.
- Ensures that necessary maintenance and repairs to the school property are performed.
- Collaborates with other principals and educators throughout the district to choose and develop curriculum and textbooks that align with local, state, and national standards.
- Performs other related duties as assigned.

#### **SUPERVISORY RESPONSIBILITIES:**

- Oversees the daily management of the school and office.
- Oversees education in the school, providing periodic observations and evaluations that are timely, constructive, and completed based on the timetables set by the school district.
- Recommendations for hiring staff for the school and presides over hearings that may be necessary to dismiss a staff member.
- Rewarding and disciplining employees, addressing complaints, and resolving problems.

#### **SKILLS:**

- Demonstrate excellence in working with students and their families.
- Strong leadership and organizational skills.
- Demonstrate knowledge and understanding of curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment, diagnosis and research related to learning.
- Ability to effectively use computer technology and various software applications for word processing, data management and telecommunications.



- Ability to define problems, collect data, establish facts, and draw valid conclusions.
- Ability to communicate clearly and concisely both in oral and written form.
- Ability to perform duties with working knowledge of Academy requirements and Academy Board policies.

**LANGUAGE SKILLS:**

- Ability to read, analyze and interpret general business periodicals, professional journals, technical procedures, or government regulations.
- Ability to write reports, business correspondence, and procedure manuals.
- Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

**MATHEMATICAL SKILLS:**

- Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Ability to apply concepts of basic algebra and geometry.

**OTHER SKILLS AND ABILITIES:**

- Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- Ability to apply knowledge of current research and theory in a specific field.
- Ability to establish and maintain effective working relationships with students, staff, and the community.

**OTHER REQUIREMENTS:**

Satisfactory criminal background check.

**PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:**

While performing the duties of this job, the employee is regularly required to stand, walk, sit, talk and hear. The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch or crawl. The employee must occasionally lift and/or move up to 15 pounds. Specific vision abilities required by this job include close vision and distant vision. The noise level in this environment is quiet to loud, depending on the activity in the particular part of the day.

The demands of extended workdays (coverage of building activities and extra-curricular activities, etc.) require a high level of physical endurance. This job required the ability to handle and balance multiple demands at the same time. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**EMPLOYEE ACKNOWLEDGMENT:**

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements, and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE’S PRINTED NAME: \_\_\_\_\_

EMPLOYEE

(Signature)

DATE:

SUPERVISOR:

(Signature)

DATE:



## JOB DESCRIPTION FOR SPECIAL EDUCATION TEACHER

**REPORTS TO:** Superintendent or Principal

**EMPLOYED BY:** Partner Solutions

**QUALIFICATIONS:**

1. Bachelor's degree with major in a specific special education area. Masters preferred.
2. Valid Michigan Teacher Certification with the appropriate endorsement(s) for all subject area(s) being taught.
3. Minimum 1 year of work experience with special needs children.

**NATURE OF THE POSITION:**

The Special Education Teacher's purpose is to coordinate and facilitate the implementation of curriculum and instruction for content area program for the purpose of increasing students' knowledge, understanding, and skills.

**RESPONSIBILITIES OF POSITION:**

- Plans and implements purposeful and appropriate lesson plans that provide for effective teacher strategies and maximizes time on task.
- Creates a classroom environment conducive to learning by employing a variety of appropriate teaching strategies.
- Encourages student enthusiasm for the learning process and the development of good study habits.
- Utilizes research-based models, theories, and philosophies for teaching students with an array of disabilities within different placements.
- Assessing students with disabilities for identification and teaching.
- Using assistive technology devices to increase, maintain, or improve the capabilities of students with impairments.
- Developing, implementing, and evaluating individual education programs (IEP).
- Planning, organizing, scheduling, and conducting individual education program (IEP) team meetings, including parental and student participation.
- Preparing students with disabilities for transitions consisting of preschool to elementary through post-secondary environments and employment.
- Develops, in accordance with the Academy guidelines, reasonable rules of classroom behavior and appropriate techniques that are consistently applied.
- Takes all necessary and reasonable precautions to protect students, co-workers, equipment, materials, and facilities.
- Provides for the supervision of assigned student when circumstances require a brief absence from classroom.
- Implementing accommodations and modifications for classroom, district, and statewide assessments.
- Communicating, consulting, and collaborating with parents/guardians, other teachers, co-workers, administrators, and human services personnel.
- Provides progress and interim reports as required.
- Uses effective oral and written communication and expression.

**PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:**

Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 25 pounds. Ability to use senses - sight, hearing, smell and touch. Ability to type; uses hand/eye coordination for typing and data entry.

**OTHER REQUIREMENTS:**

Satisfactory criminal background check.

**PERFORMANCE STANDARDS:**

- Continues professional growth through workshops, seminars, conferences, committee meetings, department, and staff meetings/trainings.
- Works with administration in planning appropriate in-service training programs.
- Makes appropriate adjustments in the instructional program as required by student needs.
- Respects the confidentiality of records and information regarding students, parents, and the Academy in accordance with professional ethics, state, and federal laws.
- Performs a variety of student record-keeping and administrative duties including, but not limited to, student attendance records, academic grades, lesson plans, etc.
- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Other duties as assigned by administration.

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**EMPLOYEE ACKNOWLEDGMENT:**

This job description has been reviewed with me, and I have received a copy.

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I understand that the above are job requirements, and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

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EMPLOYEE'S PRINTED NAME: \_\_\_\_\_

EMPLOYEE

(Signature)

DATE:

SUPERVISOR:

(Signature)

DATE:



## JOB DESCRIPTION FOR SUBSTITUTE TEACHER

**REPORTS TO:** Superintendent or Principal

**EMPLOYED BY:** Partner Solutions

### **QUALIFICATIONS:**

1. Must have minimum 60 college credit hours.
2. If assignment is in a core discipline area, must have a corresponding major on the transcript.
3. Bachelor of Education preferred.
4. Ability to communicate effectively both orally and in writing.

### **NATURE OF THE POSITION:**

To implement the instructional program, in the absence of the certified teacher, to ensure that all students meet and exceed the State Core Curriculum Content Standards. Achieving excellence requires that the substitute teacher work collaboratively and communicate effectively with fellow teachers, students, parents, and co-workers.

### **RESPONSIBILITIES OF POSITION:**

1. Meeting and instructing assigned classes facilitating effective learning within the limits of the resources provided by the Academy.
2. Implementing through instruction and action the teachers lesson plans.
3. Establishing and maintaining a classroom environment conducive to learning by employing a variety of appropriate teaching strategies.
4. Maintain students' grades, assignments, and attendance.
5. Attending staff meetings, and trainings as applicable.

### **PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:**

Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 25 pounds. Ability to use senses - sight, hearing, smell, and touch. Ability to type; uses hand/eye coordination for typing and data entry.

### **OTHER REQUIREMENTS:**

Satisfactory criminal background check.

### **PERFORMANCE STANDARDS:**

1. Demonstrate interest in the work of the Academy and a strong commitment to moral values and dedication to providing an excellent early educational foundation for children that will enable them to be motivated and excited learners.
2. Establish and maintain work performance standards in line with those standards established by the Academy.
3. Communicate effectively with students and parents regarding information, policies, and procedures.
4. Demonstrate the willingness and ability to work with people in a team environment.
5. Ensure confidentiality of all student and Academy privileged information.
6. Maintain positive, cooperative, and mutually supportive relationships with the Board, Authorizer, students, parents, fellow teachers, co-workers, and the community.
7. Other duties as assigned by the Superintendent or Principal.

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**EMPLOYEE ACKNOWLEDGMENT:**

This job description has been reviewed with me, and I have received a copy.

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I understand that the above are job requirements, and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

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EMPLOYEE'S PRINTED NAME: \_\_\_\_\_

EMPLOYEE

(Signature)

DATE:

SUPERVISOR:

(Signature)

DATE:



## JOB DESCRIPTION FOR TEACHER

**REPORTS TO:** Superintendent or Principal

**EMPLOYED BY:** Partner Solutions

### **QUALIFICATIONS:**

1. Must have a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for the subject area(s) being taught.
2. Bachelor's Degree required; Master's Degree preferred.
3. Minimum 3 years teaching.
4. Must have evidence of meeting highly qualified requirements, as defined by No Child Left Behind.
5. Ability to teach and develop curriculum for assigned grade level(s).

### **NATURE OF THE POSITION:**

This position is responsible for fostering students' interest in education as well as academic development. The incumbent must possess a mastery command of the Michigan Academic Standards for their respective discipline and be a competent professional with in-depth knowledge of instructional best practices and educational methods and procedures specific to the secondary classroom.

