BAY MILLS COMMUNITY COLLEGE

A
CONTRACT TO CHARTER A PUBLIC SCHOOL ACADEMY
AND RELATED DOCUMENTS

ISSUED BY

BAY MILLS COMMUNITY COLLEGE
BOARD OF REGENTS
(AUTHORIZING BODY)

TO

STAR INTERNATIONAL ACADEMY
(A PUBLIC SCHOOL ACADEMY)

July 1, 2026

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RESOLUTIONS

BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
PUBLIC SCHOOL ACADEMY AUTHORIZING BODY

RESOLUTION NO. 12-01

Public School Academy, School of Excellence and Strict Discipline Academy Board of Director Method of Selection Resolution

WHEREAS, MCL 380.503 of the Revised School Code ("Code"), MCL 380.553, and MCL 380.1311*e* provide that an authorizing body "shall adopt a resolution establishing the method of selection, length of term, and number of members of the board of directors" of each public school academy, school of excellence, and strict discipline academy, respectively, subject to the authorizing body's jurisdiction; and

WHEREAS, the Bay Mills Community College Board of Regents (the "College Board") desires to establish a standard method of selection resolution related to appointments and service of the directors of the governing board of its authorized public school academies, schools of excellence, and strict discipline academies, and

WHEREAS, the College Board has determined that changes to the method of selection process are in the best interest of the College and that such changes be incorporated into all charter contracts issued by the College Board;

NOW, THEREFORE, BE IT RESOLVED, that the policy titled Public School Academy Board of Director Method of Selection dated January 20, 2012, is adopted; and

BE IT FURTHER RESOLVED, that these provisions shall be implemented with new charter contracts and shall be phased in for existing schools as new charter contracts are issued. As of this date, the College Board has not issued any charter contracts for schools of excellence and strict discipline academies, but the method of selection process established by this resolution shall apply to any future school that is authorized. The College's Director of Charter Schools is authorized to implement changes in the terms and conditions of charter contracts to fully execute these provisions.

I, the undersigned, as Secretary of the Bay Mills Community College Board of Regents, do hereby certify the foregoing resolution was adopted by the Bay Mills Community College Board of Regents at a public meeting held on the 20th day of January, 2012, with a vote of 10 for, 0 opposed, and 1 abstaining.

By: _____
John Paul Lufkins, Secretary

Dated: January 20, 2012

Public School Academy Board of Director Method of Selection

The Bay Mills Board of Regents ("College Board") declares that the method of selection, length of term, number of board members and other criteria shall be as follows:

Method of Selection and Appointment

The College Board shall prescribe the methods of appointment for members of the Academy Board. The College's Director of Charter Schools is authorized to develop and administer an Academy Board selection and appointment process that includes a *Public School Academy Board Member Appointment Questionnaire* and is in accord with these provisions:

1. Except as provided in paragraph 4 below, the College Board shall appoint the initial and subsequent Academy Board of Directors by formal resolution. The College's Director of Charter Schools shall recommend nominees to the College Board based upon a review of the nominees' *Public School Academy Board Member Appointment Questionnaire* and resume. Each nominee shall be available for interview by the College Board or its designee. The College Board may reject any and all Academy Board nominees proposed for appointment.

2. The Academy Board, by resolution and majority vote, shall nominate its subsequent members, except as provided herein. The Academy Board shall recommend to the Director of Charter Schools at least one nominee for each vacancy. Nominees shall submit the *Public School Academy Board Member Appointment Questionnaire* for review by the College's Charter Schools Office. The Director of Charter Schools may or may not recommend appointment of a nominee submitted by the Academy Board. If the Director of Charter Schools does not recommend the appointment of a nominee submitted by the Academy Board, he/she may select and recommend another nominee or may request the Academy Board submit a new nominee for consideration.

3. An individual appointed to fill a vacancy created other than by expiration of the term shall be appointed for the unexpired term of that vacant position.

4. Under exigent conditions, and with the approval of the College Board's Chair, the College's Director of Charter Schools may appoint a qualified individual to serve as a member of the Academy Board. All appointments made under this provision must be presented to the College Board for final determination at its next regularly scheduled meeting. The College Board reserves the right to review, rescind, modify, ratify, or approve any appointments made under the exigent conditions provision.

Dated: January 20, 2012

Length of Term

The director of an Academy Board shall serve at the pleasure of the College Board. Terms of the initial position of an Academy's Board of Directors shall be staggered in accordance with *The Academy Board of Director Table of Staggered Terms and Appointments* established and administered by the College's Charter Schools Office. Subsequent appointments shall be for a term of office not to exceed three (3) years, except as prescribed by *The Academy Board of Director Table of Staggered Terms and Appointments*.

Number of Directors

The number of board member positions shall never be fewer than five (5) nor more than nine (9), as determined from time to time by the College Board. If the Academy Board fails to attain or maintain its full membership by making appropriate and timely nominations, the College Board or the College's Director of Charter Schools may deem that failure an exigent condition.

A vacancy may be left on the initial Academy Board for a parent or guardian representative to allow sufficient time for the Academy Board to interview and identify potential nominees.

Qualifications of Members

To be qualified to serve on an Academy's Board of Directors, a person shall, among other things: (a) be a citizen of the United States; (b) be a resident of the State of Michigan; (c) submit all materials requested by the College's Charter Schools Office including, but not limited to, the *Public School Academy Board Member Appointment Questionnaire* which must include authorization to process a criminal background check of the nominee; and (d) submit annually a conflicts of interest disclosure as prescribed by the College's Charter Schools Office.

The member of the Academy Board of Directors shall include (1) at least one parent or guardian of a child attending the school; and (2) one professional educator, preferably a person with school administrative experience. The Academy's Board of Directors shall include representation from the local community in which the Academy serves.

The members of the Academy's Board of Directors shall not include (1) any member appointed or controlled by another profit or non-profit corporation; (2) Academy employees or independent contractors performing services for the Academy; (3) any current or former director, officer, or employee of a management company that contracts with the Academy; and (4) College officials or employees.

Oath of Public Office

Before beginning their service, all members of the Academy's Board of Directors shall take and sign the constitutional oath of office before a justice, judge, or clerk of a court, or before a notary public. The Academy shall cause a copy of such oath of office to be

filed with the College's Charter Schools Office. No appointment shall be effective prior to the taking, signing and filing of the oath of public office.

Removal and Suspension

If at anytime the College Board determines that an Academy Board member's service is no longer necessary, then the College Board may remove an Academy Board member with or without cause by notifying the affected Academy Board member. The notice shall specify the date when the Academy Board member's service ends. Any Academy Board member may also be removed by a two-thirds (2/3) vote of the Academy Board for cause.

With the approval of the College Board Chair, the College's Director of Charter Schools may suspend an Academy Board member's service, if in his/her judgment the member's continued presence would constitute a risk to persons or property, or would seriously impair the operations of the Academy. Any suspension made under this provision must be presented to the College Board for final determination at its next regularly scheduled meeting. The College Board reserves the right to review, rescind, modify, ratify, or approve any suspension made under this provision.

Tenure

Each Academy Board member shall hold office until the member's replacement, death, resignation, removal or until the expiration of the term, whichever occurs first.

Resignation

Any Academy Board member may resign at any time by providing written notice to the Academy or the College's Charter Schools Office. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. Any Academy Board member who fails to attend three (3) consecutive Academy Board meetings without prior notification to the Academy Board President, may, at the option of the Academy Board, the College Board, or the College's Director of Charter Schools, be deemed to have resigned, effective at a time designated in a written notice sent to the resigning Academy Board member. A successor shall be appointed as provided by the method of selection adopted by the College Board.

Board Vacancies

An Academy Board vacancy shall occur because of death, resignation, replacement, removal, failure to maintain United States citizenship or residency in the State of Michigan, disqualification, enlargement of the Academy Board, or as specified in the Code.

Compensation

Academy Board members shall serve as volunteer directors and without compensation for their respective services. By resolution of the Academy Board, the Academy Board

members may be reimbursed for their reasonable expenses incidental to their duties as Academy Board members.

Dated: January 20, 2012

BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
PUBLIC SCHOOL ACADEMY AUTHORIZING BODY

RESOLUTION NO. 25-69

Contract Reauthorization

WHEREAS, the Bay Mills Community College Board of Regents (the "College Board"), as the governing body of a federal tribally-controlled community college, is an authorizing body empowered to authorize and issue contracts to operate public school academies, and to establish the method of selection, length of term, and number of members of a public school academy's Board of Directors; and

WHEREAS, on July 1, 2018, the College Board issued to **Star International Academy** (the "Academy") a Contract to Charter a Public School Academy (the "Charter Contract"); and

WHEREAS, the Charter Contract will expire on June 30, 2026 and the Academy has asked the College Board to issue a new contract to charter a public school academy for a term of eight (8) years; and

WHEREAS, the College Charter Schools Office has completed its evaluation and assessment of the Academy's operation and performance related to the Charter Contract, and the College Charter Schools Office recommends that the College Board issue a new contract to charter a public school academy to the Academy for a term not to exceed ten (10) years, beginning July 1, 2026.

WHEREAS, in addition to other Revised School Code requirements, the College Board's reauthorization process included consideration of increases in academic achievement for all groups of pupils as measured by assessments and other objective criteria, as the most important factor in the decision of whether or not to issue a new contract to charter a public school academy to the Academy;

NOW, THEREFORE, BE IT RESOLVED:

1. The College Board takes the following action related to issuing a Contract to Charter a Public School Academy and Related Documents ("Contract") to the Academy:

    a. The College Board approves the form of the Contract and related documents as submitted to and reviewed by the College Board;

    b. The College Board approves and authorizes the issuance of the Contract and related documents and authorizes Mariah Wanic, College Board Designee, to execute the Contract and related documents issued by the College Board to the Academy, provided, that, before execution of the Contract, the College Chairperson affirms the following:

(1) that all terms of the Contract have been agreed upon and the Academy is able to comply with all terms and conditions of the Contract and applicable law; and

(2) that the Contract is substantially similar to the Contract approved by the College Board, with the only changes being those made by the College Board's Designee in consultation with legal counsel for the College Board that are in the best interests of the College Board.

c. The College Board Designee may agree to a term of Contract not to exceed ten (10) academic years and not to extend beyond June 30, 2036.

2. That the current Academy Board members shall continue to serve in their current positions until the end of their term in office. All subsequent Academy Board appointments shall be made in accordance with the College Board's method of selection resolution.

I, the undersigned, as Secretary of the Bay Mills Community College Board of Regents, do hereby certify the foregoing resolution was adopted by the Bay Mills Community College Board of Regents at a public meeting held on the 11th day of July, 2025, with a vote of 5 for, 0 opposed, 1 abstaining, and 2 absent.

By: Beverly Carrick
Beverly Carrick, Secretary

CONTRACT TERMS
AND CONDITIONS

TERMS AND CONDITIONS

OF CONTRACT

DATED: JULY 1, 2026

ISSUED BY

THE BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS

TO

STAR INTERNATIONAL ACADEMY

CONFIRMING THE STATUS OF

STAR INTERNATIONAL ACADEMY

AS A

MICHIGAN PUBLIC SCHOOL ACADEMY

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WHEREAS, the People of Michigan through their Constitution have provided that schools and the means of education shall forever be encouraged and have authorized the Legislature to maintain and support a system of free public elementary and secondary schools; and

WHEREAS, all public schools are subject to the leadership and general supervision of the State Board of Education; and

WHEREAS, the Michigan Legislature has authorized an alternative form of public school designated a "public school academy" to be created to serve the educational needs of pupils and has provided that pupils attending these schools shall be eligible for support from the State School Aid Fund; and

WHEREAS, the Michigan Legislature has delegated to the governing boards of state public universities, community college boards, including tribally controlled community college boards, intermediate school district boards and local school district boards, the responsibility for authorizing the establishment of public school academies; and

WHEREAS, the Bay Mills Community College Board of Regents has considered the authorization of the Academy and has approved the issuance of a contract to the Academy;

NOW, THEREFORE, pursuant to the Revised School Code, the College Board grants a contract conferring certain rights, franchises, privileges, and obligations of a public school academy and confirms the status of a public school academy in this state to the Academy. In addition, the parties agree that the granting of this Contract is subject to the following terms and conditions:

ARTICLE I

DEFINITIONS

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

(a) "Academy" means the Michigan nonprofit corporation named Star International Academy which is established as a public school academy pursuant to this Contract.

(b) "Academy Board" means the Board of Directors of the Academy.

(c) "Applicable Law" means all state and federal law applicable to public school academies, including all rules, regulations, and orders promulgated thereunder.

(d) "Application" means the public school academy application and supporting documentation submitted to the College Board for the establishment of the

Academy and supplemented by material submitted pursuant to the College Board's requirements for reauthorization.

(e) "Authorizing Resolution" means Resolution No. 25-69 adopted by the College Board on July 11, 2025.

(f) "Charter Schools Office Director" or "CSO Director" means the person designated by the College Board to administer the operations of the Charter Schools Office.

(g) "Charter Schools Office" or "CSO" means the office designated by the College Board as the initial point of contact for public school academy applicants and public school academies authorized by the College Board. The Charter Schools Office is also responsible for administering the College Board's responsibilities with respect to the Contract.

(h) "Code" means the Revised School Code, Act No. 451 of the Public Acts of 1976, as amended, being Sections 380.1 to 380.1853 of the Michigan Compiled Laws.

(i) "College" means Bay Mills Community College, a federally tribally controlled community college that is recognized under the tribally controlled colleges and universities assistance act of 1978, 25 USC 1801 et seq., and which has been determined by the Michigan Department of Education to meet the requirements for accreditation by a recognized regional accreditation body.

(j) "College Board" means the Bay Mills Community College Board of Regents, an authorizing body as designated under Section 501 of the Code, MCL 380.501 et seq.

(k) "College Board Chairperson" means the Chairperson of the Bay Mills Community College Board of Regents or his or her designee. In Section 1.1(l) below, "College Board Chairperson" means the Board Chairperson of the Bay Mills Community College Board of Regents.

(l) "College Charter Schools Hearing Panel" or "Hearing Panel" means such person(s) as designated by the College Board Chairperson.

(m) "Community District" means a community school district created under part 5B of the Code, MCL 380.381 et seq.

(n) "Conservator" means the individual appointed by the College President in accordance with Section 10.9 of these Terms and Conditions.

(o) "Contract" means, in addition to the definition set forth in the Code, these Terms and Conditions, Exhibit A containing the Authorizing Resolution and the Resolution, the Master Calendar, the ESP Policies, the Lease Policies, the Schedules, and the Application.

(p) "Director" means a person who is a member of the Academy Board of Directors.

(q) "Educational Service Provider" or "ESP" means an educational management organization as defined under section 503c of the Code, MCL 380.503c, that has entered into a contract or agreement with the Academy Board for operation or management of the Academy, which contract has been submitted to the CSO Director for review as provided in Section 11.11 and has not been disapproved by the CSO Director, and is consistent with the CSO Educational Service Provider Policies, as they may be amended from time to time, and Applicable Law.

(r) "Educational Service Provider Policies" or "ESP Policies" means those policies adopted by the Charter Schools Office that apply to a Management Agreement. The Charter Schools Office Director may, at any time and at his or her sole discretion, amend the ESP Policies. The ESP Policies in effect as of this date are incorporated into and part of this Contract. Upon amendment, changes to the ESP Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

(s) "Fund Balance Deficit" means the Academy has more liabilities than assets at the end of any given school fiscal year, and includes any fiscal year where the Academy would have had a budget deficit but for a financial borrowing by the Academy or a monetary contribution by an Educational Service Provider or other person or entity to the Academy. If the Academy receives a gift or grant of money or financial support from an Educational Service Provider or other person or entity that does not require repayment by the Academy, and is not conditioned upon the actions or inactions of the Academy Board, then such gift or grant shall not constitute a financial borrowing or contribution for purposes of determining a Fund Balance Deficit.

(t) "Lease Policies" means those policies adopted by the Charter Schools Office that apply to real property lease agreements entered into by the Academy. The Charter Schools Office Director may, at any time and at his or her sole discretion, amend the Lease Policies. The Lease Policies in effect as of this date are incorporated into and part of this Contract. Upon amendment, changes to the Lease Policies shall automatically be

incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

(u) "Management Agreement" or "ESP Agreement" means an agreement as defined under section 503c of the Code, MCL 380.503c, that has been entered into between an ESP and the Academy Board for the operation and/or management of the Academy, which has been submitted to the CSO Director for review as provided in Section 11.11, and has not been disapproved by the CSO Director.

(v) "Master Calendar" or "MCRR" means the Master Calendar of Reporting Requirements developed and administered by the Charter Schools Office setting forth a reporting time line for certain governance, financial, administrative, facility and educational information relating to the Academy. The Charter Schools Office Director may, at any time and at his or her sole discretion, amend the Master Calendar. Upon amendment, changes to the Master Calendar shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

(w) "President" means the President of Bay Mills Community College or his or her designee.

(x) "Resolution" means Resolution No. 12-01 adopted by the College Board on January 20, 2012, establishing the standard method of selection, length of term and number of members format for public school academies issued a Contract by the College Board, as amended from time to time.

(y) "Schedules" means the following Contract documents of the Academy: Schedule 1: Articles of Incorporation, Schedule 2: Bylaws, Schedule 3: Fiscal Agent Agreement, Schedule 4: Oversight Agreement, Schedule 5: Description of Staff Responsibilities, Schedule 6: Physical Plant Description, and Schedule 7: Required Information for Public School Academies.

(z) "State Board" means the State Board of Education, established pursuant to Article 8, Section 3 of the 1963 Michigan Constitution and MCL 388.1001 et seq.

(aa) "State School Reform/Redesign Office" means the office created within the Michigan Department of Technology Management and Budget by Executive Reorganization Order 2015-02, codified at MCL 18.445, and transferred from the Michigan Department of Technology Management and Budget to the Michigan Department of Education by Executive Reorganization Order 2017-02, codified at MCL 388.1282.

(bb) "Superintendent" means the Michigan Superintendent of Public Instruction.

(cc) "Terms and Conditions" means this document entitled "Terms and Conditions of Contract, Dated July 1, 2026, Issued by the Bay Mills Community College Board of Regents to Star International Academy Confirming the Status of Star International Academy as a Michigan Public School Academy."

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

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

Section 1.4. Statutory Definitions. Statutory terms defined in Part 6A of the Code shall have the same meaning in this Contract.

Section 1.5. Schedules. All Schedules to this Contract are incorporated into, and made part of, this Contract.

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

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

ARTICLE II

RELATIONSHIP BETWEEN THE ACADEMY AND THE COLLEGE BOARD

Section 2.1. Independent Status of Bay Mills Community College. The College Board is an authorizing body as defined by the Code. In approving this Contract, the College Board

voluntarily exercises additional powers given to the College Board under the Code. Nothing in this Contract shall be deemed to be any waiver of the College Board's autonomy or powers and the Academy shall not be deemed to be a part of the College Board or the College. If applicable, the College Board has provided to the Department the accreditation notice required under Section 502 of the Code, MCL 380.502.

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

Section 2.3. Financial Obligations of the Academy Are Separate From the State of Michigan, College Board and the College. Any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy and a third party shall not in any way constitute an obligation, either general, special, or moral, of the State of Michigan, the College Board, or the College. Neither the full faith and credit nor the taxing power of the State of Michigan or any agency of the State, nor the full faith and credit of the College Board or the College shall ever be assigned or pledged for the payment of any Academy contract, agreement, note, mortgage, loan or other instrument of indebtedness.

Section 2.4. Academy Has No Power To Obligate or Bind State of Michigan, the College Board or the College. The Academy has no authority whatsoever to enter into any contract or other agreement that would financially obligate the State of Michigan, College Board or the College, nor does the Academy have any authority whatsoever to make any representations to lenders or third parties, that the State of Michigan, College Board or the College in any way guarantee, are financially obligated, or are in any way responsible for any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy.

ARTICLE III

ROLE OF THE COLLEGE BOARD AS AUTHORIZING BODY

Section 3.1. College Board Resolutions. The College Board has adopted the Resolution providing for the method of selection, length of term, number of Directors and the qualification of Directors. The College Board has adopted the Authorizing Resolution which approves the issuance of this Contract. The Resolution and the Authorizing Resolution are hereby incorporated into this Contract as Exhibit A. At any time and at its sole discretion, the College Board may amend the Resolution. Upon College Board approval, changes to the Resolution shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

Section 3.2. College Board as Fiscal Agent for the Academy. The College Board is the fiscal agent for the Academy. As fiscal agent, the College Board assumes no responsibility for the financial condition of the Academy. The College Board is not liable for any debt or liability incurred by or on behalf of the Academy, or for any expenditure approved by or on behalf of the Academy Board. Except as provided in the Oversight Agreement and Article X of these Terms and Conditions, the College Board shall promptly, within five (5) business days of receipt, forward to the Academy all state school aid funds or other public or private funds received by the College Board for the benefit of the Academy. The responsibilities of the College Board, the State of Michigan, and the Academy are set forth in the Fiscal Agent Agreement incorporated herein as Schedule 3.

Section 3.3. Oversight Responsibilities of the College Board. The College Board has the responsibility to oversee the Academy's compliance with the Contract and all Applicable Law. The responsibilities of the Academy and the College Board are set forth in the Oversight Agreement executed by the parties and incorporated herein as Schedule 4.

Section 3.4. Reimbursement of College Board Expenses. The Academy shall pay the College Board an administrative fee to reimburse the College Board for the expenses associated with the execution of its authorizing body and oversight responsibilities. The terms and conditions of the administrative fee are set forth in Schedule 4.

Section 3.5. College Board Approval of Condemnation. In the event that the Academy desires to acquire property pursuant to the Uniform Condemnation Procedures Act or other applicable statutes, it shall obtain express written permission for such acquisition from the College Board. The Academy shall submit a written request to the College Board describing the proposed acquisition and the purpose for which the Academy desires to acquire the property. Provided the Academy Board submits the written request at least sixty (60) days before the College Board's next regular meeting, the College Board shall vote on whether to give express written permission for the acquisition at its next regular meeting.

Section 3.6. Authorization of Employment. The College Board authorizes the Academy to employ or contract directly with personnel according to the position information outlined in Schedule 5. However, the Academy Board shall prohibit any individual from being employed by the Academy, an Educational Service Provider or an employee leasing company involved in the operation of the Academy, in more than one (1) full-time position and simultaneously being compensated at a full-time rate for each of these positions. Additionally, the Academy Board shall require each individual who works at the Academy to disclose to the Academy Board any other public school or educational service provider at which that individual works or to which that individual provides services. An employee hired by the Academy shall be an employee of the Academy for all purposes and not an employee of the College for any purpose. With respect to Academy employees, the Academy shall have the power and responsibility to (i) recruit, select and engage employees; (ii) pay their wages; (iii) evaluate performance; (iv) discipline and dismiss employees; and (v) control the employees' conduct, including the method by which the employee carries out his or her work. The Academy Board shall be responsible for carrying workers' compensation insurance and unemployment insurance for its employees. The

Academy shall ensure that the term or length of any employment contract or consultant agreement does not extend beyond the term of this Contract and shall terminate in the event this Contract is revoked or terminated. In no event may an Academy employee's employment contract term, inclusive of automatic renewals, extend beyond the term of this Contract.

Section 3.7. Code Requirements for College Board to Act as Authorizing Body. The College Board has complied with the requirements of Section 1475 of the Code, MCL 380.1475, and will continue to comply with the Code during the term of this Contract.

Section 3.8. College Board Subject to Open Meetings Act. As required by Section 1475 of the Code, MCL 380.1475, College Board meetings conducted for the purpose of carrying out or administering any authorizing body function shall be administered in accordance with the Open Meetings Act, MCL 15.261 et seq.

Section 3.9. College Board Authorizing Body Activities Subject to Freedom of Information Act. As required by Section 1475 of the Code, MCL 380.1475, all authorizing body functions performed by the College Board shall be subject to public disclosure in accordance with the Freedom of Information Act, MCL 15.231 et seq.

Section 3.10. College Board Review of Certain Financing Transactions. In the event that the Academy desires to finance the acquisition, by lease, purchase, or other means, of facilities or equipment, in excess of $150,000, pursuant to arrangements calling for payments over a period greater than one (1) year, and which include a pledge, assignment or direction to one or more third parties of a portion of the funds to be received by the Academy from the State of Michigan pursuant to the State School Aid Act of 1979, as amended, being MCL 388.1601 et seq., then Academy shall obtain prior review for such financing from the College Board. The Academy shall submit a written request to the College Board describing the proposed financing transaction, and the facilities or equipment to be acquired with the proceeds thereof. Provided the Academy submits the written request at least sixty (60) days before the College Board's next regular meeting, the College Board shall vote on whether to disapprove the proposed financing transaction at the next meeting. If the proposed transaction is not disapproved, the College Board may still condition the decision not to disapprove on compliance by the Academy and any lender, lessor, seller or other party with such terms as the College Board deems appropriate under the circumstances. If the proposed transaction is disapproved, such disapproval may, but shall not be required to, state one or more conditions which, if complied with by the Academy and any lender, lessor, seller or other party, would cause such disapproval to be deemed withdrawn. No transaction described in this Section may be entered into by the Academy if the proposed transaction is disapproved by the College Board. By not disapproving a proposed transaction, the College Board is in no way giving approval of the proposed transaction, or representing that the Academy has the ability to meet or satisfy any of the terms or conditions thereof.

Section 3.11. Authorizing Body Contract Authorization Process. Pursuant to the Code, the College Board is not required to issue a contract to the Academy. This Contract is for a fixed term and will terminate at that end of the Contract term set forth in Section 12.9 without any further action of either the Academy or the College Board. The Academy shall seek a new contract by

making a formal request to the College Board in writing at least two years prior to the end of the Contract term. The College Board shall provide to the Academy a description of the timeline and process by which the Academy may be considered for issuance of a new contract. The timeline and process for consideration of whether to issue a new contract to the Academy shall be solely determined by the College Board. The standards for the issuance of a new contract shall include increases in academic achievement for all groups of pupils as measured by assessments and other objective criteria established by the College Board as the most important factor of whether to issue or not issue a new contract. The College Board, at its own discretion, may change its timeline and process for issuance of a new contract at any time, and any such changes shall take effect automatically without the need for any amendment to the Contract. Consistent with the Code, the College Board may elect, at its sole discretion, not to consider the issuance of a contract, consider reauthorization of the Academy and elect not to issue a contract, or consider reauthorization of the Academy and issue a contract for a fixed term.

Section 3.12. College Board's Invitation to Academy to Apply For Conversion to Schools of Excellence. If the College Board is interested in accepting applications to issue contracts to charter Schools of Excellence under Part 6E of the Code, and the College Board determines that the Academy meets the College Board's and the Code's eligibility criteria for applying to convert the Academy to a School of Excellence, then the College Board may invite the Academy to submit an application to apply for a contract to convert the Academy to a school of excellence. In accordance with the Code, the College Board shall establish its own competitive application process and provide the necessary forms and procedures to eligible public school academies.

ARTICLE IV

REQUIREMENT THAT THE ACADEMY ACT SOLELY AS GOVERNMENTAL ENTITY

Section 4.1. Limitation on Actions in Performance of Governmental Functions. The Academy shall act exclusively as a governmental entity and shall not undertake any action inconsistent with its status as a governmental entity authorized to receive state school aid funds pursuant to Section 11 of Article IX of the State Constitution of 1963.

Section 4.2. Other Permitted Activities. Consistent with the provisions of this Contract, the Academy is permitted to engage in lawful activities that are not in derogation of the Academy's mission and status of operating a public school academy or that would not jeopardize the eligibility of the Academy for state school aid funds.

Section 4.3. Academy Board Members Serve In Their Individual Capacity. All Directors of the Academy Board shall serve in their individual capacity, and not as a representative or designee of any other person or entity. A person who does not serve in their individual capacity, or who serves as a representative or designee of another person or entity, shall be deemed ineligible to continue to serve as a Director of the Academy Board. A Director who violates this Section shall be removed from office, in accordance with the removal provisions found in the Resolution

or Schedule 2: Bylaws. As set forth in the Resolution, a Director serves at the pleasure of the College Board, and may be removed with or without cause at any time.

Section 4.4. Incompatible Public Offices and Conflicts of Interest Statutes. The Academy shall comply with the Incompatible Public Offices statute, being MCL 15.181 et seq. of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities statute, being MCL 15.321 et seq. of the Michigan Compiled Laws. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited conflicts of interest for purposes of this Contract:

(a) An individual simultaneously serving as an Academy Board member and as an owner, officer, director, employee or consultant of or independent contractor to an Educational Service Provider or an employee leasing company, or a subcontractor to an Educational Service Provider or an employee leasing company that has an ESP Agreement with the Academy;

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

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

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

(e) An individual simultaneously serving as an Academy Board member and a College official, employee, or paid consultant, as a representative of the College; and

(f) An individual simultaneously serving as an Academy Board member and having an ownership or financial interest in any real or personal property leased or subleased to the Academy.

Section 4.5. Prohibition of Identified Family Relationships. The Academy Board shall prohibit specifically identified family relationships pursuant to Applicable Law and the Terms and Conditions of this Contract. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited familial relationships for the purposes of this Contract:

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

(i) Is employed by the Academy;

(ii) Works at or is assigned to work at the Academy;

(iii) Has an ownership, officer, policymaking, managerial, administrative non-clerical, or other significant role with the Academy's ESP or employee leasing company; or

(iv) Has an ownership or financial interest in any school building lease or sublease agreement with the Academy.

(b) The Academy Board shall require each individual who works at the Academy to annually disclose any familial relationship with any other individual who works at, or provides services to, the Academy. If an Academy Board member discloses any prohibited familial relationships in the annual disclosure, or if the College finds that an Academy Board member has failed to disclose a prohibited familial relationship, that Academy Board member shall be removed from office, in accordance with the removal provisions found in the Resolution or Schedule 2: Bylaws. For purposes of this subsection, familial relationship means a person's mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner.

Section 4.6. Dual Employment Positions Prohibited. Any person working at the Academy is prohibited by law from being employed at the Academy in more than one full-time position and simultaneously being compensated for each position.

Section 4.7. Oath of Public Office. Academy Board members are public officials. Before entering upon the duties of a public school board member, each Academy Board member shall take, sign and file the constitutional oath of office with the Charter Schools Office.

Section 4.8. Academy Counsel. The Academy Board shall select, retain and pay legal counsel to represent the Academy. The Academy shall not retain any attorney to represent the Academy if the attorney or the attorney's law firm also represents the Academy's Educational Service Provider or any person or entity leasing real property to the Academy, if any.