### **RESPONSIBILITIES OF POSITION:**

1. Plan, prepare and deliver lesson plans and instructional materials that facilitate active learning and are in line with State of Michigan objectives and school-wide curriculum goals.
2. Use relevant technology to support and differentiate instruction.
3. Encourage and monitor the progress of individual students and use information to adjust teaching strategies.
4. Help individual students who are behind or struggling to learn content.
5. Collaborate with other Teachers to develop lesson plans and improve the overall learning process.
6. Communication with students and parents regarding student progress and/or needs.
7. Establish and communicate clear objectives for all learning activities.
8. Manage student behavior in the classroom by establishing and enforcing rules and procedures.
9. Maintain discipline in accordance with the rules and disciplinary systems of the school.
10. Understanding of how to use formative, summative, and interim assessment data to inform daily instruction.
11. Ability to create classroom assessments that effectively measure student proficiency levels as demonstrated by the Michigan Academic Standards.
12. Others duties as assigned by the Superintendent or Principal.

### **PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:**

Position requires frequent standing and walking throughout the building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 25 pounds. Ability to use senses - sight, hearing, smell, and touch. Ability to type; uses hand/eye coordination for typing and data entry.

### **OTHER REQUIREMENTS:**

Satisfactory criminal background check.

### **PERFORMANCE STANDARDS:**

1. Demonstrate interest in the work of the Academy and a strong commitment to moral values and dedication to providing an excellent early educational foundation for children that will enable them to be motivated and excited learners.
2. Establish and maintain work performance standards in line with those standards established by the Academy.
3. Communicate effectively with students and parents regarding information, policies, and procedures.
4. Demonstrate the willingness and ability to work with people in a team environment.
5. Ensure confidentiality of all student and Academy privileged information.
6. Maintain positive, cooperative, and mutually supportive relationships with the Board, Authorizer, students, parents, fellow teachers, co-workers, and the community.

---

**EMPLOYEE ACKNOWLEDGMENT:**

This job description has been reviewed with me, and I have received a copy.

---

I understand that the above are job requirements, and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

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EMPLOYEE'S PRINTED NAME: \_\_\_\_\_

EMPLOYEE

(Signature)

DATE:

SUPERVISOR:

(Signature)

DATE:



## **SERVICES AGREEMENT**

This Services Agreement (the “Agreement”) is made and entered into as of July 1, 2024 by and among **CS PARTNERS, INC.**, a Michigan corporation (“CS Partners”), **CSP MANAGEMENT INC.**, a Michigan corporation d/b/a **PARTNER SOLUTIONS FOR SCHOOLS** (“Partner Solutions for Schools” and together with CS Partners, collectively “CSP”), and **STATE STREET ACADEMY**, a Michigan public school academy (the “Academy”) formed under Part 6(A) of the Revised School Code (the “Code”), as amended.

As a wholly owned subsidiary of CS Partners, Partner Solutions for Schools is the employer of record for all staff assigned to work at the Academy. CS Partners provides the educational consulting services and oversees the management and operational services of the Academy. Together, CS Partners and Partner Solutions for Schools are jointly responsible for providing the Services under this Agreement.

The Academy has been issued a contract dated July 1, 2024 (the “Contract”) by the **BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS** (the “Authorizer”) to organize and operate a public school academy. The Authorizer is the statutory authorizing body. The Code and the Contract permit a public school academy to contract with persons and entities for the operation and management of the public school academy.

The Academy and CSP desire to create an enduring educational partnership whereby the Academy and CSP will work together to develop and bring about systems of educational excellence and services to the Academy based on CSP’s vision of school design, CSP’s management principles, the Educational Program (defined below), and the educational goals and curriculum adopted by the Board of Directors of the Academy (the “Board”).

THEREFORE, the parties hereby agree as follows:

### **ARTICLE I Relationship of the Parties and Other Matters**

Section 1. Authority. The Academy represents that (a) it is authorized by law to contract with a private entity for the provision of management and operational services to the Academy, (b) it has been issued the Contract from the Authorizer to organize and operate a public school academy, (c) it is authorized by the Authorizer to supervise and control the Academy, and (d) it is vested with all powers necessary or desirable for carrying out the Educational Program (defined below) contemplated in this Agreement.

To the extent permitted by law, the Academy hereby authorizes and grants to CSP the necessary authority and power to perform under this Agreement. No provision of this Agreement shall interfere with the Board’s exercise of its statutory, contractual, and fiduciary responsibilities governing the Academy, nor shall any provisions of this Agreement be construed so as to prohibit the Academy 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.

Section 2. Services; Educational Program. The parties agree that CSP, to the extent permitted by and in conformity with the Contract and applicable laws, shall provide all labor, materials, and supervision necessary for the provision of the management and operational services to the Academy contemplated by this Agreement as specifically set forth on the attached Exhibit A (the “Services”).

CSP shall provide Services to the Academy so the Academy can carry out the educational program, curriculum, method 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, as previously adopted by the Board and as included in the Contract (collectively, the “Educational Program”).

Section 3. Compliance with Academy’s Contract. CSP agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy’s obligations under the Academy’s Contract issued by the Authorizer. The provisions of the Academy’s Contract shall supersede any competing or conflicting provisions contained in this Agreement.

Section 4. Relationship of the Parties. CSP is not a division or any part of the Academy. The Academy is a corporate and governmental entity authorized under the Code. The Academy is not a division nor any part of CSP. The relationship between the parties hereto was developed and entered into through arms-length negotiation and is based solely on the terms of this Agreement.

Section 5. CSP as Independent Contractor; Agency. The parties to this Agreement intend that the relationship of CSP to the Academy is that of an independent contractor, and not an employee of the Academy. No agent or employee of CSP shall be determined to be an agent or employee of the Academy, except as expressly acknowledged, in writing, by the Academy. Notwithstanding the foregoing, CSP and its employees are hereby designated as “School Officials” having a legitimate educational interest such that they are entitled to access educational records under the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. §1232g and its implementing regulations during the Term of this Agreement (defined below). CSP, its officers, agents, employees, and staff, including any outside staff, shall comply with FERPA at all times. CSP shall promulgate and recommend to the Board policies and administrative guidelines sufficient to implement this Section. CSP and its employees agree to comply with FERPA and corresponding regulations to the extent CSP or its employees access educational records related to the Academy.

During the Term of this Agreement, the Academy may disclose confidential data and information to CSP, and its respective officers, directors, employees and designated agents to the extent permitted by applicable law, including without limitation, FERPA, 20 USC §1232g, 34 CFR 99; the Individuals with Disabilities Education Act (“IDEA”), 20 USC §1401 et seq., 34 CFR 300.610 -300.626; Section 504 of the Rehabilitation Act of 1973, 29 USC §794a, 34 CFR 104.36; the Michigan Mandatory Special Education Act, MCL 380.1701 et seq.; the American with

Disabilities Act, 42 USC §12101 et seq.; the Health Insurance Portability and Accountability Act (“HIPAA”), 42 USC 1320d -13200d-8; 45 CFR 160, 162 and 164; the Privacy Act of 1974, 5 USC §552a; and the Michigan Social Security Number Privacy Act, MCL 445.84.

CSP will be solely responsible for its acts, the acts of its agents, employees, and those subcontractors who are contracted through CSP. If CSP receives information that is part of a pupil's education records from any source as permitted under the Code, CSP shall not sell or otherwise provide the information to any other person except as provided under MCL 380.1136. For purposes of this section, the term “education records” shall have the same meaning as those terms in section 1136 of the Code, MCL 380.1136.

Section 6. No Related Parties or Common Control. The parties hereby agree that none of the voting power of the governing body of the Academy or the Board will be vested in CSP or its directors, members, managers, officers, shareholders, or employees. Further, the Academy and CSP are not, and shall not become: (a) members of the same controlled group, as that term is defined in the Internal Revenue Code of 1986, as amended (the “IRS Code”); or (b) related persons, as that term is defined in the IRS Code.

Section 7. Personnel Responsibility. CSP has the ultimate authority to select, discipline and transfer personnel, consistent with applicable laws. The School Leader (as defined below) shall be responsible for approving and submitting appropriate hours-worked reports for all hourly employees. Evaluation and compensation systems administered by Partner Solutions for Schools shall comply with all applicable laws, including Sections 1249, 1249a, 1249b and 1250 of the Revised School Code and any successor statute that is substantially similar to Sections 1249, 1249a, 1249b and 1250.