ARTICLE V

CORPORATE STRUCTURE OF THE ACADEMY

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

Section 5.2. Articles of Incorporation. The Articles of Incorporation of the Academy, as set forth in Schedule 1, shall be the Articles of Incorporation of the Academy. Any subsequent amendments to the Academy's Articles of Incorporation shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 5.3. Bylaws. The Bylaws of the Academy, as set forth in Schedule 2, shall be the Bylaws of the Academy. Any subsequent amendments to the Academy's Bylaws shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

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

ARTICLE VI

OPERATING REQUIREMENTS

Section 6.1. Governance Structure. The Academy shall be organized and administered under the direction of the Academy Board and pursuant to the Governance Structure as set forth in Schedule 7a. The Academy shall have four officers: President, Vice-President, Secretary and Treasurer. The officer positions shall be filled by persons who are members of the Academy Board. A description of their duties is included in Schedule 2.

Section 6.2. Educational Goals. The Academy shall pursue the educational goals identified in Schedule 7b. The educational goals shall include demonstrated improved pupil academic achievement for all groups of pupils.

Section 6.3. Educational Programs. The Academy shall deliver the educational programs identified in Schedule 7c.

Section 6.4. Curriculum. The Academy shall implement and follow the curriculum identified in Schedule 7d.

Section 6.5. Method of Pupil Assessment. The Academy shall evaluate pupils' work based on the assessment strategies identified in Schedule 7e. The Academy also shall assess pupil performance using all applicable testing that the Code or the Contract require. The Academy shall provide the Charter Schools Office with copies of reports, assessments and test results concerning the following:

(a) educational outcomes achieved by pupils attending the Academy and other reports reasonably requested by the Charter Schools Office;

(b) an assessment of student performances at the end of each academic school year or at such other times as the College Board may reasonably request;

(c) an annual education report in accordance with the Code;

(d) an annually administered nationally recognized norm-referenced achievement test for the Academy's grade configuration, or a program of testing approved by the Charter Schools Office; and

(e) all tests required under Applicable Law.

Section 6.6. Application and Enrollment of Students. The Academy shall comply with the application and enrollment policies identified in Schedule 7f. With respect to the Academy's pupil admissions process, the Academy shall provide any documentation or information requested by the Charter Schools Office that demonstrates the following:

(a) The Academy has made a reasonable effort to advertise its enrollment efforts to all pupils; and

(b) The Academy's open enrollment period was for a duration of at least 2 weeks and permitted the enrollment of pupils at times in the evening and on weekends.

Section 6.7. School Calendar and School Day Schedule. The Academy shall comply with the school calendar and school day schedule guidelines as set forth in Schedule 7g.

Section 6.8. Age or Grade Range of Pupils. The Academy shall comply with the age and grade ranges as stated in Schedule 7h.

Section 6.9. Collective Bargaining Agreements. Collective bargaining agreements, if any, with employees of the Academy shall be the responsibility of the Academy.

Section 6.10. Accounting Standards. The Academy shall at all times comply with generally accepted public sector accounting principles and accounting system requirements that comply with the Code, this Contract, the State School Aid Act of 1979, as amended, and applicable State Board of Education and Department of Education rules.

Section 6.11. Annual Financial Statement Audit. The Academy shall conduct an annual financial statement audit prepared and reviewed by an independent certified public accountant. The Academy Board shall select, retain, and pay the Academy's independent auditor. The Academy Board shall not approve the retention of any independent auditor if that independent auditor or the auditor's firm is also performing accounting and/or auditing services for the Academy's Educational Service Provider, if any. In accordance with timeframes set forth in the Master Calendar, the Academy shall submit one (1) copy of the annual financial statement audit, auditor's management letters and any responses to auditor's management letters to the Charter Schools Office.

Section 6.12. Address and Description of Physical Plant; Process for Expanding Academy's Site Operations. The address and description of the physical plant for the Academy is

set forth in Schedule 6. With the approval of the College Board, the Academy Board may operate the same configuration of age or grade levels at more than one (1) site if each configuration of age or grade levels and each site identified in Schedule 6 are under the direction and control of the Academy Board.

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

By formal resolution, the Academy Board may request the authority to operate the same configuration of age or grade levels at more than one site. The Academy Board shall submit to the CSO a contract amendment, in a form and manner determined by the CSO. The contract amendment shall include all information requested by the CSO, including detailed information about the site, the Academy's proposed operations at the site and the information provided in Contract Schedules 4, 5, 6 and 7. Upon receipt of a complete contract amendment, the CSO Director shall review the contract amendment and make a recommendation to the College Board on whether the Academy's request for site expansion should be approved. A positive recommendation by the CSO Director of the contract amendment shall include a determination by the CSO Director that the Academy is operating in compliance with the Contract and is making measurable progress toward meeting the Academy's educational goals. The College Board may consider the Academy Board's site expansion request contract amendment following submission by the CSO Director of a positive recommendation. If the College Board approves the Academy Board's site expansion request contract amendment, the Contract shall be amended in accordance with Article IX of these Terms and Conditions. The College Board reserves the right to modify, reject or approve any site expansion request contract amendment in its sole and absolute discretion.

Section 6.13. Contributions and Fund Raising. The Academy may solicit and receive contributions and donations as permitted by law. No solicitation shall indicate that a contribution to the Academy is for the benefit of the College or the College Board.

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

Section 6.15. Method for Monitoring Academy's Compliance with Applicable Law and Performance of its Targeted Educational Outcomes. The Academy shall perform the compliance certification duties required by the College Board and outlined in the Oversight Agreement set forth as Schedule 4. In addition to the College Board's oversight responsibilities and other reporting requirements set forth in this Contract, the Academy's compliance certification duties shall serve as the method for monitoring the Academy's compliance with Applicable Law and its performance in meeting its educational goals.

Section 6.16. Matriculation Agreements. Before the Academy Board approves a matriculation agreement with another public school, the Academy shall provide a draft copy of the agreement to the Charter Schools Office for review. Any matriculation agreement entered into by the Academy shall be incorporated into Schedule 7f by contract amendment pursuant to Article IX of these Terms and Conditions. Postings of Accreditation Status. The Academy shall post notices to the Academy's homepage of its website disclosing the accreditation status of each school as required by the Code.

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

(a) The Academy's proposed site is the same location as a public school that (i) is currently on the list under federal accountability requirements as provided under the every student succeeds act, Public Law 114-95, of the public schools in this state determined to be among the lowest achieving 5% of public schools in this state or has been on the list under federal accountability requirements as provided under the every student succeeds act, Public Law 114-95, of the public schools in this state determined to be among the lowest achieving 5% of public schools in this state during the immediately preceding 3-year period.

(b) The Academy's proposed site is the same location of another public school academy, urban high school academy, school of excellence or strict discipline academy whose contract was revoked or terminated by an authorizing body under the applicable part or section of the Code.

ARTICLE VII

TUITION PROHIBITED

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

ARTICLE VIII

COMPLIANCE WITH APPLICABLE LAWS

Section 8.1. Compliance with Applicable Law. The Academy shall comply with all applicable state and federal laws, including, but not limited to, to the extent applicable, the Code, the State School Aid Act of 1979, the Open Meetings Act, the Freedom of Information Act ("FOIA"), the Public Employment Relations Act, the Uniform Budgeting and Accounting Act, the Revised Municipal Finance Act of 2001, the Elliott-Larsen Civil Rights Act, the Persons with Disabilities Civil Rights Act, and Subtitle A of Title II of the Americans with Disabilities Act of

1990, Public Law 101-336, 42 USC & 12101 et seq. or any successor law. The Academy agrees to participate in state assessments, data collection systems, state level student growth models, state accountability and accreditation systems, and other public comparative data collection required for public schools. Additionally, the Academy shall comply with other state and federal laws which are applicable to public school academies. Nothing in this Contract shall be deemed to apply any other state or federal law to the Academy.

ARTICLE IX

AMENDMENT

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

Section 9.2. Process for Amendment Initiated by the Academy. The Academy, by a majority vote of its Board of Directors, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The proposal will be made to the College Board through its designee. Except as provided in Section 6.12 of these Terms and Conditions, the College Board delegates to the CSO Director the review and approval of changes or amendments to this Contract. In the event that a proposed change is not accepted by the CSO Director, the College Board may consider and vote upon a change proposed by the Academy following an opportunity for a presentation to the College Board by the Academy.

Section 9.3. Process for Amendment Initiated by the College Board. The College Board, or an authorized designee, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The College Board delegates to the CSO Director the review and approval of changes or amendments to this Contract. The Academy Board may delegate to an officer of the Academy the review and negotiation of changes or amendments to this Contract. The Contract shall be amended as requested by the College Board upon a majority vote of the Academy Board.

Section 9.4. Final Approval of Amendments. Amendments to this Contract take effect only after they have been approved by the Academy Board and by the College Board or the CSO Director. If the proposed amendment conflicts with any of the College Board's general policies on public school academies, the proposed amendment shall take effect only after approval by the Academy and the College Board.

Section 9.5. Change in Existing Law. If, after the effective date of this Contract, there is a change in Applicable Law which alters or amends rights, the responsibilities or obligations of either the Academy or the College Board, this Contract shall be altered or amended to reflect the change in existing law as of the effective date of such change. To the extent possible, the

responsibilities and obligations of the Academy and the College Board shall conform to and be carried out in accordance with the change in Applicable Law.

Section 9.6. Emergency Action on Behalf of College Board. Notwithstanding any other provision of this Contract to the contrary, the contents of this Section shall govern in the event of an emergency situation that arises between meetings of the College Board. An emergency situation shall be deemed to occur if the Charter Schools Office Director, in his or her sole discretion, determines that the facts and circumstances warrant that emergency action take place before the next meeting of the College Board. Upon the determination that an emergency situation exists, the Charter Schools Office Director may temporarily take action on behalf of the College Board with regard to the Academy or the Contract, so long as such action is in the best interest of the College Board and the Charter Schools Office Director consults with the College Board Chairperson or the College President prior to taking the intended actions. When acting during an emergency situation, the Charter Schools Office Director shall have the authority to act in place of the College Board, and such emergency action shall only be effective in the interim before the earlier of (a) rejection of the emergency action by the Chairperson of the College Board; or (b) the next meeting of the College Board. The Charter Schools Office Director shall immediately report such action to the College Board for confirmation at the next meeting so that the emergency action continues or, upon confirmation by the College Board, becomes permanent.

ARTICLE X

CONTRACT TERMINATION, SUSPENSION, AND REVOCATION

Section 10.1. Statutory Grounds for Revocation. In addition to the other grounds for revocation in Section 10.2 and the automatic revocation in Section 10.3 of these Terms and Conditions, the College Board may revoke this Contract, pursuant to the procedures set forth in Section 10.6, upon a determination that one or more of the following has occurred:

(a) Failure of the Academy to demonstrate improved pupil academic achievement for all groups of pupils or meet the educational goals and related measures set forth in this Contract;

(b) Failure of the Academy to comply with all Applicable Law;

(c) Failure of the Academy to meet generally accepted public sector accounting principles and demonstrate sound fiscal stewardship; or

(d) The existence of one or more other grounds for revocation as specified in this Contract.

Section 10.2. Other Grounds for Revocation. In addition to the statutory grounds for revocation set forth in Section 10.1 and the grounds for an automatic revocation set forth in Section 10.3, the College Board may revoke this Contract, pursuant to the procedures set forth in Section 10.6, upon a determination that one or more of the following has occurred:

(a) The Academy fails to achieve or demonstrate measurable progress toward achieving the educational goals and related measures identified in this Contract;

(b) The Academy fails to properly implement, consistently deliver, and support the educational programs or curriculum identified in this Contract;

(c) The Academy is insolvent, has been adjudged bankrupt, or has operated for two or more school fiscal years with a fund balance deficit;

(d) The Academy has insufficient enrollment to successfully operate a public school academy, or the Academy has lost more than fifty percent (50%) of its student enrollment from the previous school year;

(e) The Academy fails to fulfill the compliance and reporting requirements or defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract or, during the term of this Contract, it is discovered by the Charter Schools Office that the Academy failed to fulfill the compliance and reporting requirements or there was a violation of a prior Contract issued by the College Board;

(f) The Academy files amendments to its Articles of Incorporation with the Michigan Department of Licensing and Regulatory Affairs, Bureau of Commercial Services without first obtaining the Charter Schools Office's approval;

(g) The Charter Schools Office discovers grossly negligent, fraudulent or criminal conduct by the Academy's applicant(s), directors, officers, employees or agents in relation to their performance under this Contract; or

(h) The Academy's applicant(s), directors, officers, employees or agents have provided false or misleading information or documentation to the Charter Schools Office in connection with the College Board's approval of the Application, the issuance of this Contract, or the Academy's reporting requirements under this Contract or Applicable Law.

Section 10.3. Automatic Amendment Of Contract; Automatic Termination of Contract If All Academy Sites Closed; Economic Hardship Termination.

Except as otherwise provided in this Section 10.3, if the College Board is notified by the Department that an Academy site is subject to closure under section 507 of the Code, MCL 380.507 ("State's Automatic Closure Notice"), then this Contract shall automatically be amended to eliminate the Academy's authority to operate certain age and grade levels at the site or sites identified in the State's Automatic Closure Notice. If the State's Automatic Closure Notice includes all of the Academy's existing sites, then this Contract shall automatically be terminated

at the end of the current school year in which either the State's Automatic Closure Notice is received without any further action of the College Board or the Academy.

Following receipt of the State's Automatic Closure Notice, the Charter Schools Office shall forward a copy of the notice to the Academy Board and may request a meeting with the Academy Board representatives to discuss the Academy's plans and procedures for the elimination of certain age or grade levels at the identified site or sites, or if all of the Academy's existing sites are included in that notice, then wind-up and dissolution of the Academy corporation at the end of the current school year. All Academy inquiries and requests for reconsideration of the State's Automatic Closure Notice, including the granting of any hardship exemption by the Department rescinding the State's Automatic Closure Notice ("Pupil Hardship Exemption"), shall be directed to the Department, in a form and manner determined by the Department.

If the Department rescinds the State's Automatic Closure Notice for an Academy site or sites by granting a Pupil Hardship Exemption, the Academy is not required to close the identified site(s), but shall present to the Charter Schools Office a proposed Contract amendment incorporating the Department's school improvement plan, if applicable, for the identified site(s).

If the Department elects not to issue a Pupil Hardship Exemption and the Charter Schools Officer determines, in his or her discretion, that the closure of one or more sites as directed by the Department creates a significant economic hardship for the Academy as a going concern or the possibility of a mid-year school closure, then the Charter Schools Officer may recommend to the College Board that the Contract be terminated at the end of the current school year (hereinafter "Economic Hardship Termination"). If the College Board approves the Economic Hardship Termination recommendation, then this Contract shall terminate at the end of the current school year without any further action of the parties.

The College Board's revocation procedures set forth in Section 10.6(c) do not apply to an automatic termination initiated by the State's Automatic Closure Notice or an Economic Hardship Termination under this Section 10.3.

Section 10.4. Grounds and Procedures for Academy Termination of Contract. The Academy Board, by majority vote of its Directors, may, at any time and for any reason, request termination of this Contract. The Academy Board's request for termination shall be made to the Charter Schools Office Director not less than six (6) calendar months in advance of the Academy's proposed effective date of termination. Upon receipt of an Academy request for termination, the Charter Schools Office Director shall present the Academy Board's request for termination to the College Board. A copy of the Academy Board's resolution approving of the Contract termination, including a summary of the reasons for terminating the Contract, shall be included with the Academy Board's request for termination. After receipt of the Academy Board's request for termination, the College Board shall consider the Academy's request no later than its next regularly scheduled meeting. The College Board shall make a final determination and vote on the proposed termination request within 90 days of receipt of the request from the Academy. The College Board may, in its sole discretion, waive the six (6) month advance notice requirement for terminating this Contract.

Section 10.5. Grounds and Procedures for College Termination of Contract. The College Board, in its sole discretion, reserves the right to terminate the Contract (i) for any reason or for no reason provided that such termination shall not take place less than six (6) months from the date of the College Board's action; (ii) if there is a change in Applicable Law that the College Board, in its sole discretion, determines impairs its rights and obligations under the Contract or requires the College Board to make changes in the Contract that are not in the best interest of the College Board or the College; or or (iii) if exigent circumstances exist that the College Board, in its sole discretion, determines necessitate termination of this Contract to protect the health, safety, or welfare of the Academy students, property, or funds that cannot be cured in a reasonable period as determined solely by the College Board, then such termination shall take effect at the end of the current Academy fiscal year. Following College Board approval, the Charter Schools Office Director shall provide notice of the termination to the Academy. If during the period between the College Board action to terminate and the effective date of termination, the Academy has violated the Contract or Applicable Law, the Contract may be revoked or suspended sooner pursuant to this Article X. If this Contract is terminated pursuant to this Section 10.5, the revocation procedures in Section 10.6 shall not apply.

Section 10.6. College Board Procedures for Revoking Contract. The College Board's process for revoking the Contract is as follows:

(a) Notice of Intent to Revoke. The Charter Schools Office Director, upon reasonable belief that grounds for revocation of the Contract exist, shall notify the Academy Board of such grounds by issuing the Academy Board a Notice of Intent to Revoke for non-compliance with the Contract or Applicable Law. The Notice of Intent to Revoke shall be in writing and shall set forth in sufficient detail the alleged grounds for revocation.

(b) Academy Board's Response. Within thirty (30) days of receipt of the Notice of Intent to Revoke, the Academy Board shall respond in writing to the alleged grounds for revocation. The Academy Board's response shall be addressed to the Charter Schools Office Director, and shall either admit or deny the allegations of non-compliance. If the Academy's response includes admissions of non-compliance with the Contract or Applicable Law, the Academy Board's response must also contain a description of the Academy Board's plan and time line for correcting the non-compliance with the Contract or Applicable Law. If the Academy's response includes a denial of non-compliance with the Contract or Applicable Law, the Academy's response shall include sufficient documentation or other evidence to support a denial of non-compliance with the Contract or Applicable Law. A response not in compliance with this Section shall be deemed to be non-responsive. As part of its response, the Academy Board may request that a meeting be scheduled with the Charter Schools Office Director prior to a review of the Academy Board's response.

(c) Plan of Correction. Within fifteen (15) days of receipt of the Academy Board's response or after a meeting with Academy Board representatives, the Charter Schools Office Director shall review the Academy Board's response and determine whether a reasonable plan for correcting the deficiencies can be formulated. If the Charter Schools Office Director determines that a reasonable plan for correcting the deficiencies set forth in the Notice of Intent to Revoke can

be formulated, the Charter Schools Office Director shall develop a plan for correcting the non-compliance ("Plan of Correction") which may include reconstitution pursuant to 10.6(d) of these Terms and Conditions. In developing a Plan of Correction, the Charter Schools Office Director is permitted to adopt, modify or reject some or all of the Academy Board's response for correcting the deficiencies outlined in the Notice of Intent to Revoke. The Notice of Intent to Revoke shall be closed if the Charter Schools Office Director determines any of the following: (i) the Academy Board's denial of non-compliance is persuasive; (ii) the non-compliance set forth in the Notice of Intent to Revoke has been corrected by the Academy Board; or (iii) the Academy Board has successfully completed the Plan of Correction.

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

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

(e) Request for Revocation Hearing. The Charter Schools Office Director may initiate a revocation hearing before the College Charter Schools Hearing Panel if the Charter Schools Office Director determines that any of the following has occurred:

(i) the Academy Board has failed to respond to the Notice of Intent to Revoke as set forth in Section 10.6(b);

(ii) the Academy Board's response to the Notice of Intent to Revoke is non-responsive;

(iii) the Academy Board's response admits violations of the Contract or Applicable Law which the Charter Schools Office Director deems cannot be remedied or cannot be remedied in an appropriate period of time, or for which the Charter Schools Office Director determines that a Plan of Correction cannot be formulated;

(iv) the Academy Board's response contains denials that are not supported by sufficient documentation or other evidence showing compliance with the Contract or Applicable Law;

(v) the Academy Board has not complied with part or all of a Plan of Correction established in Section 10.6(c);

(vi) the Academy Board has engaged in actions that jeopardize the financial or educational integrity of the Academy; or

(vii) the Academy Board has been issued multiple or repeated Notices of Intent to Revoke.

The Charter Schools Office Director shall send a copy of the request for revocation hearing to the Academy Board at the same time the request is sent to the Hearing Panel. The request for revocation shall identify the reasons for revoking the Contract.

(f) Hearing before the College Charter Schools Hearing Panel. Within thirty (30) days of receipt of a request for revocation hearing, the Hearing Panel shall convene a revocation hearing. The Hearing Panel shall provide a copy of the notice of hearing to the Charter Schools Office and the Academy Board at least ten (10) days before the hearing. The purpose of the Hearing Panel is to gather facts surrounding the Charter Schools Office Director's request for Contract revocation, and to make a recommendation to the College Board on whether the Contract should be revoked. The revocation hearing shall be held at a location, date and time as determined by the Charter Schools Office Director and shall not last more than three hours. The hearing shall be transcribed and the cost shall be divided equally between the College and the Academy. The Charter Schools Office Director or his or her designee, and the Academy Board or its designee, shall each have equal time to make their presentation to the Hearing Panel. Although each party is permitted to submit affidavits and exhibits in support of their positions, the Hearing Panel will not hear testimony from any witnesses for either side. The Hearing Panel may, however, question the Charter Schools Office Director and the Academy Board. Within thirty (30) days of the revocation hearing, the Hearing Panel shall make a recommendation to the College Board concerning the revocation of the Contract. For good cause, the Hearing Panel may extend any time deadline set forth in this subsection. A copy of the Hearing Panel's recommendation shall be provided to the Charter Schools Office and the Academy Board at the same time that the recommendation is sent to the College Board.

(g) College Board Decision. If the Hearing Panel's recommendation is submitted to the College Board at least fourteen (14) days before the College Board's next regular meeting, the College Board shall consider the Hearing Panel's recommendation at its next regular meeting and vote on whether to revoke the Contract. The College Board reserves the right to modify, reject or approve all or any part of the Hearing Panel's recommendation. The College Board shall have available to it copies of the Hearing Panel's recommendation and the transcript from the hearing. The College Board may waive the fourteen (14) day submission requirement or hold a special board meeting to consider the Hearing Panel's recommendation. A copy of the College Board's decision shall be provided to the Charter Schools Office, the Academy Board and the Department.

(h) Effective Date of Revocation. If the College Board votes to revoke the Contract, the revocation shall be effective on the date of the College Board's act of revocation, or at a later date as determined by the College Board.

(i) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the College Board after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the College Board to revoke the Contract, may be withheld by the College Board or returned to the Michigan Department of Treasury upon request. The College Board may also direct that a portion of the Academy's state school aid funds be directed to fund the Academy's dissolution account established under Section 10.10 of these Terms and Conditions.

Section 10.7. Contract Suspension. The College Board's process for suspending the Contract is as follows:

(a) The Charter Schools Office Director Action. If the Charter Schools Office Director determines, in his or her sole discretion, that certain conditions or circumstances exist such that the Academy Board:

(i) has placed staff or students at risk;

(ii) is not properly exercising its fiduciary obligations to protect and preserve the Academy's public funds and property;

(iii) has lost its right to occupancy of the physical facilities described in Schedule 6, and cannot find another suitable physical facility for the Academy prior to the expiration or termination of its right to occupy its existing physical facilities;

(iv) has failed to secure or has lost the necessary fire, health, and safety approvals as required by Schedule 6;

(v) has willfully or intentionally violated this Contract or Applicable Law; or

(vi) has violated Section 10.2(g) or (h), then the Charter Schools Office Director may immediately suspend the Contract, pending completion of the procedures set forth in Section 10.6. A copy of the suspension notice, setting forth the grounds for suspension, shall be sent to the Academy Board and to the Hearing Panel. If this subsection is implemented, the notice and hearing procedures set forth in Section 10.6 shall be expedited as much as possible.

(b) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the College Board after a decision by the Charter Schools Office Director to suspend the Contract, may be retained by the College Board for the Academy until the Contract is reinstated, or may be returned to the Michigan Department of Treasury upon the State's request.

(c) Immediate Revocation Proceeding. If the Academy Board, after receiving a notice of Contract suspension from the Charter Schools Office Director, continues to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may immediately convene a revocation hearing in accordance with the procedures set forth in section 10.6(e) of this Contract. The Hearing Panel has the authority to accelerate the time line for revoking the Contract, provided

that notice of the revocation hearing shall be provided to the Charter Schools Office and the Academy Board at least five (5) days before the hearing. If the Hearing Panel determines that the Academy Board has continued to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may recommend revocation of the Contract. The College Board shall proceed to consider the Hearing Panel's recommendation in accordance with Sections 10.6(f) through (h).

Section 10.8. Venue; Jurisdiction. The parties agree that all actions or proceedings arising in connection with this Contract will be tried and litigated only in the Circuit Court of Chippewa County, Michigan, the Michigan Court of Claims or the Federal District Court for the Western District of Michigan. The parties hereby irrevocably accept for themselves and in respect of their property, generally and unconditionally, the jurisdiction of such courts. The parties irrevocably consent to the service of process out of any such courts in any such action or proceedings by the mailing of copies thereof by registered or certified mail, postage prepaid, to each such party, at its address set forth for notices in this Contract, such service to become effective ten (10) days after such mailing. The parties irrevocably waive any right they may have to assert the doctrine of forum non conveniens or to object to venue to the extent any proceedings is brought in accordance with this Section 10.8. This Section 10.8 shall not in any way be interpreted as an exception to the Academy's covenant not to sue contained in Section 11.3 of these Terms and Conditions.

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

(a) take into his or her possession all Academy property and records, including financial, Academy Board, employment and student records;

(b) institute and defend actions by or on behalf of the Academy;

(c) continue the business of the Academy including entering into contracts, borrowing money, and pledging, mortgaging, or otherwise encumbering the property of the Academy as security for the repayment of loans. However, the power shall be subject to any provisions and restrictions in any existing credit documents;

(d) hire, fire, evaluate and discipline employees of the Academy;

(e) settle or compromise with any debtor or creditor of the Academy, including any governmental or taxing authority;

(f) review all outstanding agreements to which the Academy is a party and to take those actions which the Academy Board may have exercised to pay, extend, rescind, renegotiate or settle such agreements as needed; and

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

Section 10.10. Academy Dissolution Account. If the College Board terminates, revokes or fails to issue a new Contract to the Academy, the CSO Director shall notify the Academy that, beginning thirty (30) days after notification of the College Board's decision, the College Board may direct up to $10,000 from each subsequent state school aid fund payment, not to exceed a combined total of $30,000, to a separate Academy account ("Academy Dissolution Account") to be used exclusively by the Academy to pay the costs associated with the wind up and dissolution responsibilities of the Academy. Within five (5) business days of the CSO Director's notice, the Academy Board Treasurer shall provide the CSO Director, in a form and manner determined by the CSO, with account detail information and authorization to direct such funds to the Academy Dissolution Account. The Academy Dissolution Account shall be under the sole care, custody and control of the Academy Board, and such funds shall not be used by the Academy to pay any other Academy debt or obligation until such time as all the wind-up and dissolution expenses have been satisfied. An intercept agreement entered into by the Academy and a third party lender or trustee shall include language that the third party lender or trustee acknowledges and consents to the funding of the Academy's dissolution account in accordance with this Contract. Any unspent funds remaining in the Academy's dissolution account after payment of all wind up and dissolution expenses shall be returned to the Academy.

ARTICLE XI

PROVISIONS RELATING TO PUBLIC SCHOOL ACADEMIES

Section 11.1. The Academy Budget; Transmittal of Budgetary Assumptions; Budget Deficit; Enhanced Deficit Elimination Plan. The Academy agrees to comply with all of the following:

(a) The Academy Board is responsible for establishing, approving, and amending an annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421 et seq. Within ten (10) days after adoption by the Academy Board (but not later than July 1st) each year, the Academy Board shall submit to the Charter Schools Office a copy of its annual budget for the upcoming fiscal year. The budget must detail budgeted expenditures at the object level as described in the Michigan Department of Education's Michigan School Accounting Manual. In addition, the Academy Board is responsible for approving all revisions and amendments to the annual

budget. Within 10 days after Academy Board approval, revisions or amendments to the Academy's budget shall be submitted to the Charter Schools Office.

(b) Unless exempted from transmitting under section 1219 of the Code, MCL 380.1219, the Academy, on or before July 7th of each school fiscal year, shall transmit to the Center for Educational Performance and Information ("CEPI") the budgetary assumptions used when adopting its annual budget pursuant to the Uniform Budgeting and Accounting Act, MCL 141.421 et seq.

(c) The Academy shall not adopt or operate under a deficit budget, or incur an operating deficit in a fund during any fiscal year. At any time during the term of this Contract, the Academy shall not have an existing deficit fund balance, incur a deficit fund balance, or adopt a current year budget that projects a deficit fund balance. If the Academy has an existing deficit fund balance, incurs a deficit fund balance in the most recently completed school fiscal year, or adopts a current year budget that projects a deficit fund balance, all of the following apply:

(i) The Academy shall notify the Superintendent and the State Treasurer immediately upon the occurrence of the circumstance, and provide a copy of the notice to the Charter Schools Office.

(ii) Within 30 days after making notification under subdivision (c)(i), the Academy shall submit to the Superintendent in the form and manner prescribed by the Department an amended budget for the current school fiscal year and a deficit elimination plan approved by the Academy Board, with a copy to the State Treasurer. The Academy shall transmit a copy of the amended budget and the deficit elimination plan to the Charter Schools Office.

(iii) After the Superintendent approves the Academy's deficit elimination plan, the Academy shall post the deficit elimination plan on the Academy's website.

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

(i) The enhanced deficit elimination plan shall be approved by the Academy Board before submission.

(ii) After the State Treasurer approves an enhanced deficit elimination plan for the Academy, the Academy shall post the enhanced deficit elimination plan on the Academy's website.

(iii) Submit to the Superintendent and State Treasurer an enhanced monthly monitoring reports in a form and manner prescribed by the State Treasurer and post such monthly reports on the Academy's website.

Section 11.2. Insurance. The Academy Board shall secure and maintain in its own name as the "first named insured" at all times the following insurance coverages required by the Michigan Universities Self-Insurance Corporation ("M.U.S.I.C.") for public school academies authorized by university board authorizing bodies:

M.U.S.I.C. INSURANCE COVERAGE REQUIREMENTS

for Public School Academies (PSA), Strict Discipline Academies (SDA) Urban High Schools (UHS) & Schools of Excellence (SOE)

NOTE: Insurance carriers must have an AM Best Rating of "A - VII" or better

EFFECTIVE DATE: 07/01/12 -- MUSIC Board Approval Date: 12/15/2011

COVERAGE	REQUIREMENTS
General or Public Liability (GL)	Must be Occurrence form
	Must include Sexual Abuse & Molestation coverage which can be Occurrence or Claims Made. If this coverage is Claims Made the Retroactive Date must be the same or before date of original College PSA/SDA/UHS/SOE contract. If this coverage is Claims Made, and the PSA/SDA/UHS/SOE goes out of business, the PSA/SDA/UHS/SOE needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the PSA/SDA/UHS/SOE.
	Must include Corporal Punishment coverage.
	$1,000,000 per occurrence & $2,000,000 aggregate.
	In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.
	College must be included as an Additional Insured with Primary and Non-Contributory Coverage.
	NOTE: SDA must also have Security/Police Professional Liability coverage with MINIMUM of $1,000,000 limit which can be Occurrence or Claims Made. If this coverage is Claims Made, and the SDA goes out of business, the SDA needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the SDA.