Section 8. School Leader. CSP shall identify and appoint a School Leader, with advisory input from the Board, to oversee the management, operation and performance of the Academy, including the Educational Program at the Academy (the “School Leader”). The School Leader will hold all required certifications as required by the Code. The School Leader will be an employee of Partner Solutions for Schools, who may be disciplined and/or terminated by CSP in its sole discretion. The School Leader will serve as the on-site supervisor to staff. The School Leader, in consultation with CSP, will select and hold accountable all staff in leadership team positions. The School Leader shall be responsible for supervising and managing the educational program and instruction of students. CSP will have the authority, consistent with applicable laws, to select and supervise the School Leader and to hold the School Leader accountable for the success of the Academy. CSP shall notify the Board prior to the termination of the School Leader.

If the Board becomes dissatisfied with the performance of the School Leader, it shall state the causes of such dissatisfaction in writing and deliver it to CSP. CSP shall have a reasonable period of time to remedy the dissatisfaction; however, if CSP cannot remedy the dissatisfaction, CSP shall remove and replace the School Leader at the Academy as soon as practicable. Additionally, it is agreed that any dissatisfaction of the Board shall be reasonable in nature and related specifically to the duties and responsibilities of the School Leader at the Academy.

Section 9. Teachers and Staff. All teachers and staff employed by Partner Solutions for Schools and assigned to the Academy are employees of Partner Solutions for Schools and not

employees of the Academy. CSP will provide administrative support to the School Leader to obtain resumes and credential information for the staff at the Academy. CSP will empower the School Leader with the authority to select and hold accountable the teachers and support staff for the operation of the Academy. After qualified staff are selected by the School Leader, Partner Solutions for Schools will onboard and provide additional administrative support to the School Leader. Teachers employed by Partner Solutions for Schools shall not be considered public employees and are not eligible for purposes of continuing tenure under MCL §38.71 et seq.

Section 10. Criminal Background Checks. Partner Solutions for Schools agrees that it shall not assign any of its employees, agents or other individuals to perform any services under this Agreement except as permitted under Sections 1230, 1230a, 1230b and related provisions of the Code pertaining to unprofessional conduct, criminal background, and criminal conduct checks. The Academy shall require that the results of the criminal background check are received, reviewed, and used (subject to a verification process) by the Academy's authorized user acting on behalf of the Academy and/or the Board, only as permitted by law to confirm that the individual may be employed at the school in compliance with the Code and evaluate the qualifications of the individual for his/her assignment.

Section 11. The Board. The Board is the governing body with oversight responsibilities over the Academy. The parties acknowledge that throughout this Agreement the term "Board" and the term "Academy" are sometimes used interchangeably in some sections for the sole purpose of readability based on the nature and subject-matter of the article/section. This Agreement must be approved by the Board and executed by a duly authorized member of the Board (on behalf of the Academy), and by so executing this Agreement the Board acknowledges and accepts all obligations and responsibilities related to the Board as set forth in this Agreement.

Section 12. Availability of Funds. Notwithstanding any other term or provision in this Agreement to the contrary, CSP shall not be, directly or indirectly, liable to any third party for any cost or expense incurred by the Academy. Subject to the provisions of the Code and Article VI of this Agreement, CSP shall only be required to perform its responsibilities under this Agreement to the extent that CSP has received such revenues from the Academy pursuant to the terms of this Agreement. CSP shall, however, remain liable to the Academy for any cost it commits the Academy to without the Board's approval in the event such cost is beyond the amount anticipated in the Academy's approved budget or any approved amendment thereto.

Section 13. Information Available to the Public; Compliance with Section 503c. On an annual basis, CSP agrees to provide the Board with the same information that a public school 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 Board shall make the information available on the Academy's website home page, in a form and manner prescribed by the Michigan Department of Education. The defined terms in Section 503c of the Code shall have the same meaning in this Agreement.

Section 14. Non-Compete Agreement. CSP agrees that it shall not impose any contractual requirement or contractual obligation on any of its employees assigned to the Academy to enter into a non-compete, no-hire, or similar provision or agreement.

Section 15. Lease and Loans. If the Academy and CSP enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement or other financing relationship, then such agreements must be separately documented and separately approved and shall not be part of or incorporated into this Agreement. In addition, all such agreements must comply with the Contract and applicable law, as well as any applicable Authorizer policies.

Section 16. Data Security Breach. In the event the Academy experiences a data security breach of personally identifiable information from the Academy's education records not suitable for public release, CSP shall assist the Academy, in accordance with MCL 445.72, to take appropriate action to assess the risk and notify affected individuals whose personal information may have been compromised.

Section 17. Information Concerning Operation and Management. CSP shall make information concerning the operation and management of the Academy, including but not limited to, information in the Contract, including all exhibits, schedules, and the like, available to the Academy as deemed necessary by the Board in order to enable the Academy to fully satisfy its obligations under the Contract. Except as permitted under the Contract and applicable law, this Agreement shall not restrict the Authorizer's, the Authorizer's Charter Schools Office's ("CSO"), or the public's access to the Academy's records.

## **ARTICLE II**

### **Term**

Section 1. Term. This Agreement shall be effective for the duration of the Academy's current authorizing Contract with the Authorizer, subject to earlier termination under Article VI. Unless terminated earlier as provided in this Agreement, the Term will be for a seven (7) year period beginning July 1, 2024 and ending June 30, 2031 (the "Term"). The maximum term of this Agreement shall not exceed the term of the Academy's Contract.

## **ARTICLE III**

### **Obligations of the Academy**

Section 1. Good Faith Obligation. The Academy shall exercise good faith in considering CSP's recommendations relative to the Educational Program and/or the Services.

Section 2. Academy Funds. The Board shall determine the depository of all funds received by the Academy including, but not limited to, the State School Aid and any Additional Revenue (as defined in Exhibit A). All funds received by the Academy shall be deposited in the Academy's depository account as required by law. Signatories on the Academy Board accounts shall solely be members of the Board properly designated annually by Board resolution. All interest or investment earnings on Academy accounts shall accrue to the Academy.

Section 3. Notification Requirement. The Academy agrees to notify CSP in writing if the Academy receives a notification from its Authorizer regarding an intent to revoke the Contract. Further, in the event the Board discusses a possible non-renewal or closure of the Academy, or if the Authorizer suggests such a discussion, CSP will be notified.

Section 4. Budget. The Board is responsible for adopting a budget in accordance with the provisions of the Uniform Budgeting and Accounting Act, MCL 141.121 *et seq.*, that has adequate resources to fulfill its obligations under the Contract, including but not limited to its oversight of CSP, lease payments, the organization of the Academy, negotiation of the Contract and any amendments, payment of employee costs, insurance required under the Contract and this Agreement, the annual financial audit and retention of the Board's legal counsel and consultants. In addition, the Board shall be responsible for determining the budget reserve amount included as part of the Academy's annual budget. The Academy Board is also responsible for implementing fiscal policies that will assist the Academy in attaining the stated budget reserve amount.

#### **ARTICLE IV**

#### **Compensation and Reimbursement of Costs**

Section 1. Compensation for Services. During the Term of this Agreement, the Board shall pay CS Partners an annual fee (the "Fee") equal to eleven percent (11%) of the total Aid received from the State of Michigan (including any State categorical funds), pursuant to the State School Aid Act of 1979, as amended, for the particular number of students enrolled in the Academy ("Student Enrollment"). "Student Enrollment" shall be based on the Academy's final blended student count added to the number of students enrolled in the Academy's Great Start Readiness Program (if applicable). At no time shall the annual fee be less than \$150,000.

The Board shall also pay CS Partners a one-time transition fee of \$5,000 that includes all transition services including setup, training and database entry, which will be billed upon the signing of this Agreement.

The Fee may also include eleven percent (11%) of any Additional Revenue (as defined in Exhibit A) as agreed to by the Academy and included in the Academy's annual budget, or any revised budget, prior to the application of such Fee.

The parties intend that this Agreement meet all of the applicable safe harbor conditions as set forth in Sections 5.02 through Sections 5.07 of the Revenue Procedure 2017-13. In this regard, the Academy and CSP make the following representations:

1. (A) CSP's compensation under this Agreement is reasonable compensation for services to be rendered hereunder and is not based, in whole or in part, on a share of 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) This Agreement does not pass on to CSP the burden of bearing any share of net losses from the operation of the Academy or upon the disposition, damage or destruction of the Academy's property; (C) The term of this Agreement is not greater than 30 years or 80 percent of the useful life of the Academy's

school facilities currently financed with tax-exempt debt (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) CSP 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.