COVERAGE	REQUIREMENTS
Errors & Omissions (E&O)	Must include Employment Practices Liability.
	Must include Corporal Punishment coverage.
	Must include Sexual Abuse & Molestation coverage.
	Must include Directors' & Officers' coverage.
	Must include School Leaders' E&O.
	Can be Claims Made or Occurrence form.
	If Claims Made, retroactive date must be the same or before date of original College - PSA/SDA/UHS/SOE Charter Contract. If this coverage is Claims Made, and the PSA/SDA/UHS/SOE goes out of business, the PSA/SDA/UHS/SOE needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the PSA/SDA/UHS/SOE.
	$1,000,000 per occurrence & $3,000,000 aggregate.
	In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.
	College must be included as an Additional Insured with Primary and Non-Contributory Coverage.

M.U.S.I.C. INSURANCE COVERAGE REQUIREMENTS

for Public School Academies (PSA), Strict Discipline Academies (SDA) Urban High Schools (UHS) & Schools of Excellence (SOE)

NOTE: Insurance carriers must have an AM Best Rating of "A - VII" or better

COVERAGE	REQUIREMENTS
Automobile Liability (AL) for Owned and Non-Owned Autos	$1,000,000 per accident.
	In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.
	College must be included as Additional Insured with Primary and Non-Contributory Coverage.
See Umbrella section for higher limit	Higher limits are required if PSA/SDA/UHS/SOE has its own buses.
COVERAGE	**REQUIREMENTS**
Workers' Compensation	Must be Occurrence form.
	Statutory Limits with $1,000,000 Employers Liability Limits.
Requirement for PSA/SDA/UHS/SOE when leasing employees from Educational Service Provider (ESP) or Management Firm (MF)	NOTE: Must have Alternate Employer Endorsement from ESP/MF. Schedule PSA/SDA/UHS/SOE location on the ESP/MF Contract.
	NOTE: If PSA/SDA/UHS/SOE is leasing employees from ESP/MF and the PSA/SDA/UHS/SOE name does not have payroll, PSA/SDA/UHS/SOE still must carry Workers' Compensation coverage including Employers' Liability

COVERAGE	REQUIREMENTS
Crime	Must include Employee Dishonesty coverage.
	Must include third party coverage.
	$500,000 limit.
COVERAGE	**REQUIREMENTS**
Umbrella	Can be Claims Made or Occurrence form. If this coverage is Claims Made, and the PSA/SDA/UHS/SOE goes out of business, the PSA/SDA/UHS/SOE needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the PSA/SDA/UHS/SOE.
	Umbrella is acceptable with a $4,000,000 limit and aggregate. Also, an Umbrella policy with an unlimited aggregate is acceptable at a $2,000,000
	If PSA/SDA/UHS/SOE has its own buses AND/OR has more than 1,000 students, must have MINIMUM $5,000,000 per occurrence.
	If PSA/SDA/UHS/SOE purchases additional Umbrella limits to meet the $1,000,000/$3,000,000 for E&O then they must be in addition to the required Umbrella limit.
	In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.
	College must be included as Additional Insured with Primary and Non-Contributory Coverage.
	All coverages have to be included in the Umbrella that are in General Liability, Automobile and E&O.

M.U.S.I.C. INSURANCE COVERAGE REQUIREMENTS

for Public School Academies (PSA), Strict Discipline Academies (SDA) Urban High Schools (UHS) & Schools of Excellence (SOE)

NOTE: Insurance carriers must have an AM Best Rating of "A - VII" or better

ADDITIONAL RECOMMENDATIONS	
COVERAGE	**RECOMMENDATION**
Property	Limits to cover replacement for PSA/SDA/UHS/SOE's property exposures, including real and personal, owned or leased.
Cyber Risk Coverage	Cyber Liability addresses the first- and third-party risks regarding Internet business, the Internet, networks and other assets. Cyber Liability Insurance coverage offers protection for exposures from Internet hacking and notification requirements.
Automobile Physical Damage	Coverage for damage to the owned or used vehicle.

DISCLAIMER:

By requiring such minimum insurance, the College shall not be deemed or construed to have assessed the risks that may be applicable to every PSA/SDA/UHS/SOE's operation and related activities. Each PSA/SDA/UHS/SOE should assess its own risks and if it deems appropriate and/or prudent, maintain higher limits and/or broader coverage.

The insurance must be obtained from a licensed mutual, stock, or other responsible company licensed to do business in the State of Michigan. The Academy may join with other public school academies to obtain insurance if the Academy Board finds that such an association provides economic advantages to the Academy, provided that each Academy maintains its identity as first named insured. The Academy shall list the College and the College Board on the insurance policies as an additional insured on insurance coverages listed in (b), (c) and (e) above. The Academy shall have a provision included in all policies requiring notice to the College Board, at least thirty (30) days in advance, upon termination or non-renewal of the policy. In addition, the Academy shall provide copies of all insurance policies required by this Contract on site for inspection by the College Board or its designee.

All insurance certificates must accurately reflect the coverage provided under the Academy's policy. Certificate must expressly list or state the coverage for each item specified in the Contract. Policy and corresponding certificates, should reflect an annual expiration date of June 30th to correspond with the Contract, unless a different date provides an economic advantage to the Academy, so long as such date does not create a gap in coverage at any time during the term of the Contract.

When changing insurance programs or carriers, the Academy must provide copies of the proposed policies to the College Board, or its designee, at least thirty (30) days prior to the proposed change. The Academy shall not cancel its existing coverage without the prior approval of the Charter Schools Office. In the event the Academy fails to purchase the insurance coverage required by this Section 11.2, the College Board may purchase on the Academy's behalf the insurance required under this Section 11.2 and subtract the total cost for placed insurance from the next state school aid payment received by the College Board for forwarding to the Academy.

The Academy may expend funds for payment of the cost of participation in an accident or medical insurance program to insure protection for pupils while attending school or participating in a school program or activity. Other insurance policies and higher minimums may be required depending upon academic offerings and program requirements.

If the Academy utilizes an Educational Service Provider, the following insurance requirements apply to the Educational Service Provider and such coverages must be secured prior to providing any services or personnel to the Academy:

COVERAGE	REQUIREMENTS
General or Public Liability (GL)	Must be Occurrence form
	Must include Sexual Abuse & Molestation coverage
	Must include Corporal Punishment coverage
	$1,000000 per occurrence & $2,000,000 aggregate
	PSA must be included as First Named Insured
	College must be included as Additional Insured with Primary Coverage

	NOTE: Strict Disciplinary Academies must also have Security/Police Professional Liability coverage with MINIMUM of $1,000,000 per occurrence
COVERAGE	**REQUIREMENTS**
Errors & Omissions (E&O)	Must include Employment Practices Liability
	Must include Directors' and Officers' coverage
	Must include School Leaders' E&O
	Can be Claims Made or Occurrence form
	If Claims Made, Retroactive Date must be the same or before date of original College-PSA contract
	$1,000,000 per occurrence & $3,000,000 aggregate
	PSA must be included as First Named Insured
	College must be included as Additional Insured with Primary Coverage
COVERAGE	**REQUIREMENTS**
Automobile Liability (AL) for Owned and Non-Owned Autos	$1,000,000 per accident
	PSA must be included as First Named Insured
	College must be included as Additional Insured with Primary Coverage
	Higher limits may be required if PSA has its own buses
COVERAGE	**REQUIREMENTS**
Workers' Compensation	Must be Occurrence Form
	Statutory Limits
	NOTE: If PSA is leasing employees from ESP, ESP must have Employers' Liability with $1,000,000 per occurrence AND Alternate Employer Endorsement naming PSA.
	PSA must be included as First Named Insured
COVERAGE	**REQUIREMENTS**
Crime	Must include Employee Dishonesty coverage
	Must be Occurrence form
	$500,000 per occurrence
	PSA must be included as First Named Insured
COVERAGE	**REQUIREMENTS**
Umbrella	**Can be Claims Made or Occurrence form**
	$2,000,000 per occurrence & $4,000,000 aggregate
	If PSA has its own buses AND/OR has more than 1,000 students, must have MINIMUM $5,000,000 per occurrence
	PSA must be included as First Named Insured
	College must be included as Additional Insured with Primary Coverage
ADDITIONAL RECOMMENDATIONS	
COVERAGE	**REQUIREMENTS**

Property	Limits to cover replacement for PSA's property exposures, including real and personal, owned or leased
COVERAGE	**REQUIREMENTS**
Performance Bond (or Letter of Credit with Indemnification)	$1,000,000 per claim/aggregate

Insurance carrier(s) must have an AM Best Rating of "A - VII" or better.

The College's insurance carrier periodically reviews the types and amounts of insurance coverages that the Academy must secure in order for the College to maintain insurance coverage for the authorization and oversight of the Academy. In the event that the College's insurance carrier requests additional changes in coverage identified in this Section 11.2, or M.U.S.I.C requires changes in coverage and amounts for public school academies authorized by university board public school academy authorizing bodies, the Academy agrees to comply with any additional changes in the types and amounts of coverage requested by the College's insurance carrier or adopted by M.U.S.I.C. within thirty (30) days after notice of the insurance coverage change.

Section 11.3. Legal Liabilities and Covenant Against Suit. The Academy acknowledges and agrees that it has no authority to extend the full faith and credit of the College Board, the College or any other authorizing body, or to enter into a contract that would bind the College Board or the College. The Academy is also limited in its authority to contract by the amount of funds obtained from the state school aid fund, as provided hereunder, or from other independent sources. The Academy hereby agrees and covenants not to sue the College Board, the College, or any of its Regents, officers, employees, agents or representatives for any matters that arise under this Contract. The College Board and the College do not assume any obligation with respect to any Director, employee, agent, parent, guardian, student, or independent contractor of the Academy, and no such person shall have the right or standing to bring suit against the College Board or the College, or any of its Regents, employees, agents, or independent contractors as a result of the issuing, overseeing, suspending, terminating or revoking of this Contract, or as a result of not issuing a new Contract at the end of the term of this Contract.

Section 11.4. Lease or Deed for Proposed Single Site. Prior to entering into any lease agreement for real property, the Academy shall provide to the Charter Schools Office copies of its lease or deed for the premises in which the Academy shall operate in a form and manner consistent with the Lease Policies, which are incorporated into and be deemed part of this Contract. A copy of the final executed lease agreement shall be included in this Contract under Schedule 6. The Charter Schools Office may, from time to time during the term of this Contract, amend the Lease Policies and such amended Lease Policies shall automatically apply to the Academy without the need for a Contract amendment under article IX of these Terms and Conditions. The Charter Schools Office may disapprove the proposed lease agreement submitted by the Academy if the lease agreement is contrary to this Contract, the Lease Policies, or Applicable Law. Any subsequent amendment to a lease agreement shall be submitted for review by the Charter Schools Office in the same form and manner as a new lease agreement.

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

A copy of the Academy's amended lease or deed shall be incorporated into this Contract under Schedule 6. Any subsequent amendments to any Academy lease agreement shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 11.5. Occupancy and Safety Certificates. The Academy Board shall: (i) ensure that the Academy's physical facilities comply with all fire, health and safety standards applicable to schools; and (ii) possess the necessary occupancy and safety certificates for the Academy's physical facilities. The Academy Board shall not conduct classes until the Academy has complied with this Section 11.5. Copies of these certificates shall be incorporated into this Contract under Schedule 6.

Section 11.6. Criminal Background and History Checks; Disclosure of Unprofessional Conduct. The Academy shall comply with the Code concerning criminal background and criminal history checks for its teachers, school administrator(s), and for any other position requiring State Board approval. In addition, the Academy shall comply with the Code concerning the disclosure of unprofessional conduct by persons applying for Academy employment. This Section 11.6 shall apply to such persons irrespective of whether they are employed by the Academy or employed by an Educational Service Provider contracting with the Academy.

Section 11.7. Special Education. Pursuant to Section 1701a of the Code, the Academy shall comply with Article III, Part 29 of the Code, MCL 380.1701 et seq., concerning the provision of special education programs and services at the Academy. Upon receipt, the Academy shall notify the Charter Schools Office of any due process or state complaint filed against the Academy.

Section 11.8. Deposit of Public Funds by the Academy. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of all public or private funds received by the Academy. Such deposit shall be made within three (3) business days after receipt of the funds by the Academy. Only Academy Board members or designated Academy employees may be a signatory on any Academy bank account.

Section 11.9. Nonessential Elective Courses. If the Academy Board elects to provide nonessential elective courses to part-time pupils at a nonpublic school building, the Academy shall comply with Section 166b of the State School Aid Act of 1979, as amended, MCL 388.1766b. Prior to providing instruction, the Academy Board shall ensure that the Academy has sufficient

documentation to qualify for part-time pupil funding under the State School Aid Act. The provision of nonessential elective courses by the Academy shall be incorporated into Schedule 7c of this Contract by amendment pursuant to Article IX of these Terms and Conditions.

Section 11.10. Required Provisions for ESP Agreements. Any Management Agreement with an ESP entered into by the Academy must contain the following provisions:

> "Indemnification of Bay Mills Community College. The parties acknowledge and agree that the Bay Mills Community College Board of Regents, Bay Mills Community College and its respective members, officers, employees, agents or representatives (all collectively referred to as "Bay Mills Community College") are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, [insert name of Educational Service Provider] 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, [insert the name of Educational Service Provider] 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 [insert the name of Educational Service Provider], or which arise out of the failure of [insert the name of Education Service Provider] to perform its obligations under the Contract, the 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 [insert name of Educational Service Provider] to enforce its rights as set forth in this Agreement."
>
> "Agreement Coterminous With Academy's Contract. If the Academy's Contract issued by the Bay Mills Community College Board of Regents is suspended, revoked or terminated, or a new charter contract is not issued to the Academy after expiration of the Contract, this Agreement shall automatically be suspended or terminated, as the case may be, on the same date as the Academy's Contract is suspended, revoked, terminated or expires without further action of the parties."
>
> "Compliance with Academy's Contract. The Educational Service Provider 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 Bay Mills Community College Board of Regents. The provisions of the Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement."

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

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

"Compliance with Section 12.17 of Contract Terms and Conditions. The Educational Service Provider shall make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4 of the Contract, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under Section 12.17(a) of the Contract Terms and Conditions."

Section 11.11. Management Agreements. The Academy may enter into a Management Agreement with an ESP to contract out its administrative and/or educational functions and personnel. For purposes of this Contract, an employee leasing agreement shall be considered a Management Agreement, and an employee leasing company shall be considered an ESP. Any Management Agreement shall state that the ESP must acquire insurance in addition to the insurance the Academy must obtain under the Contract. The coverage must be similar to the insurance coverage required by the Contract and the Management Agreement must detail the type and amount of such required coverage. Prior to entering any Management Agreement with an ESP, the Academy shall submit a copy of the final draft Management Agreement to the Charter Schools Office in a form and manner consistent with the ESP Policies. A copy of the final executed Management Agreement shall be included in this Contract under Schedule 5. The Charter Schools Office may, from time to time during the term of this Contract, amend the ESP Policies and the amended ESP Policies shall automatically apply to the Academy without the need for a Contract amendment under article IX of these Terms and Conditions. The Charter Schools Office may

disapprove the proposed Management Agreement submitted by the Academy if the Management Agreement is contrary to this Contract or Applicable Law. Any subsequent amendment to a Management Agreement shall be submitted for review by the Charter Schools Office in the same form and manner as a new Management Agreement.