2. In interpreting this Agreement and in the provision of the services required hereunder, CSP shall not have any role or relationship with the Academy that, in effect, substantially limits the Academy's ability to exercise its rights and obligations under State law. As required by the Academy's Article of Incorporation and Bylaws, the Academy Board may not include any director, officer or employee of a management company that contracts with the Academy. In furtherance of such restriction, it is agreed between the Academy and CSP that none of the voting power of the governing body of the Academy will be vested in CSP or its directors, members, managers, officers, shareholders and employees, and the Academy and CSP will not be related parties as defined in Treas. Reg. 1.150-1(b).

Section 2. Payment of Payroll Costs. In addition to the Fee, Partner Solutions for Schools will invoice the Academy for all employment costs ("Payroll Costs") for Partner Solutions for Schools' employees assigned to the Academy. Payroll Costs include salary, benefits, and other costs attributable to personnel employed and assigned by Partner Solutions for Schools to perform Services at the Academy under this Agreement, including but not limited to gross wages, FICA, Medicare, federal unemployment tax, state unemployment tax, workers' compensation insurance, professional liability insurance, separation costs for Partner Solutions for Schools' employees assigned to the Academy, employer portions of health, dental, vision and life insurance, tuition reimbursement, and 401K employer contributions (if applicable) as included in the approved budget.

Partner Solutions for Schools shall be advanced funds for Payroll Costs no later than the third business day preceding each payroll date ("Payroll Date") for Partner Solutions for Schools employees assigned to perform services at the Academy under this Agreement. For purposes of this Agreement the Payroll Date shall be that date or dates established annually by Partner Solutions for Schools.

If Payroll Costs have not been funded by the Academy by the payroll date, Partner Solutions for Schools may send lay-off notices to Partner Solutions for Schools' employees. At that time, Partner Solutions for Schools will also provide the Academy an invoice for all accrued Partner Solutions for Schools' staff wages (earned but not yet paid) for employees and staff assigned to the Academy for payment. Partner Solutions for Schools accepts full liability and is responsible for paying all salaries, benefits, payroll taxes, workers compensation, unemployment compensation and liability insurance for its employees leased to the Academy or working on Academy operations for work already completed irrespective of whether CSP receives an advancement of its costs or the payment of service from the Academy. However, Academy's non-payment of such funds is considered a material breach of this Agreement and must follow Article VI Termination.

Section 3. Payment of Reimbursable Expenses. In addition to the Fee, the Academy shall reimburse CSP for all costs reasonably incurred and paid by CSP ("Reimbursable Expenses") in

providing the Services specifically related to the Academy. Reimbursable Expenses include, but are not limited to, Payroll Costs (as defined in Section 2 above) for Partner Solutions for Schools' employees assigned to the Academy that are not advanced under Section 2 above, costs mandated by a governmental entity, administrative agency or court of law, e.g., payment into Michigan Public Employees Retirement System (MPERS), other expenses for equipment, software, supplies, food service, transportation, special education, psychological services and medical services.

CSP will invoice the Academy for reimbursement of Reimbursable Expenses with a detailed receipt of material or services provided. The Academy shall only reimburse for costs included in an annual operating budget approved by the Board and in compliance with Board policies or as amended during the academic year. In paying such costs on behalf of the Academy, CSP shall not charge an added fee (or mark-up). 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 CSP. No corporate costs or "central office" personnel costs of CSP shall be charged to, or reimbursed by, the Academy.

If desired, the Board may advance funds to CSP for such costs reimbursable under the Agreement before such costs are incurred (rather than reimburse CSP after the expense is incurred).

CSP shall provide to the Academy or the Board proper documentation and accounting of any advanced funds or reimbursement. Documentation of all expenses must be reflected in the Academy Board's financial packets and presented to the Board for approval and/or ratification at its next regularly scheduled meeting.

All items acquired with Academy funds 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.

Section 4. Other Institutions. The Academy acknowledges that CSP may enter into agreements similar to this Agreement with other public or private educational schools or institutions (the "Institutions"). CSP shall maintain separate accounting for reimbursable expenses incurred on behalf of the Academy and for reimbursable expenses incurred on behalf of the Institutions. CSP shall only charge the Academy for expenses incurred on behalf of the Academy.

If CSP incurs reimbursable expenses on behalf of the Academy and the Institutions which are incapable of precise allocation between the Academy and the Institutions, then CSP shall allocate such expenses among the Institutions and the Academy, on a pro-rata basis, based on the number of students enrolled at the Academy and the Institutions, or the number of staff assigned to the Academy and the Institutions or upon such other equitable basis as agreed by the parties. Such expenses shall be presented to the Board upon occurrence.

Section 5. Review of Budget. CSP shall propose an annual budget for the Academy to the Academy's Chief Administrative Officer ("CAO") and the Board. The Board shall review, revise, and timely approve the annual budget. The Board is responsible for designating the CAO for the



Academy in accordance with applicable law, the Contract, and applicable Authorizer policies. The Academy's CAO shall not be an owner, officer, director, employee or agent of CSP, but a CSP employee may assist an Academy Board member who is the CAO in carrying out their responsibilities.

Section 6. Procurement Policies. The Board hereby retains the obligation, as provided in the Code, to adopt written policies governing the procurement of supplies, materials, and equipment for the Academy. Unless otherwise prohibited by law, CSP shall directly procure all supplies, materials, and equipment provided that CSP complies with the Code including, but not limited to, Sections 1267 and 1274 as if the Academy were making these purchases directly from a third party supplier and the Board's written policies promulgated thereunder related to such items. CSP shall not include any added fees or charges with the cost of equipment, materials and supplies purchased from third parties. Any purchases made by CSP on the Academy's behalf or as the Academy's agent are Academy property and shall remain owned by the Academy.

## **ARTICLE V**

### **Proprietary Information**

Section 1. Academy's Rights to Curriculum and Educational Materials. The Academy shall own, without restriction, all proprietary rights to curriculum and educational materials that: (a) are or were directly developed by the Academy and paid for with Academy funds; or (b) are or were developed by CSP at the direction of the Board using Academy funds.

Section 2. CSP's Rights to Curriculum and Educational Materials. To the extent applicable, CSP shall own, without restriction, all curriculum, educational materials, and all other proprietary information owned by CSP. CSP's curriculum and educational materials and teaching techniques used by the Academy are subject to disclosure under the Code and the Freedom of Information Act.

Section 3. Non-Disclosure of Proprietary Information; Remedy for Breach. Except as specifically required by the Code, court order, the Contract, or the Michigan Freedom of Information Act, the proprietary information and materials of either party shall be held in strict confidence by the other party to this Agreement.

During the Term of this Agreement, and continuing for three (3) years thereafter, both parties hereby agree that they will not use or disclose to anyone, directly or indirectly, for any purpose whatsoever, any such proprietary information without the prior written consent of the other party unless required by applicable law or court order.

If a party uses or discloses such proprietary information in violation of this Section 3, the disclosing party shall, to the extent permitted by law, (a) be liable to the other party for all damages, including, but not limited to, lost profits resulting from the breach, and (b) be obligated to reimburse the non-disclosing party for its legal costs and reasonable attorney fees related to the enforcement of this Section 3.

## **ARTICLE VI Termination**

Section 1. Termination by CSP. Subject to Section 6 of this Article VI, CSP may terminate this Agreement prior to the end of the Term in the event the Board fails to remedy a material breach within the required time frames below. A material breach includes, but is not limited to, the following:

1. CSP may terminate this Agreement if CSP fails to receive compensation for Payroll Costs. For this breach only, the Academy has until the Payroll Date to fund payroll or reach an agreement with CSP on the payment of these funds or else a breach may be declared.
2. CSP may also terminate this Agreement upon the occurrence of the following:
  - a) Academy operations cease to exist due to, but not limited to, bankruptcy or insolvency, discontinued operations by successors and assigns, facility closure, or reconstruction;
  - b) The Academy requests a reduction in workforce greater than 20%;
  - c) The Academy is a financially distressed business as set forth in the Worker Adjustment and Retraining Notification Act (WARN), 29 U.S.C. §2101, et seq. The Board shall notify CSP 90 days prior to the facility closure in order for CSP to satisfy notice requirements to staff under WARN;
  - d) A determination has been made by a governmental entity, administrative agency or court of law that CSP is required to pay into MPSERS ;
  - e) Failure by the Academy to pay the Fee or Reimbursable Expenses;
  - f) If there is a substantial and unforeseen increase in the cost of administering services of this Agreement; or
  - g) The Academy makes decisions that are adverse to the Educational Program approved by the Board and substantially inconsistent with the recommendations of CSP relative to the Services.

The Academy has thirty (30) days after notice from CSP to remedy any of these breaches except for the breach of non-payment of Payroll Costs.

Termination prior to the end of the Term shall not relieve the Academy of any financial or other obligations to CSP outstanding as of the date of termination. Failure by CSP to (a) declare a breach, (b) place the Academy on notice thereof, or (c) fail to exercise or exert any remedy available to CSP under this Agreement or applicable laws, shall not be deemed a waiver of CSP's rights and remedies whatsoever.

Notwithstanding the foregoing, CSP may terminate this Agreement without cause and without penalty to be effective upon completion of an academic year provided that CSP delivers

written notice of intention to terminate to the Academy at least ninety (90) days prior to the end of the then-current academic year.

Section 2. Termination by Academy. The Academy may terminate this Agreement prior to the end of the Term in the event that CSP fails to remedy a material breach within the required time frames below. A material breach includes, but is not limited to:

1. Material failure by CSP to account for its expenditures or to pay funds for all compensation required for payroll (provided that CSP has received such funds from the Academy to do so);
2. Failure by CSP to pay the Academy's approved and budgeted operating expenses as required under this Agreement (provided funds are available);
3. Material failure by CSP to provide the Services as required by the Contract, applicable law, Board policies, or this Agreement ;
4. A determination has been made by a governmental entity, administrative agency or court of law that CSP is required to participate in MPSERS ; or
5. Any action or inaction by CSP that causes the Contract to be revoked, terminated, suspended, or which causes the Contract to be put in jeopardy of revocation, suspension or termination, as evidenced by written notification from the Authorizer and is not cured within sixty (60) days of that notice.

CSP has ten (10) days after notice from the Academy to remedy a breach that involves the non-payment of funds for all "compensation" required for payroll (provided that CSP has received such funds from the Academy to do so) or to reach an agreement with the Academy on the payment of those funds. CSP has thirty (30) days after written notice from the Academy to remedy all other breaches. Upon expiration of this Agreement, or termination for any reason, all amounts due to CSP shall immediately become due and payable by the Academy, unless otherwise agreed in writing by CSP.

Termination prior to the end of the Term shall not relieve CSP of any financial or other obligations to the Academy outstanding as of the date of termination. Failure by the Academy to (a) declare a breach, (b) place CSP on notice thereof, or (c) fail to exercise or exert any remedy available to the Academy under this Agreement or applicable laws, shall not be deemed a waiver of the Academy's rights and remedies whatsoever.

Notwithstanding the foregoing, the Academy may terminate this Agreement without cause and without penalty to be effective upon completion of the academic year provided that the Academy delivers written notice of intent to terminate to CSP at least ninety (90) days prior to the end of the then-current academic year.

Section 3. Revocation or Termination of Contract. If the Academy's Contract issued by the Authorizer 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, or terminated or expires without further action of the parties.

Section 4. Amendment Caused By Academy Site Closure or Reconstitution. In the event that the Academy is required (i) to close an Academy site pursuant to a notice issued by the Michigan Department of Education under Section 507 of the Code, MCL 380.507; or (ii) to undergo a reconstitution pursuant to Section 507 of the Code, MCL 380.507, and the Contract, and such closure of an Academy site or reconstitution causes an amendment to or termination of this Agreement, the parties agree that this Agreement shall be amended or terminated to implement the Academy site closure or reconstitution, with no cost or penalty to the Academy, and CSP shall have no recourse against the Academy or the Authorizer for implementing such site closure or reconstitution.

Section 5. Change in Law. If any federal, State or local law or regulation, or court or administrative decision, or attorney general's opinion (collectively referred to in this Agreement as the "applicable laws") has a substantial and material adverse impact (as reasonably determined by the party suffering the impact) on the ability of the impacted party to carry out its obligations under this Agreement, then the impacted party, upon written notice, may request a renegotiation of this Agreement. If the parties are unable or unwilling to successfully renegotiate the terms of this Agreement within ninety (90) days after the notice, and after making good faith efforts which shall include, but not be limited to, the use of a third party arbitrator and/or alternative dispute resolution process, the impacted party may terminate this Agreement as of the end of the then-current academic year.

Section 6. Effective Date of Termination. Any termination of this Agreement for cause or without cause shall not take effect until the earlier of (i) an approved agreement by the Academy with another Educational Service Provider ("ESP") (or self-management) is in effect; or (ii) the end of the current school year in which the termination is invoked. The parties acknowledge that a change in ESP (or a decision to self-manage) in mid-school year is strongly discouraged and will be disapproved by the Authorizer absent compelling circumstances and a clear demonstration that the new ESP (or transition to self-management) can seamlessly assume management and operations of the school without disrupting the school's operations.

Section 7. Transition. The Academy and CSP agree to make all efforts necessary to remedy a breach of this Agreement in order to continue school operations until completion of the then-current school fiscal year. If a breach cannot be remedied, the Academy and CSP agree to work cooperatively to transition management and operations of the school without disrupting the school's operations. In the event of any termination prior to the end of the Term of this Agreement, CSP shall provide reasonable assistance in accordance with the Authorizer's Educational Service Provider Policies. CSP shall perform this transition or termination as described in Article VI, Section 9 below based upon completion of the then-current school period.

The parties may agree upon other transition services to be provided by CSP, at a mutually agreed upon fee and documented in a separate contract for services.

Notwithstanding the foregoing, for purposes of Section 7 of this Article VI only, CSP shall not be obligated to provide such reasonable assistance if the reason for the termination was the documented willful misconduct of the Academy which resulted in financial damages to CSP exceeding \$10,000, as reasonably determined by CSP.

Section 8. Personal Property upon Termination or Expiration. Upon any termination or the expiration of this Agreement, the Academy may elect (a) to purchase any personal property which has been purchased or leased from a third party solely with CSP funds, provided such purchase or lease is permitted under the purchase or lease documents relating thereto, at the fair market, depreciated value of such personal property or (b) to return same to CSP. All personal property purchased or leased by CSP using Academy funds is and shall remain the personal property of the Academy.

Section 9. Obligations Upon Termination or Expiration. Upon any termination or the expiration of this Agreement, the parties shall remain obligated for all financial or other obligations due at the time of the termination or expiration.

Upon termination or expiration of this Agreement, or when this Agreement is terminated due to a Contract revocation, reconstitution, termination or non-renewal, CSP shall, without charge: (i) close the books on the then-current school fiscal year; (ii) organize and prepare the Academy's records for transition to the new ESP, self-management or dissolution; (iii) provide the Academy with an updated fixed asset schedule showing all property owned by the Academy; (iv) provide an updated list of outstanding vendor invoices with total amount owed (including the total outstanding owed by the Academy to CSP, if any); (v) the amount owed by CSP to the Academy, if any; (vi) organize and prepare student records for transition to the new ESP, self-management or in the case of a school closure, transfer to a student's new school as designated by the student's parent / legal guardian or to a person or entity authorized to hold such records; (vii) ensure the closeout of existing grants and the transfer of grant funded property to Academy, if applicable; and (viii) provide for the orderly transition of employee compensation and benefits to the new ESP or self-management without disruption to staffing, or in the case of school closure, final payment of all legally required employee compensation, benefit and tax obligations related to services provided by CSP to the Academy.

After any termination or the expiration of this Agreement, and once all such obligations referenced above are satisfied, the parties shall have no further obligations to each other under this Agreement whatsoever except for the continuing obligations under (a) Article V (confidentiality and non-use/non-disclosure of proprietary information) and (b) Article VII (indemnification).

## **ARTICLE VII**

### **Indemnification and Cooperation**

Section 1. Indemnification of CSP. To the extent permitted by law, the Academy shall indemnify, save, and hold harmless CSP and all of its employees, officers, directors, subcontractors, and agents against any and all claims, demands, lawsuits and causes of action 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, any misrepresentations or breach of this Agreement, and any acts or failures to act by the Academy which occurred prior to the Effective Date of this Agreement.

In addition, to the extent permitted by law, the Academy shall indemnify, save, hold harmless, and reimburse CSP for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The Academy agrees to advance to CSP all costs, actual attorneys' fees, actual experts' fees, and similarly related expenses immediately upon request so that CSP is not required to pay such expenses out of its own funds.

CSP agrees that for any claim for indemnification made by CSP, to the extent that the interests of the Academy and CSP are aligned, the parties agree to coordinate a defense to minimize the costs of such defense. To the extent the Academy shall be responsible for indemnification of CSP, the Academy shall have the right to select the attorneys of its choice and to make all decisions and in every respect control the manner in which the Academy and CSP are defended. Notwithstanding the foregoing, in no event shall the Academy indemnify CSP for the attorney fees accrued by CSP in the regular course of business.