Section 11.12. Administrator and Teacher Evaluation Systems. The Academy Board shall adopt and implement for all individuals employed by or contracted for the Academy as teachers or school administrators a rigorous, transparent, and fair performance evaluation system that complies with Applicable Law. If the Academy enters into an agreement with an Educational Service Provider, the Academy Board shall ensure that the Educational Service Provider complies with this section.

ARTICLE XII

GENERAL TERMS

Section 12.1. Notices. Any and all notices permitted or required to be given hereunder shall be deemed duly given: (i) upon actual delivery, if delivery is by hand; or (ii) upon receipt by the transmitting party of confirmation or answer back if delivery is by facsimile or telegram; or (iii) upon delivery into United States mail if delivery is by postage paid first class mail. Each such notice shall be sent to the respective party at the address indicated below or to any other address or person as the respective party may designate by notice delivered pursuant hereto:

If to the College Board:	President Bay Mills Community College 12214 West Lakeshore Drive Brimley, Michigan 49715
If to the Tribal Office:	Tribal Attorney's Office Bay Mills Indian Community 12140 West Lakeshore Drive Brimley, Michigan 49715
If to Outside Counsel:	Courtney F. Kissel Dykema Gossett PLLC 201 Townsend Street, Suite 900 Lansing, Michigan 48933
If to Academy:	Academy Board President Ms. Fadek Alsaeed 6919 Waverly, Dearborn Heights, MI 48127

If to Academy Counsel: Robert Gavin
33533 W 12 Mile Rd # 295
Farmington Hills, MI 48331

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

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

Section 12.4. Entire Contract. Except as specifically provided in this Contract, this Contract sets forth the entire agreement between the College Board and the Academy with respect to the subject matter of this Contract. All prior contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Contract.

Section 12.5. Assignment. This Contract is not assignable by either the Academy or the College Board.

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

Section 12.7. Governing Law. This Contract shall be governed and controlled by the laws of the State of Michigan as to interpretation, enforcement, validity, construction, and effect, and in all other respects.

Section 12.8. Counterparts. This Contract may be executed in any number of counterparts. Each counterpart so executed shall be deemed an original, but all such counterparts shall together constitute one and the same instrument.

Section 12.9. Term of Contract. This Contract shall commence on the date first set forth above and shall remain in full force and effect for 10 years until June 30, 2036, unless sooner revoked or terminated according to the terms hereof.

Section 12.10. Indemnification. As a condition to receiving a grant of authority from the College Board to operate a public school pursuant to the terms and conditions of this Contract, the Academy agrees to indemnify, defend and hold the College Board, the College and its Board of

Regents members, officers, employees, agents or representatives harmless from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the College, which arise out of or are in any manner connected with the College Board's receipt, consideration or approval of the Application, the College Board's approval of the Resolution or Authorizing Resolution, legal challenges to the validity of Part 6A of the Code or actions taken by the College Board as an authorizing body under Part 6A of the Code, the College Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance of the College Board, the College and its Board of Regents members, officers, employees, agents or representatives upon information supplied by the Academy, or which arise out of the failure of the Academy to perform its obligations under this Contract. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of governmental immunity provided under Section 7 of the Governmental Liability for Negligence Act, being MCL 691.1407 of the Michigan Compiled Laws.

Section 12.11. Construction. This Contract shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Contract.

Section 12.12. Force Majeure. If any circumstances occur which are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 12.13. No Third Party Rights. This Contract is made for the sole benefit of the Academy and the College Board and no other person or entity, including without limitation, the Educational Service Provider. Except as otherwise provided, nothing in this Contract shall create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 12.14. Non-agency. It is understood that the Academy is not the agent of the College.

Section 12.15. College Board or CSO General Policies on Public School Academies Shall Apply. Notwithstanding any provision of this Contract to the contrary, and with the exception of existing College Board or CSO policies regarding public school academies which shall apply immediately, College Board or CSO general policies clarifying procedure and requirements applicable to public school academies under this Contract, as from time to time adopted or amended, will automatically apply to the Academy, provided they are not inconsistent with provisions of this Contract. Before issuing general policies under this Section, the College Board or the CSO shall provide a draft of the proposed policies to the Academy Board. The Academy Board shall have at least thirty (30) days to provide comment to the CSO on the proposed policies before such policies shall become effective.

Section 12.16. Survival of Provisions. The terms, provisions, and representations contained in Section 11.2, Section 11.3, Section 12.10, Section 12.13 and any other provisions of this Contract that by their sense and context are intended to survive termination of this Contract shall survive.

Section 12.17. Information Available to the Public.

(a) Information to be provided by the Academy. The Academy shall make information concerning its operation and management, including without limitation the information described in Schedule 4, available to the public in the same manner and to the same extent as is required for public schools and school districts under Applicable Law.

(b) Information to be provided by Educational Service Providers. If the Academy enters into an agreement with an Educational Service Provider for operation or management of the Academy, the Management Agreement shall contain a provision requiring the Educational Service Provider to make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under subparagraph (a).

Section 12.18. Termination of Responsibilities. Upon termination or revocation of the Contract, the College Board or its designee shall have no further obligations or responsibilities under this Contract to the Academy or any other person or persons in connection with this Contract. Upon termination or revocation of the Contract, the Academy may amend its articles of incorporation or bylaws as necessary to allow the Academy Board to: (a) take action to appoint Academy Board members in order to have a quorum necessary to take Academy Board action; or (b) effectuate a dissolution, provided that the Academy Board may not amend any provision in the Academy's articles of incorporation or bylaws regarding the disposition of assets upon dissolution.

Section 12.19. Disposition of Academy Assets Upon Termination or Revocation of Contract. Following termination or revocation of the Contract, the Academy shall follow the applicable wind-up and dissolution provisions set forth in the Academy's articles of incorporation, Part 6A of the Code and Applicable Law.

Section 12.20. Student Privacy. In order to protect the privacy of students enrolled at the Academy, the Academy Board, subject to Section 12.23, shall not:

(a) sell or otherwise provide to a for-profit business entity any personally identifiable information that is part of a pupil's education records. This subsection does not apply to any of the following situations:

(i) for students enrolled in the Academy, providing such information to an educational management organization that has a

contract with the Academy and whose contract has not been disapproved by the College;

(ii) providing the information as necessary for standardized testing that measures a student's academic progress and achievement; or

(iii) providing the information as necessary to a person that is providing educational or educational support services to the student under a contract with either the Academy or an educational management organization that has a contract with the Academy and whose contract has not been disapproved by the College.

(b) The terms "education records" and "personally identifiable information" shall have the same meaning as defined in MCL 380.1136.

Section 12.21. Disclosure of Information to Parents and Legal Guardians. Subject to Section 12.23:

(a) Within thirty (30) days after receiving a written request from a student's parent or legal guardian, the Academy shall disclose without charge to the student's parent or legal guardian any personally identifiable information concerning the student that is collected or created by the Academy as part of the student's education records.

(b) Except as otherwise provided in this subsection (b) and within thirty (30) days after receiving a written request from a student's parent or legal guardian, the Academy shall disclose to a student's parent or legal guardian without charge any personally identifiable information provided to any person, agency or organization. The Academy's disclosure shall include the specific information that was disclosed, the name and contact information of each person, agency, or organization to which the information has been disclosed; and the legitimate reason that the person, agency, or organization had in obtaining the information. The parental disclosure requirement does not apply to information that is provided:

(i) to the Department or CEPI;
(ii) to the student's parent or legal guardian;
(iii) by the Academy to the College Board, College, Charter Schools Office or to the educational management organization with which the Academy has a management agreement that has not been disapproved by the College;
(iv) by the Academy to the Academy's intermediate school district or another intermediate school district providing services to Academy or the Academy's students pursuant to a written agreement;
(v) to the Academy by the Academy's intermediate school district or another immediate school district providing services to pupils enrolled in the Academy pursuant to a written agreement;

(vi) to the Academy by the College Board, College, Charter Schools Office;
(vii) to a person, agency, or organization with written consent from the student's parent or legal guardian, or from the student if the student is 18 years of age;
(viii) to a person, agency, or organization seeking or receiving records in accordance with an order, subpoena, or ex parte order issued by a court of competent jurisdiction;
(ix) to a person, agency, or organization as necessary for standardized testing that measures a student's academic progress and achievement; or
(x) in the absence of, or in compliance with, a properly executed opt-out form, as adopted by the Academy in compliance with section 1136(6) of the Code, pertaining to uses for which the Academy commonly would disclose a pupil's "directory information."

(c) If the Academy considers it necessary to make redacted copies of all or part of a student's education records in order to protect personally identifiable information of another student, the Academy shall not charge the parent or legal guardian for the cost of those redacted copies.

(d) The terms "education records," "personally identifiable information," and "directory information" shall have the same meaning as defined in MCL 380.1136.

Section 12.22. List of Uses for Student Directory Information; Opt-Out Form; Notice to Student's Parent or Legal Guardian.

(a) Subject to Section 12.23, the Academy shall do all of the following:

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

(b) The terms "directory information" shall have the same meaning as defined in MCL 380.1136.

Section 12.23. Confidential Address Restrictions.

(a) The Academy shall not disclose the confidential address of a student if the student or the student's parent or legal guardian has obtained a participation card issued by the department of the attorney general under the address confidentiality program act and the parent or legal guardian provides notice of the issuance of the participation card, in a form and manner prescribed by the Michigan Department of Education.

(b) The term "confidential address" shall have the meaning as defined in MCL 380.1136.

Section 12.24 Partnership Agreement. If the Department and State Reform Office imposes a partnership agreement on the Academy, the Academy shall work collaboratively with the Department, the State Reform Office and other partners to implement the partnership agreement. In the event that a provision in the partnership agreement is inconsistent with a provision in this Contract, this Contract shall control.

Section 12.25. Statewide Safety Information Policy. The Academy shall adopt and adhere to the statewide school safety information policy required under section 1308 of the Code, MCL 380.1308. The statewide school safety information policy may also address Academy procedures for reporting incidents involving possession of a dangerous weapon as required under section 1313 of the Code, MCL 380.1313.

Section 12.26. Academy Emergency Operations Plan. (a) Beginning in the 2019-2020 school year, and at least biennially thereafter, the Academy shall, in conjunction with at least 1 law enforcement agency having jurisdiction over the Academy, conduct either (i) a review of the Academy's emergency operations plan, including a review of the vulnerability assessment; or (ii) a review of the Academy's statewide school safety information policy, as applicable.

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

Section 12.27. School Safety Liaison. The Academy Board shall designate a liaison to work with the School Safety Commission, as defined under section 6 of the Code, MCL 380.6, and the Office of School Safety created by law. The Liaison shall be an individual employed or assigned to regularly and continuously work under contract in the school operated by the Academy. The Liaison shall work with the School Safety Commission and the Office of School Safety to identify mode practices for determining school safety measures.

Section 12.28. New Building Construction or Renovations. The Academy shall not commence construction on a new school building or the major renovation of an existing school building unless the Academy consults on the plans of the construction or major renovation regarding school safety issues with the law enforcement agency that is or will be the first responder for that school building. A school building, including any addition to the school building, must be constructed or remodeled in accordance with Applicable Law. School building includes either a building intended to be used to provide pupil instruction or a recreational or athletic structure or field used by pupils.

Section 12.29. Annual Expulsion Report and Website Report on Criminal Incidents. On an annual basis, the Academy Board shall do the following:

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

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

(iii) make a copy of the report on the incidents of crime, disaggregated by school building, available to the School Safety Commission, as defined under section 6 of the Code, MCL 380.6, and the parent or legal guardian of each pupil enrolled in the Academy.

Section 12.30. Standardized Response Terminology. Beginning with the 2026-2027 school year, the Academy Board shall adopt and implement the standardized response terminology as described in section 1308c of the Code, MCL 380.1308c.

Section 12.31. Behavior Threat Assessment and Management Team. By not later than October 1, 2026, the Academy Board shall ensure that the Academy has a behavior threat assessment and management team as required under section 1308e of the Code, MCL 380.1308e.

Section 12.32. Required Statutory Disclosures. The Academy shall ensure that the names of Bay Mills Community College Board of Regents and the primary educational management organization, if applicable, must appear and be verbally provided, as applicable, on all of the following:

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

(b) Promotional material that is created, modified, or distributed on or after April 2 ,2025;

(c) The footer of the Academy's website pages; and

(d) The school application that a student must submit to enroll in the Academy.

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

As the designated representative of the Bay Mills Community College Board of Regents, I hereby issue this Contract to the Academy on the date set forth above.

BAY MILLS COMMUNITY COLLEGE
BOARD OF REGENTS

By: Mariah Wanic
Mariah Wanic, Director of Charter Schools

Date: July 1, 2026

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

STAR INTERNATIONAL ACADEMY

By: _____

Its: PRESIDENT

Date: July 1, 2026

CONTRACT SCHEDULE 1

ARTICLES OF INCORPORATION

UNITED STATES OF AMERICA

The State of Michigan

Department of Licensing and Regulatory Affairs

Lansing, Michigan

This is to certify:

Entity Name: STAR INTERNATIONAL ACADEMY
Entity ID#: 800831670
Entity Type: Domestic Nonprofit Corporation
Initial Filing Date: 08/11/1998
Delayed Effective Date:
Formation Jurisdiction: Michigan
Act Formed Under: 162-1982 Nonprofit Corporation Act

That the above referenced entity was validly incorporated and said corporation is validly in existence under the laws of this state.

This certificate is issued in conformity with the Act it is formed under, to attest to the fact that the company is in good standing in Michigan as of this date and is duly authorized to transact business and for no other purpose.

This certificate is in due form, made by me as the proper officer, and is entitled to have full faith and credit given it in every court and office within the United States.

LICENSING AND REGULATORY AFFAIRS
Corporations, Securities & Commercial Licensing Bureau

In testimony whereof, I have hereunto set my hand, in the City of Lansing, on January 20, 2026.

Linda Clegg, Director
Corporations, Securities & Commercial Licensing Bureau

Certificate Number: 48592
Verify this certificate at: www.michigan.gov/corpverifycertificate

LARA Corporations Online Filing System
Department of Licensing and Regulatory Affairs

Form Revision Date 07/2016

RESTATED ARTICLES OF INCORPORATION

For use by DOMESTIC NONPROFIT CORPORATION

Pursuant to the provisions of Act 162, Public Acts of 1982, the undersigned corporation executes the following Restated Articles:

The identification number assigned by the Bureau is:	800831670
The present name of the corporation is:	STAR INTERNATIONAL ACADEMY
All former names of the corporation are:	HIGH SCOPE ACADEMY
The date of filing the original Articles of Incorporation was:	8/11/1998

ARTICLE I

The name of the corporation is:

STAR INTERNATIONAL ACADEMY

ARTICLE II

The purpose or purposes for which the corporation is formed for:*

1. The corporation is organized for the purpose of operating as a public school academy in the State of Michigan pursuant to Part 6a of the Code, being Sections 380.501 to 380.507 of the Michigan Compiled Laws.

2. The corporation, including all activities incident to its purposes, shall at all times be conducted so as to be a governmental entity pursuant to Section 115 of the United States Internal Revenue Code ("IRC") or any successor law. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activity not permitted to be carried on by a governmental instrumentality exempt from federal income tax under Section 115 of the IRC or by a nonprofit corporation organized under the laws of the State of Michigan and subject to a Contract authorized under the Code.

3. To educate all students with high levels of expectation in academic performance and thinking skills while fostering growth in social and emotional behaviors and attitudes by establishment of a non-restrictive environment that allows each student to explore their ancestral tradition and examine their self-spirituality.

4. To prepare students to respect and participate in both Native and non-Native culture.

ARTICLE III

The Corporation is formed upon Non Stock basis.

If formed on a stock basis, the total number of shares the corporation has authority to issue is

If formed on a nonstock basis, the corporation is to be financed under the following general plan:

The value of assets which the corporation possesses is:

Real Property: $0.

Personal Property: $0

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

a. State school aid payments received pursuant to the State School Aid Act of 1979 or any successor law.
b. Federal funds.

c. Donations.
d. Fees and charges permitted to be charged by public school academies.
e. Other funds lawfully received.

The Corporation is formed on a Directorship basis.

ARTICLE IV

The street address of the registered office of the corporation and the name of the resident agent at the registered office (P.O. Boxes are not acceptable):

1. Agent Name: NAWAL HAMADEH
2. Street Address: 6919 N. WAVERLY STREET
   Apt/Suite/Other:
   City: DEARBORN HEIGHTS
   State: MI Zip Code: 48127

3. Registered Office Mailing Address:
   P.O. Box or Street Address: PO BOX 1440
   Apt/Suite/Other:
   City: DEARBORN
   State: MI Zip Code: 48121

Use the space below for additional Articles or for continuation of previous Articles. Please identify any Article being continued or added.

ARTICLE I CON'T:
THE AUTHORIZING BODY FOR THE CORPORATION IS: BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS (“COLLEGE BOARD”).

ARTICLE V
THE CORPORATION IS A GOVERNMENTAL ENTITY.

ARTICLE VI
THE CORPORATION AND ITS INCORPORATORS, BOARD MEMBERS, OFFICERS, EMPLOYEES, AND VOLUNTEERS HAVE GOVERNMENTAL IMMUNITY AS PROVIDED IN SECTION 7 OF ACT NO. 170 OF THE PUBLIC ACTS OF 1964, BEING SECTION 691.1407 OF THE MICHIGAN COMPILED LAWS.

ARTICLE VII
BEFORE EXECUTION OF A CONTRACT TO CHARTER A PUBLIC SCHOOL ACADEMY BETWEEN THE CORPORATION AND THE COLLEGE BOARD, THE METHOD OF SELECTION, LENGTH OF TERM, AND THE NUMBER OF MEMBERS OF THE BOARD OF DIRECTORS OF THE CORPORATION SHALL BE APPROVED BY A RESOLUTION OF THE COLLEGE BOARD AS REQUIRED BY THE CODE.

ARTICLE VIII
THE BOARD OF DIRECTORS SHALL HAVE ALL THE POWERS AND DUTIES PERMITTED BY LAW TO MANAGE THE BUSINESS, PROPERTY AND AFFAIRS OF THE CORPORATION.

ARTICLE IX
THE OFFICERS OF THE CORPORATION SHALL BE A PRESIDENT, VICE-PRESIDENT, SECRETARY AND A TREASURER, EACH OF WHOM SHALL BE A MEMBER OF THE BOARD OF DIRECTORS AND SHALL BE SELECTED BY THE BOARD OF DIRECTORS. THE BOARD OF DIRECTORS MAY SELECT ONE OR MORE ASSISTANTS TO THE SECRETARY OR TREASURER, AND MAY ALSO APPOINT SUCH OTHER AGENTS AS IT MAY DEEM NECESSARY FOR THE TRANSACTION OF THE BUSINESS OF THE CORPORATION.

ARTICLE X
NO PART OF THE NET EARNINGS OF THE CORPORATION SHALL INURE TO THE BENEFIT OF OR BE DISTRIBUTABLE TO ITS DIRECTORS, BOARD, OFFICERS OR OTHER PRIVATE PERSONS, OR ORGANIZATION ORGANIZED AND OPERATED FOR A PROFIT (EXCEPT THAT THE CORPORATION SHALL BE AUTHORIZED AND EMPOWERED TO PAY REASONABLE COMPENSATION FOR SERVICES RENDERED AND TO MAKE PAYMENTS AND DISTRIBUTIONS IN THE FURTHERANCE OF THE PURPOSES SET FORTH IN ARTICLE II HEREOF). NOTWITHSTANDING ANY OTHER PROVISION OF THESE ARTICLES, THE CORPORATION SHALL NOT CARRY ON ANY OTHER ACTIVITIES NOT PERMITTED TO BE CARRIED ON BY A GOVERNMENTAL ENTITY EXEMPT FROM FEDERAL INCOME TAX UNDER SECTION 115 OF THE IRC, OR COMPARABLE PROVISIONS OF ANY SUCCESSOR LAW.

TO THE EXTENT PERMITTED BY LAW, UPON THE DISSOLUTION OF THE CORPORATION, THE BOARD SHALL AFTER PAYING OR MAKING PROVISION FOR THE PAYMENT OF ALL OF THE LIABILITIES OF THE CORPORATION, DISPOSE OF ALL OF THE ASSETS OF THE CORPORATION TO THE COLLEGE BOARD FOR FORWARDING TO THE STATE SCHOOL AID FUND ESTABLISHED UNDER ARTICLE IX, SECTION 11 OF THE CONSTITUTION OF THE STATE OF MICHIGAN OF 1963, AS AMENDED.

ARTICLE XI
THESE ARTICLES OF INCORPORATION SHALL NOT BE AMENDED EXCEPT BY THE PROCESS PROVIDED IN THE CONTRACT EXECUTED BY THE

CORPORATION AND THE COLLEGE BOARD. THIS PROCESS IS AS FOLLOWS:

THE CORPORATION, BY A MAJORITY VOTE OF ITS BOARD OF DIRECTORS, MAY, AT ANY TIME, PROPOSE SPECIFIC CHANGES TO THESE ARTICLES OF INCORPORATION OR MAY PROPOSE A MEETING TO DISCUSS POTENTIAL REVISION TO THESE ARTICLES OF INCORPORATION. THE PROPOSAL WILL BE MADE TO THE COLLEGE BOARD THROUGH ITS DESIGNEE. THE COLLEGE BOARD DELEGATES TO ITS PRESIDENT THE REVIEW AND APPROVAL OF CHANGES OR AMENDMENTS TO THESE ARTICLES OF INCORPORATION. IN THE EVENT THAT A PROPOSED CHANGE IS NOT ACCEPTED BY THE COLLEGE PRESIDENT, THE COLLEGE BOARD SHALL CONSIDER AND VOTE UPON A CHANGE PROPOSED BY THE CORPORATION FOLLOWING AN OPPORTUNITY FOR A WRITTEN AND ORAL PRESENTATION TO THE COLLEGE BOARD BY THE CORPORATION.

AT ANY TIME AND FOR ANY REASON, THE COLLEGE BOARD OR AN AUTHORIZED DESIGNEE MAY PROPOSE CHANGES TO THESE ARTICLES OF INCORPORATION OR MAY PROPOSE A MEETING TO DISCUSS POTENTIAL REVISION. THE CORPORATION'S BOARD OF DIRECTORS MAY DELEGATE TO AN OFFICER OF THE CORPORATION THE REVIEW AND NEGOTIATION OF CHANGES OR AMENDMENTS TO THESE ARTICLES OF INCORPORATION. THE ARTICLES OF INCORPORATION SHALL BE AMENDED AS REQUESTED BY THE COLLEGE BOARD UPON A MAJORITY VOTE OF THE CORPORATION'S BOARD OF DIRECTORS.

AMENDMENTS TO THE ARTICLES OF INCORPORATION TAKE EFFECT ONLY AFTER THEY HAVE BEEN APPROVED BY THE CORPORATION'S BOARD OF DIRECTORS AND BY THE COLLEGE BOARD OR ITS DESIGNEE AND FILED WITH THE MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS, BUREAU OF COMMERCIAL SERVICES. IN ADDITION, THE CORPORATION SHALL FILE WITH THE AMENDMENT A COPY OF THE COLLEGE BOARD'S OR ITS DESIGNEE'S APPROVAL OF THE AMENDMENT.

ADOPTION OF ARTICLES

THESE ARTICLES OF INCORPORATION SHALL BECOME EFFECTIVE UPON FILING. HOWEVER, THE CORPORATION SHALL NOT CARRY OUT ITS PURPOSES UNTIL THE COLLEGE BOARD ISSUES A CONTRACT TO OPERATE A PUBLIC SCHOOL ACADEMY AND THE CONTRACT IS EXECUTED BY THE CORPORATION AND THE COLLEGE BOARD.

COMPLETE SECTION (a) IF THE RESTATED ARTICLES WERE ADOPTED BY THE UNANIMOUS CONSENT OF THE INCORPORATOR(S) BEFORE THE FIRST MEETING OF THE BOARD OF DIRECTORS, OTHERWISE, COMPLETE SECTION (b). DO NOT COMPLETE BOTH.

j (b) These Restated Articles of Incorporation were duly adopted on 3/17/2020 , in accordance with the provisions of Section 641 of the Act: (select one of the following)

This document must be signed by an authorized officer or agent:

j were duly adopted by the shareholders, the members, or the directors (if organized on a nonstock directorship basis). The necessary number of votes were cast in favor of these Restated Articles of Incorporation.

Signed this 19th Day of March, 2020 by:

Signature	Title	Title if "Other" was selected
Fadek Alsaeed	Secretary	

By selecting ACCEPT, I hereby acknowledge that this electronic document is being signed in accordance with the Act. I further certify that to the best of my knowledge the information provided is true, accurate, and in compliance with the Act.

j Decline j Accept

MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS BUREAU OF COMMERCIAL SERVICES		
Date Received		(FOR BUREAU USE ONLY)

Intesar A. Elder, Esq.

660 Woodward Avenue, Suite 2490

Detroit MI 48226

EFFECTIVE DATE:

Document will be returned to the name and address you enter above

AMENDED RESTATED ARTICLES OF INCORPORATION
For Use by Domestic Nonprofit Corporations

OF

STAR INTERNATIONAL ACADEMY

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

1. The name of the corporation is: Star International Academy

2. The identification number assigned by the Bureau is: 752-724

3. All former names of the corporation are: High Scope Academy

4. The date of filing the originals Articles of Incorporation was: August 11, 1998,

The following Restated Articles of Incorporation supersedes the Articles of Incorporation as amended and shall be the Articles of Incorporation for the corporation.

ARTICLE I

The name of the corporation is: Star International Academy

The authorizing body for the corporation is: Oakland University Board of Trustees ("University Board").

ARTICLE II

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

1. The corporation is organized for the purpose of operating as a public school academy in the State of Michigan pursuant to Part 6A of the Code, being Sections 380.501 to 380.507 of the Michigan Compiled Laws.

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

ARTICLE III

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

The value of assets which the corporation possesses as of August 6, 2012 is:

Real Property: $26,689,800 (buildings and adjoining land).

Personal Property: $2,139,419 (furniture, equipment, and vehicles).

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

a. State school aid payments received pursuant to the State School Aid Act of 1979 or any successor law.
b. Federal funds.
c. Donations.
d. Fees and charges permitted to be charged by public school academies.
e. Other funds lawfully received.

ARTICLE IV

The address of the registered office is:
24425 Hass Street
Dearborn Heights, MI 48127

The mailing address of the registered office is the same. The name of the resident agent at the registered office is Nawal Hamadeh.

ARTICLE V

The corporation is a public school academy and a governmental agency performing essential public purposes and governmental functions of the State of Michigan. .

ARTICLE VI

The corporation and its incorporators, board members, officers, employees, and volunteers have governmental immunity as provided in section 7 of Act No. 170 of the Public Acts of 1964, MCL 691.1407.

ARTICLE VII

Before the issuance of a Contract to the corporation by the University Board, the method of selection, length of term, and the number of members of the Board of Directors of the corporation shall be approved by a resolution of the University Board as required by the Code.

ARTICLE VIII

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

ARTICLE IX

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

ARTICLE X

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

To the extent permitted by law, upon the dissolution of the corporation, the board shall after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation to the University Board for forwarding to the state school aid fund established under article IX, section 11 of the Constitution of the State of Michigan of 1963, as amended.

ARTICLE XI

These Articles of Incorporation shall not be amended except by the process provided in the Contract issued to the corporation by the University Board. This process is as follows:

The corporation, by a majority vote of its Board of Directors, may, at any time, propose specific amendments to these Articles of Incorporation or may propose a meeting to discuss potential revision to these Articles of Incorporation. The proposal will be made to the University Board through its designee. The University designee may review and approve amendments to these Articles of Incorporation, provided, however, if deemed material they must be reviewed and approved by the University's General Counsel, then by the University's Board of Trustees.

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

Amendments to the Articles of Incorporation take effect only after this process is completed and the Articles of Incorporation are filed with the Michigan Department of Licensing and Regulatory Affairs, Bureau of Commercial Services. In addition, the corporation shall file with the amendment a copy of the University Board's or its designee's approval of the amendment.

ARTICLE XII

The definitions set forth in the Terms and Conditions incorporated as part of the Contract shall have the same meaning in these Articles of Incorporation.

ADOPTION OF ARTICLES

These Restated Articles of Incorporation shall become effective upon filing. However, the corporation shall not carry out its purposes until the University Board issues a contract to operate a public school academy and the contract is executed by designated representatives of the corporation and the University Board.

These Restated Articles of Incorporation were duly adopted on 6th day of August, 2012, in accordance with the provisions of Section 642 of the Act. These Restated Articles of Incorporation restate, integrate, and do further amend the provisions of the Articles of Incorporation and were duly adopted by the Board of Directors. The necessary number of votes were cast in favor of these Restated Articles of Incorporation.

Signed this 6th day of August, 2012

By: _____
Dr. Hassan Dubaisi

Its: President

CONTRACT SCHEDULE 2

BYLAWS

BYLAWS

OF

STAR INTERNATIONAL ACADEMY

ARTICLE I

NAME

This organization shall be called Star International Academy (the "Academy" or "Corporation").

ARTICLE II

FORM OF CORPORATION

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

ARTICLE III

OFFICES

Section 1. Principal Office. The principal office of the Corporation shall be located in the City of Dearborn Heights, County of Wayne, State of Michigan.

Section 2. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation, but in any event must be located in the State of Michigan, and be the business office of the resident agent, as required by the Michigan Nonprofit Corporation Act. Changes in the resident agent and registered address of the Academy must be filed with the Michigan Department of Licensing and Regulatory Affairs, Commercial Services and reported to the Public School Academies Office.

ARTICLE IV

BOARD OF DIRECTORS

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

Section 2. University Board Resolution Establishing Method of Selection, Length of Term and Number of Academy Board Members. The method of selection and appointment, length of term, number of directors, oath of public office requirements, tenure, removal, resignation, compensation and prerequisite qualifications for members of the Academy Board

shall comply with the resolution adopted by the Oakland University Board of Trustees (the "University Board").

ARTICLE V

MEETINGS

Section 1. Annual and Regular Meetings. The Academy Board shall hold an annual meeting each year, as well as monthly meetings thereafter. The Academy Board shall provide, by resolution, the time and place, within the State of Michigan, for the holding of regular monthly meetings. The Academy Board shall provide notice of the annual and all regular monthly and special meetings to the Public School Academies Office and as required by the Open Meetings Act.