To the extent the parties are coordinating a defense, the parties shall utilize shared counsel which shall be paid for by the Academy and no reimbursement of any costs or fees shall be necessary. The Academy may reimburse CSP for pre-approved legal expenses and costs associated with the defense of any such claim, demand, or suit which are not otherwise covered by the shared defense. Nothing in this paragraph is intended to preclude either party from asserting separate defenses as may be required by the applicable facts and circumstances.

If desired, all or part of the indemnification obligations set forth in this Section may be met by the purchase of insurance by the Academy. The indemnification in this Section shall also specifically apply, without limitation, to any current claims or litigation at the time this Agreement is executed, as well as any future or additional claims or litigation regarding any prior activities of the Academy.

Section 2. Indemnification of the Academy. CSP shall indemnify, save, and hold harmless the Academy and all of its employees (if any), officers, directors, subcontractors, and agents against any and all claims, demands, lawsuits and causes of action or other forms of liability that may arise out of, or by reason of any noncompliance by CSP with any agreements, covenants, warranties, or undertakings of CSP contained in or made pursuant to this Agreement, any misrepresentation or breach of this Agreement, and any acts or failures to act by CSP which occurred prior to the Effective Date of this Agreement.

In addition, CSP shall indemnify, save, hold harmless, and reimburse the Academy for any and all legal expenses and costs associated with the defense of such claim, demand or suit. CSP agrees to advance to the Academy all costs, actual attorneys' fees, actual experts' fees, and such similarly related expenses immediately upon request so that the Academy is not required to pay such expenses out of its own funds.

The Academy agrees that for any claim for indemnification made by the Academy, to the extent the interests of CSP and the Academy are aligned, the parties agree to coordinate a defense to minimize the costs of such defense. To the extent CSP shall be responsible for indemnification

of the Academy, CSP shall have the right to select the attorneys of its choice and to make all decisions and in every respect control the manner in which CSP and the Academy are defended. Notwithstanding the foregoing, in no event shall CSP indemnify the Academy for the attorney fees accrued by the Board in the regular course of business.

To the extent the parties are coordinating a defense, the parties shall utilize shared counsel which shall be paid for by CSP and no reimbursement of any costs or fees shall be necessary. CSP may reimburse the Academy for pre-approved legal expenses and costs associated with the defense of any such claim, demand, or suit which are not otherwise covered by the shared defense. Nothing in this paragraph is intended to preclude either party from asserting separate defenses as may be required by the applicable facts and circumstances.

If desired, all or part of the indemnification obligations set forth in this section may be met by the purchase of insurance by CSP. The indemnification in this Section shall also specifically apply, without limitation, to any current claims or litigation at the time this Agreement is executed, as well as any future or additional claims or litigation regarding any prior activities of CSP.

Section 3. Indemnification for Negligence. To the extent permitted by law, each party to this Agreement shall indemnify and hold harmless the other, and their respective boards of directors, partners, officers, employees, agents, and representatives, from any and all claims and liabilities which they may incur and which arise out of the negligence of the other party's trustees, directors, officers, employees, agents, or representatives.

Section 4. Immunities and Limitations. The Academy may assert all immunities and statutory limitations of liability in connection with any claims arising under this Agreement. Nothing in this Agreement is intended, nor will be construed, as a waiver of the governmental immunity provided to the Academy and its incorporators, board members, officers, employees (if any), and volunteers under Section 7 of Act 170, Public Acts of Michigan, 1964, as amended, MCL 691.1407. Nothing in this Agreement shall be interpreted to restrict the Academy Board from waiving its governmental immunity or to require the Academy Board to assert, waive or not waive its governmental immunity.

Section 5. Responsibilities of the Parties. Each party will be solely and entirely responsible for its acts and omissions and for the acts and omissions of its agents and employees (if any) in connection with the performance of that party's responsibilities under this Agreement.

Section 6. Mutual Duty to Cooperate. The parties acknowledge that each party has a duty and obligation to cooperate with the other party, and further that such duty to cooperate is a material part of this Agreement. The purpose of the duty to cooperate is to enable each party to perform its obligations as efficiently as possible. The duty to cooperate shall include all areas of the business of the Academy and the Services. The duty to cooperate also includes reasonable assistance in the event of litigation or a dispute involving a party related to the Academy or the Services provided, such as provision of testimony, records and/or documents reasonably related to the litigation or dispute (which are not otherwise protected from disclosure). The duty to cooperate will be provided in such a manner that it does not adversely affect the other party's ability to defend against a claim.

Section 7. Indemnification of Authorizer. The parties acknowledge and agree that the Bay Mills Community College Board of Regents, Bay Mills Community College and its respective members, officers, employees, agents or representatives (for purposes of this Section, 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, CSP hereby promises to indemnify, defend, and hold harmless Bay Mills Community College against all claims, demands, actions, suits, causes of action, losses, judgments, damages, fines, penalties, forfeitures, or any other liabilities or losses of any kind, including costs, attorney fees, and related expenses, imposed upon or incurred by Bay Mills Community College on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of Bay Mills Community College, which arise out of or are in any manner connected with Bay Mills Community College Board of Regents’ approval of the Academy’s application, Bay Mills Community College Board of Regents’ consideration of or issuance of a Contract, CSP’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 CSP, or which arise out of the failure of CSP to perform its obligations under the Contract, this Agreement or Applicable Law, as applicable. The parties expressly acknowledge and agree that Bay Mills Community College, Bay Mills Community College Board of Regents and its members, and their respective officers, employees, agents or representatives, or any of them, may commence legal action against CSP to enforce its rights as set forth in this Agreement.

## **ARTICLE VIII**

### **Insurance**

Section 1. Academy Insurance. The Academy will secure and maintain general liability and umbrella insurance coverage. This coverage will include the building and related capital facilities if they are the property of the Academy. The Academy will maintain such insurance in an amount and on such terms as required by the provisions of the Contract, including the indemnification of CSP required by this Agreement, and naming CSP as an additional insured. The Academy will, upon request, present evidence to CSP that it maintains the requisite insurance in compliance with the provisions of this section. CSP will comply with any information or reporting requirements applicable to the Academy under the Academy’s policy with its insurer(s), to the extent practicable. Nothing in this Agreement is intended, nor shall be construed, as a waiver or relinquishment of any immunity from action or liability enjoyed by the Academy under controlling law.

Section 2. CSP Insurance. CSP will secure and maintain general liability and umbrella insurance coverage, with the Academy listed as an additional insured. CSP will maintain such policies of insurance as are required by the Contract, including the indemnification of the Academy as required by this Agreement. CSP’s insurance is separate from the insurance that is required of the Academy under the Contract. In the event that Authorizer requests any change in coverage, CSP agrees to comply with any change in the type or amount of coverage as requested, within thirty (30) days after notice of the insurance coverage change. CSP will, upon request, present evidence to the Academy and Authorizer that it maintains the requisite insurance in compliance



with the provisions of this section. The Academy will comply with any information or reporting requirements applicable to CSP under CSP's policy with its insurer(s), to the extent practicable. CSP's cost of procuring insurance coverages under this Agreement is a corporate cost to be paid by CSP.

Section 3. Evidence and Notices. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance as required in this Article VIII. The policies of insurance of each party shall also provide that the other party receive from the insurer(s) a minimum thirty (30) day written notice of any termination of said policies.

Section 4. Workers' Compensation Coverage. Additionally, each party shall maintain workers' compensation insurance, as required by State law, covering their respective employees, if any.

## **ARTICLE IX**

### **Warranties and Representations**

Section 1. Warranties and Representations of the Academy. The Academy represents to CSP that (a) it has the authority under law to execute, deliver, and perform this Agreement and to incur the obligations provided for under this Agreement, (b) its actions have been duly and validly authorized, and (c) it will adopt the necessary resolutions.

Section 2. Warranties and Representations of CS Partners. CS Partners represents and warrants to the Academy that (a) it is a Michigan corporation in good standing duly authorized to conduct business in the State of Michigan, (b) it has the authority under applicable laws to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement, (c) its actions have been duly and validly authorized, and (d) it will adopt any and all resolutions required for execution of this Agreement.

Section 3. Warranties and Representations of Partner Solutions for Schools. Partner Solutions for Schools represents and warrants to the Academy that: (a) it is a Michigan corporation in good standing duly authorized to conduct business in the State of Michigan; (b) it has the authority under applicable laws to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement; (c) its actions have been duly and validly authorized; and (d) it will adopt any and all resolutions required for execution of this Agreement.

Section 4. Mutual Representations and Warranties. Each party represents and warrants to the other party that except as disclosed in writing to the other party, to its knowledge, there are no pending actions, claims, suits, or proceedings, whether threatened or reasonably anticipated, against or affecting it, which if adversely determined would have a material adverse effect (as might be reasonably determined by the non-affected party if disclosed) on its ability to perform its obligations under this Agreement.

**ARTICLE X**  
**Alternative Dispute Resolution**

Section 1. Mediation. 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 first be communicated in writing to the other party and mutually discussed between the parties with an opportunity to cure. If no resolution can be ascertained through that mutual discussion, then the matter will be submitted to mediation for resolution in Livingston County. Both parties must mutually agree upon the mediator selected and shall participate in all meetings in good faith. The mediation shall be conducted in accordance with the rules of the American Arbitration Association seated in Livingston County, Michigan, with such variations as the parties and mediators unanimously accept. The final decision shall be a cause decision (written explanation). The Authorizer shall be notified of said decision, and upon the Authorizer's request, the cause opinion shall be made available. The parties will share equally in the costs of the mediation including forum fees, expenses, and charges of the mediator.

Section 2. Arbitration. If the mediation does not result in a mutually satisfactory compromise, then the matter 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, the arbitration panel shall consist of three (3) persons. The arbitration shall be conducted in accordance with the rules of the American Arbitration Association seated in Livingston County, Michigan, with such variations as the parties and arbitrators unanimously accept. The arbitrators' award shall be final and binding. A judgment on the award rendered by the arbitrators may be entered in any court having appropriate jurisdiction, by any party, without the consent of the other party. The losing party shall pay the cost of arbitration, not including attorney fees. It shall be within the discretion and purview of the arbitrator or arbitration panel to award reasonable attorney fees to the prevailing party. The prevailing party shall be defined as the party who prevails in total.

A cause opinion (written explanation) shall be required as to the final decision. The Authorizer shall be notified of said decision, and upon the Authorizer's request, the cause opinion shall be made available.

**ARTICLE XI**  
**Miscellaneous**

Section 1. Entire Agreement. This Agreement supersedes and replaces any and all prior written or oral agreements and understandings between the Academy and CSP regarding the subject matter hereof. This Agreement, including Exhibit A, constitutes the entire agreement of the parties.

Section 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, embargo, fire, explosion, sabotage, accident, pandemic, labor strike, flood, terrorism, or other acts beyond its reasonable control.

Section 3. Governing Law. This Agreement and the rights of the parties hereto shall be interpreted according to the laws of the State of Michigan (the “State”).

Section 4. Official Notices. All notices or other communications required by the terms of this Agreement shall be in writing and sent to the parties at the addresses set forth below. Notice may be given by certified or registered mail, postage prepaid, return receipt requested, traceable carrier or personal delivery. Notices shall be deemed to have been given on the date of personal delivery, or, if given by mail, the postmark date. Unless amended or updated in writing, the addresses of the parties hereto for the purposes of this Agreement shall be:

The Academy:	State Street Academy c/o Board President 1110 State Street Bay City, MI 48706
With a copy to:	Aimee R. Gibbs, Esq. Dickinson Wright PLLC 350 S. Main Street, Suite 300 Ann Arbor, MI 48104
CSP:	CS Partners Partner Solutions for Schools c/o Chris Matheson 869 S. Old US 23, Suite 500 Brighton, Michigan 48114

Section 5. Assignment. This Agreement shall not be assigned (a) by CSP, without prior consent of the Board, in writing, which consent shall not be unreasonably withheld; or (b) by the Academy, without the prior consent of CSP, in writing, which consent shall not be unreasonably withheld. CSP may, with the consent of the Board, delegate the performance of but not responsibility for any duties and obligations of CSP hereunder to any independent contractor, expert or professional advisor. However, this Agreement shall not be assignable without prior notification to the Authorizer and any assignment must be done in a manner consistent with the Authorizer’s Educational Service Provider Policies.

Section 6. Amendment; Effect of Headings. This Agreement may only be amended in writing, signed by a duly authorized representative of each party and in a manner consistent with and permitted by the Contract and the Authorizer’s Educational Service Provider Policies.

The underlined headings are included for convenience of the reader, and if the underlined headings are inconsistent with the other text, the underlined text shall be disregarded.

Section 7. Tax Exempt Financing. If at any time the Academy determines that it is in the best interests of the Academy to obtain financing from the Finance Authority or any other type of financing that is tax-exempt pursuant to the Internal Revenue Code of 1986, as amended, then the parties hereby agree that this Agreement shall be automatically amended for the sole and limited

purpose of compliance with IRS Revenue Procedure 2017-13, and/or its progeny. Any such automatic amendment shall be as limited as practicable, and the parties shall promptly execute a written agreement reflecting such amendment, but the failure of the parties to do so shall not affect the effectiveness of the automatic amendment referenced above; provided, however, that any such amendment shall be consistent with applicable law, the Contract, and the Authorizer's Educational Service Provider Policies.

Section 8. Waiver. No waiver of any portion 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 in writing.

Section 9. Severability. The invalidity of any portion or term of this Agreement shall not affect the remaining portions or terms of this Agreement. In the event a portion or a term of this Agreement is deemed invalid, the parties shall cooperatively work together to modify the invalid portion or term as minimally as possible to cure the invalidity, while at all times preserving the spirit and purpose of the applicable portion or term.

Section 10. Successors and Assigns. This Agreement shall be binding upon and inure to the benefit of the parties and their respective successors and permitted assigns.

Section 11. No Third Party Rights. This Agreement is made for the sole benefit of the Academy and CSP. Except as otherwise expressly provided herein, nothing in this Agreement shall create or be deemed to create a relationship between the parties, or either of them individually with any third person, third party beneficiary, fiduciary, or the Authorizer.

Section 12. Survival of Termination. All representations, warranties, indemnities, and non-disclosures/confidentiality obligations made in this Agreement shall survive any termination or expiration of this Agreement without limitation.

Section 13. Delegation of Authority; Compliance with Laws. Nothing in this Agreement shall be construed as delegating to CSP any of the powers or authority of the Board which are not subject to delegation by the Board in accordance with the Contract and all applicable laws. The parties agree to comply with all applicable laws.

Section 14. Execution. The parties may execute this Agreement by facsimile or in counterparts. A facsimile or photographic copy of this Agreement may be relied upon by either party, or any third party, as if it were an original signature copy. If this Agreement is executed in counterparts, the separate counterpart signature pages shall be combined and treated by the parties, or any third party, as if the separate counterpart signature pages were part of one original signature copy.

Section 15. Review by Independent Counsel. The parties agree that each has reviewed, or had the opportunity to review, this Agreement with its own independent legal counsel prior to the execution of this Agreement.


Section 16. Limitation of Liability. EXCEPT FOR AMOUNTS EXPRESSLY DUE AND OWING UNDER THIS AGREEMENT, EACH PARTY'S TOTAL LIABILITY TO THE OTHER AND ANY THIRD PARTIES UNDER OR ARISING OUT OF THIS AGREEMENT SHALL BE LIMITED TO THE AGGREGATE AMOUNTS PAID OR DUE AND OWING BY THE ACADEMY TO CSP HEREUNDER. THIS LIMITATION DOES NOT APPLY TO ANY AMOUNTS OWED PURSUANT TO A PARTY'S INDEMNIFICATION OBLIGATIONS UNDER THIS AGREEMENT.

[Signature Page Follows]

The undersigned hereby execute this Agreement as of the date set forth first above.

**The Academy:**

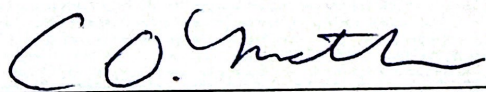
**STATE STREET ACADEMY**, a Michigan public school academy

By: 

Its: Board President

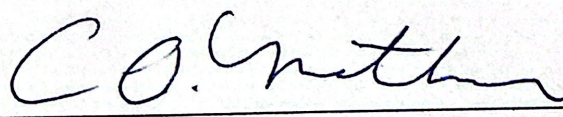
**CSP:**

**CS PARTNERS, INC.**, a Michigan corporation

By: 

Its: CEO

**CSP MANAGEMENT, INC.**, d/b/a **PARTNER SOLUTIONS FOR SCHOOLS**, a Michigan corporation

By: 

Its: CEO

**Exhibit A**  
**to**  
**SERVICES AGREEMENT**

The purpose of this Exhibit A is to set forth and define the Services to be provided by CSP pursuant to the Agreement.

**EDUCATIONAL MANAGEMENT SERVICES  
TO BE PROVIDED BY CS PARTNERS**

- A. CSP shall implement the Educational Program (defined in Article I, Section 2 of the Agreement). Modification of the Educational Program as provided in the Contract may only occur with the prior written consent of the Board and, if required, an amendment to the Contract which requires Authorizer approval.
- B. CSP may perform functions other than Instruction, including but not limited to purchasing, professional development and administrative functions off-site (i.e., not on the Academy property), unless prohibited by applicable laws. Student records, which are the property of the Academy, and books and records of the Academy, shall be maintained by CSP and available at the Academy's site.
- C. Although the Board shall be responsible for establishing and implementing recruitment and admission policies in accordance with the Educational Program and the Contract, CSP shall enroll students for the Academy in accordance with such Board policies provided that said policies are in compliance with the Contract and applicable laws.
- D. CSP shall provide student due process hearings in compliance with all applicable laws, to an extent consistent with the Academy's own obligations as to students only (and not as to faculty). The Board hereby retains the right to provide due process, as required by law, if desired.
- E. CSP shall administer and provide the Educational Program in a manner which shall meet the requirements imposed under the Contract and applicable laws, unless such requirements are waived by the Academy. The Academy hereby agrees to interpret State and local regulations within the confines of applicable law in order to give CSP flexibility and freedom to implement the Educational Program in CSP's desired manner.
- F. 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, CSP may assist the Academy's efforts to obtain additional revenue from other sources (the "Additional Revenue"), and in this regard:

1. the Academy and/or CSP with prior approval of the Board may solicit and receive grants and donations in the name of the Academy from various funding sources consistent with the mission of the Academy;
2. CSP shall provide to the Academy, as requested, information regarding grant applications or grant administration status as related to the Academy.
3. the Academy and/or CSP with prior Board approval may apply for and receive grant money in the name of the Academy from various funding sources;
4. to the extent permitted under the Code and Contract, and with the approval of the Board, CSP or the Academy may charge fees to students for extra services, such as summer and after-school programs, athletics, etc., and charge non-Academy students who participate in such programs; and
5. all Additional Revenue shall inure to and be deemed the property of the Academy (however, as provided in the Article IV, Section 1 of the Agreement, the Fee may apply against all such Additional Revenue).

G. CSP shall not act in a manner which will cause the Academy to be in breach of its Contract with the Authorizer.

H. CSP shall provide reasonably requested or expected information to the Board on a monthly basis, or upon the Board's reasonable request, to enable the Board to monitor CSP's performance under this Agreement.

I. CSP shall be directly accountable to the Board for the administration, operation, and performance of the Academy in accordance with the Contract. CSP's obligation to provide the Services is expressly limited by the budget approved by the Board pursuant to the terms of this Agreement. The Services shall be funded by the Academy budget, and neither CSP nor the Academy shall be permitted to expend Academy funds on the Services in excess of the amount set forth in the Academy Budget.

J. CSP via the School Leader shall implement pupil performance evaluations consistent with the Educational Program, which permit evaluation of the educational progress of each Academy student. CSP shall be responsible for and accountable to the Board for the performance of students who attend the Academy. At a minimum, CSP shall utilize assessment strategies required by the Educational Program. The Academy and CSP will cooperate in good faith to identify other measures of and goals for students and school performance.



K. CSP via the School Leader shall plan and supervise special education services to students who attend the Academy. CSP or the Academy may contract these services if it determines that it is necessary and appropriate for the provision of services to students with special needs, or if instruction cannot be met within the Academy's program. Such services shall be provided in a manner that complies with applicable laws.

L. CSP via the School Leader shall be responsible for all of the management, operation, administration, and education at the Academy which includes, but is not limited to:

1. Implementation and administration of the Educational Program and the selection and acquisition of instructional materials, equipment and supplies approved by the Board as required by the Contract and applicable law;
2. management of all personnel functions, including professional development for all instructional personnel and the personnel functions outlined in this Agreement;
3. all aspects of the business administration (as determined and as generally understood in the industry) of the Academy as agreed between CSP and the Board;
4. any function necessary or expedient for the administration of the Academy consistent with the Educational Program, or otherwise approved by the Board.

M. Except as otherwise provided in this Agreement, CSP shall keep all student, educational, and financial records relating to the Academy available at the Academy site, and the same shall be available for public inspection upon reasonable request consistent with applicable laws. All student, educational and financial records pertaining to the Academy will remain the property of the Academy and such records are subject to the provisions of the Michigan Freedom of Information Act. All Academy records shall be physically or electronically available, upon request, at the Academy's physical facilities. If CSP receives information that is part of a pupil's education records from any source as permitted under the Code, CSP shall not sell or otherwise provide the information to any other person except as provided under MCL 380.1136. Except as permitted under the Contract and applicable law, CSP shall not restrict the Authorizer's or the public's access to the Academy's records. All records shall be kept in accordance with the Contract and applicable state and federal requirements. All finance and other records of CSP related to the Academy will be made available to the Academy, the Academy's independent auditor, or the Authorizer's Charter Schools Office, upon request.

#### **BUSINESS/FINANCE SERVICES TO BE PROVIDED BY CS PARTNERS**

N. CSP shall provide the Board with:

1. a projected annual budget prior to July 1<sup>st</sup> of each school year, related to the Services in accordance with the Contract and the Educational Program which budget shall include a budget reserve amount as determined by the Board;
2. monthly financial statements provided not less than five (5) working days prior to the Academy Board meeting at which the information will be presented and discussed and in a form and format acceptable to the Board. These financial statements shall include (at a

minimum): 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;

3. facilitate the annual audit in compliance with applicable laws showing the manner in which funds are spent at the Academy, however, it is acknowledged that only the Academy shall select, evaluate, replace, and retain independent auditors and the Academy shall contract directly with any auditor of its choice, and CSP will cooperate with the production of any and all documents necessary for the audit. Any such audit shall be the property of the Academy; and
4. other information as reasonably requested by the Board to enable the Board to monitor CSP's performance under the Agreement.

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

#### **HUMAN RESOURCES SERVICES TO BE PROVIDED BY CSP**

P. CSP shall work with the School Leader to recommend staffing levels to the Board, and select, evaluate, assign, discipline and transfer personnel, consistent with applicable laws, and consistent with the parameters adopted and included within the Academy's budget and the Educational Program.

Q. As set forth in the Agreement, CSP shall identify and appoint a School Leader and if applicable, members of a Leadership Team to administer the Educational Program at the Academy.

R. CSP shall work with the School Leader to provide the Academy with such teachers, qualified in the applicable grade levels and subjects approved by the Board and consistent with the Contract and applicable law. CSP shall ensure that the curriculum taught by the Academy's teachers is the curriculum set forth in the Contract. Such teachers may also provide instruction at the Academy on a full or part time basis. If assigned to the Academy on a part-time basis, such teachers may also provide instruction at another institution, or other locations approved by Partner Solutions for Schools. Each teacher assigned to the Academy shall meet and maintain all necessary requirements as established by the Michigan Department of Education, the Authorizer, and State and federal law.

S. CSP shall work with the School Leader to provide the Academy with such support staff, qualified in the areas required. The parties anticipate that such support staff may include clerical staff, administrative assistants, bookkeeping staff, maintenance personnel, and the like. Such support staff may, in the discretion of Partner Solutions for Schools, provide services at the Academy on a full or part-time basis. If assigned to the Academy on a part-time basis, said support staff may also provide services at another institution, or other locations approved by Partner Solutions for Schools.

T. Since, except as specified in this Agreement, all teaching, support staff and other non-teaching personnel performing functions on behalf of the Academy, shall be employees of Partner Solutions for Schools, compensation of all employees of Partner Solutions for Schools shall be paid by Partner Solutions for Schools upon receipt of funds from the Academy. For purposes of the Agreement and this Exhibit, "compensation" shall include salary and benefits. Partner Solutions for Schools shall pay its portion of social security, unemployment, and any other taxes required by law to be paid on behalf of its employees assigned to the Academy. Unless required by applicable laws, Partner Solutions for Schools shall not make payments to the Michigan Public School Employees' Retirement System or any other public retirement system on behalf of its employees.

U. Partner Solutions for Schools will complete and sign all necessary 401K regulatory and plan documents for its employee benefits plan as required by law and as fiduciary agent of the plan.