Section 2. Special Meetings. Special meetings of the Academy Board may be called by or at the request of the Academy Board President or any Director. The person or persons authorized to call special meetings of the Academy Board may fix the place within the State of Michigan for holding any special meeting of the Academy Board called by them, and, if no other place is fixed, the place of meeting shall be the principal business office of the Corporation in the State of Michigan. The Corporation shall provide notice of all special meetings to the Public School Academies Office and as required by the Open Meetings Act.

Section 3. Quorum. In order to legally transact business, the Academy Board shall have a quorum physically present at a duly called meeting of the Academy Board. A "quorum" shall be defined as follows:

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

Section 4. Manner of Acting. The Academy Board shall be considered to have "acted," when a duly called meeting of the Academy Board has a quorum present and the number of Academy Board members voting in favor of an action is as follows:

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

If less than a quorum is present at a meeting, a majority of the Acadmey Board then present can adjourn the meeting, providing such notice as is required under the Open Meeting Act.

Section 5. Open Meetings Act. All meetings and committee meetings of the Academy Board shall at all times be in compliance with the Open Meetings Act.

Section 6. Notice to Directors. The Academy Board shall provide notice of any meeting to each Director stating the time and place of the meeting, with the delivery of such notice personally, by mail, facsimile or electronic mail to each Director at the Director's personal address or electronic mail address. If mailed, such notice shall be deemed to be delivered in the United States mail so addressed, with postage thereon prepaid. If notice is given by facsimile or electronic mail, such notice shall be deemed delivered when it is sent. Any Director may waive notice of any meeting by written statement sent by the Director to the Academy Board Secretary before or after the holding of the meeting. A Director's attendance at a meeting constitutes a waiver of the notice of the meeting required under this Section, except where a Director attends a meeting for the express purpose of objecting to the transaction or any business because the meeting is not lawfully called or convened.

Section 7. Votes By Directors. The Academy Board meeting minutes shall reflect the vote, whether in favor, in opposition or in abstention, of each Director present at the meeting.

ARTICLE VI

COMMITTEES

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

ARTICLE VII

OFFICERS OF THE BOARD

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

Section 2. Election and Term of Office. The Academy Board shall elect its initial officers at its first duly noticed meeting. Thereafter, officers shall be elected annually by the Academy Board at the Corporation's annual meeting. If the election of officers is not held at that meeting, the election shall be held as soon thereafter as may be convenient. Each officer shall

hold office while qualified or until the officer resigns or is removed in the manner provided in Section 3.

Section 3. Removal. Any officer or agent elected or appointed by the Academy Board may be removed by a majority vote by the Academy Board whenever in its judgment the best interests of the Corporation would be served thereby.

Section 4. Vacancies. A vacancy in any office shall be filled by appointment by the Academy Board for the unexpired portion of the term of the vacating officer.

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

Section 6. Vice-President. The Vice-President of the Corporation shall be a member of the Academy Board. In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice-President shall perform the duties of President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall perform such other duties as from time to time may be assigned to the Vice-President by the President or by the Academy Board.

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

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

Section 9. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Academy Board, shall perform such duties and have such authority as shall from

time to time be delegated or assigned to them by the Secretary or Treasurer or by the Academy Board. The Academy Board shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the acting officer is so appointed except as the Academy Board may by resolution otherwise determine.

Section 10. Salaries. Officers of the Academy Board, as Directors of the Corporation, shall not be compensated for their services. By resolution of the Academy Board, Directors and officers of the Corporation may be reimbursed for reasonable expenses incident to their duties.

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

ARTICLE VIII

CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS

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

Section 2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Academy Board. Such authority may be general or confined to specific instances. No loan, advance, overdraft or withdrawal by an officer or Director of the Corporation, other than in the ordinary and usual course of the business of the Corporation, shall be made or permitted. No loan entered into, by or on behalf of the Academy Board, shall in any way be considered a debt or obligation of Oakland University or impose any liability on Oakland University, the University Board, its trustees, officers, employees or agents. To avoid creating or perpetuating circumstances in which the possibility of favoritism, conflicts of interest, or impairment of efficient operations may occur, the Corporation will not issue a debt instrument (e.g. loan agreement, promissory note, mortgage, line of credit, etc.) to any person employed by the Corporation or any person who serves on the Academy Board. This prohibition also applies to

the issuance of a debt instrument to an entity owned or closely related to any Corporation employee or Academy Board member.

Section 3. Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Academy Board.

Section 4. Deposits. Consistent with section 1221 of the Code, the Treasurer of the Academy shall deposit the funds of the Academy in a financial institution or in a joint investment authorized by the Code. All additional funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Academy Board may select, provided that such financial institution is eligible to be a depository of surplus funds under Section 6 of Act No. 105 of the Public Acts of 1855, as amended, being MCL 21.146 of the Michigan Compiled Laws.

Section 5. Voting of Securities Owned by this Corporation. Subject always to the specific directions of the Academy Board, any shares or other securities issued by any other Corporation and owned or controlled by this Corporation may be voted at any meeting of security holders of such other Corporation by the President of this Corporation or by proxy appointed by the President, or in the absence of the President and the President's proxy, by the Secretary or Treasurer of this Corporation or by proxy appointed by the Secretary or Treasurer. Such proxy or consent with respect to any shares or other securities issued by any other corporation and owned by this corporation shall be executed in the name of this Corporation by the President, the Secretary or the Treasurer of this Corporation without necessity of any authorization by the Academy Board, affixation of corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of this Corporation shall have full right, power and authority to vote the shares or other securities issued by such other corporation and owned by this Corporation the same as such shares or other securities might be voted by this Corporation. This section shall in no way be interpreted to permit the Corporation to invest any of its surplus funds in any shares or other securities issued by any other corporation. This section is intended to apply, however, to all gifts, bequests or other transfers of shares or other securities issued by any other corporation which are received by the Corporation.

Section 6. Contracts Between Corporation and Related Persons; Persons Ineligible to Serve as Directors. Pursuant to the Code, each Director, officer or employee of the Academy shall comply with the Incompatible Public Office statute, Act No. 566 of the Public Acts of 1978, being sections 15.181 to 15.185 of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities, Act No. 317 of the Public Acts of 1968, being sections 15.321 to 15.330 of the Michigan Compiled Laws. The Academy Board shall ensure compliance with the Contract and Applicable Law relating to conflicts of interest.

ARTICLE IX

INDEMNIFICATION

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

ARTICLE X

FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July in each year.

ARTICLE XI

AMENDMENTS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by (a) obtaining the affirmative vote of a majority of the Academy Board at any regular or special meeting of the Academy Board, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for such meetings, (b) meeting any additional requirements set forth in the Contract to charter between the Academy and the University Board and (c) obtaining the written approval of the changes or amendments by the University President or his designee. Amendments to these Bylaws take effect only after they have been approved by both the Corporation's Academy Board and by the University Board or its designee.

ARTICLE XI

CONTRACT DEFINITIONS

The definitions set forth in the Terms and Conditions incorporated as part of the Contract shall have the same meaning in these Bylaws.

CONTRACT SCHEDULE 3

FISCAL AGENT AGREEMENT

SCHEDULE 3

FISCAL AGENT AGREEMENT

This Agreement is part of the Contract issued by the Bay Mills Community College Board of Regents ("College Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to Star International Academy (the "Academy"), a public school academy.

Preliminary Recitals

WHEREAS, pursuant to the Code and the Contract, the College Board, as authorizing body, is the fiscal agent for the Academy, and

WHEREAS, the College Board is required by law to forward any State School Aid Payments received from the State of Michigan ("State") on behalf of the Academy to the Academy,

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

Section 1.01. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

"Account" means an account established by the Academy for the receipt of State School Aid Payments at a bank, savings and loan association, or credit union which has not been deemed ineligible to be a depository of surplus funds under Section 6 of Act No. 105 of the Public Acts of 1855, being Section 21.146 of the Michigan Compiled Laws.

"Agreement" means this Fiscal Agent Agreement.

"Fiscal Agent" means the College Board or an officer or employee of Bay Mills Community College as designated by the College Board.

"Other Funds" means any other public or private funds which the Academy receives and for which the College Board voluntarily agrees to receive and transfer to the Academy.

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

"State" means the State of Michigan.

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

ARTICLE II

FISCAL AGENT DUTIES

Section 2.01. Receipt of State School Aid Payments and Other Funds. The College Board is the Fiscal Agent for the Academy for the limited purpose of receiving State School Aid Payments. By separate agreement, the College Board and the Academy may also agree that the College Board will receive Other Funds for transfer to the Academy. The Fiscal Agent will receive State School Aid Payments from the State, as provided in Section 3.03.

Section 2.02. Transfer to Academy. Except as provided in Article X of the Terms and Conditions and in the Oversight Agreement, the Fiscal Agent shall transfer all State School Aid Payments and all Other Funds received on behalf of the Academy to the Academy within ten (10) business days of receipt or as otherwise required by the provisions of the State School Aid Act of 1979 or applicable State Board rules. The State School Aid Payments and all Other Funds shall be transferred into the Account designated by a resolution of the Academy Board and by a method of transfer acceptable to the Fiscal Agent.

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

Section 2.04. Academy Board Requests for Direct Intercept of State School Aid Payments. If the Academy Board directs that a portion of the Academy's State School Aid Payments be forwarded by the Fiscal Agent to a third party account for the payment of Academy debts and liabilities, the Academy shall submit to the Charter Schools Office: (i) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; and (ii) a copy of a State School Aid Payment Agreement and Direction document that is in a form and manner acceptable to the Fiscal Agent. The State School Aid Payment and Direction document shall include language that the third party lender or trustee acknowledges and consents to the transfer of State School Aid Payments into the Academy's dissolution account, as set forth in Article X of the Terms and Conditions. Any unspent funds remaining in the Academy's dissolution account after payment of all wind up and dissolution expenses shall be returned to the Academy.

ARTICLE III

STATE DUTIES

Section 3.01. Eligibility for State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the eligibility of the Academy to receive State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the amount of State School Aid Payments, if any, the Academy shall be entitled to receive.

Section 3.02. State School Aid Payment Overpayments and Penalties. The State, through its Department of Education, has sole responsibility for determining State School Aid Payment overpayments to the Academy and the method and time period for repayment by the Academy. The State, through its Department of Education, has sole responsibility for assessing State School Aid penalties against the Academy for noncompliance with the Code and the State School Aid Act of 1979, as amended.

Section 3.03. Method of Payment. Each State School Aid Payment for the Academy will be made to the Fiscal Agent by the State Treasurer by issuing a warrant and delivering the warrant to the Fiscal Agent by electronic funds transfer into an account specified by the Fiscal Agent, or by such other means deemed acceptable to the Fiscal Agent. The State shall make State School Aid Payments at the times specified in the State School Aid Act of 1979, as amended.

ARTICLE IV

ACADEMY DUTIES

Section 4.01. Compliance with State School Aid Act. In order to assure that funds are available for the education of pupils, an Academy shall comply with all applicable provisions of the State School Aid Act of 1979, as amended.

Section 4.02. Expenditure of Funds. The Academy may expend funds that it receives from the State School Aid Fund for any purpose permitted by the State School Aid Act of 1979 and may enter into contracts and agreements determined by the Academy Board to be consistent with the purposes for which the funds were appropriated.

Section 4.03. Mid-Year Transfers. Funding for students transferring into or out of the Academy during the school year shall be in accordance with the State School Aid Act of 1979 or applicable State Board rules.

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

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

ARTICLE V

RECORDS AND REPORTS

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

Section 5.02. Reports. The Fiscal Agent shall prepare and send to the Academy within thirty (30) days of September 1, 2026, and annually thereafter, a written report dated as of August 31st summarizing all receipts, deposits and transfers made on behalf or for the benefit of the Academy during the period beginning on the latter of the date hereof or the date of the last such written report and ending on the date of the report, including without limitation, State School Aid Payments received on behalf of the Academy from the State Treasurer and any Other Funds which the College Board receives under this Agreement.

ARTICLE VI

CONCERNING THE FISCAL AGENT

Section 6.01. Representations. The Fiscal Agent represents that it has all necessary power and authority to enter into this Agreement and undertake the obligations and responsibilities imposed upon it in this Agreement and that it will carry out all of its obligations under this Agreement.

Section 6.02. Limitation of Liability. The liability of the Fiscal Agent to transfer funds to the Academy shall be limited to the amount of State School Aid Payments as are from time to time delivered by the State and the amount of Other Funds as delivered by the source of those funds.

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

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

Acknowledgment of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the Bay Mills Community College Board of Regents to Star International Academy.

BY:

David Boyne, Director
State Finance Division, Bureau of State and Authority Finance
Michigan Department of Treasury

Date: May 21, 2026

CONTRACT SCHEDULE 4

OVERSIGHT AGREEMENT

SCHEDULE 4

OVERSIGHT AGREEMENT

This Agreement is part of the Contract issued by the Bay Mills Community College Board of Regents ("College Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to Star International Academy (the "Academy"), a public school academy.

Preliminary Recitals

WHEREAS, the College Board, subject to the leadership and general supervision of the State Board of Education over all public education, is responsible for overseeing the Academy's compliance with the Contract and all Applicable Law,

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

Section 1.01. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

"Agreement" means this Oversight Agreement.

"Compliance Certification Duties" means the Academy's duties set forth in Section 2.02 of this Agreement.

"Charter Schools Office" means the office designated by the College Board as the initial point of contact for public school academy applicants and public school academies authorized by the College Board. The Charter Schools Office is responsible for administering the Oversight Responsibilities with respect to the Contract.

"Oversight Responsibilities" means the College Board's oversight responsibilities set forth in Section 2.01 of this Agreement.

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

ARTICLE II

OVERSIGHT AND COMPLIANCE CERTIFICATION RESPONSIBILITIES

Section 2.01. Oversight Responsibilities. The Charter Schools Office, as it deems necessary to fulfill the College Board's Oversight Responsibilities, may undertake the following:

a. Conduct a review of the Academy's audited financial reports as submitted, including the auditor's management letters, and report to the College Board any exceptions as well as any failure on the part of the Academy to meet generally accepted public sector accounting principles.

b. Conduct a review of the records, internal controls or operations of the Academy to determine compliance with the Contract and Applicable Law.

c. Conduct a meeting annually between the Academy Board of Directors and a designee of the College Board to determine compliance with the Contract and Applicable Law.

d. Institute action pursuant to the terms of the Contract to suspend, terminate, reconstitute or revoke the Contract.

e. Monitor the Academy's compliance with the Contract, the Code, and all other Applicable Law.

f. Request periodic reports from the Academy regarding any aspect of its operation, including, without limitation, whether the Academy has met or is achieving its targeted educational goals and applicable academic performance standards set forth in the Contract.

g. Request evidence that the Academy has obtained the necessary permits and certificates of compliance to operate as a public school from the applicable governmental agencies, including, without limitation, the Michigan Department of Licensing and Regulatory Affairs, Bureau of Construction Codes and the Bureau of Fire Services, and local health departments.

h. Determine whether the Academy has failed to abide by or meet the educational goals or applicable academic performance standards as set forth in the Contract.

i. Provide supportive services to the Academy as deemed necessary and/or appropriate by the College Board or its designee.

j. Evaluate whether the Academy appropriately administers all optional or statutorily mandated assessments pursuant to the Academy's student population, goals and programs.

k. Take other actions, as authorizing body, as permitted or required by the Code.

Section 2.02. Compliance Certification Duties. The Academy agrees to perform all of the following Compliance Certification Duties:

a. Submit information to the Charter Schools Office in accordance with the Master Calendar of Reporting Requirements adopted by the Charter Schools Office. The Master Calendar may be amended from time to time as deemed necessary by the Charter Schools Office Director.

b. Submit quarterly financial reports to the Charter Schools Office in a form and manner determined by the Charter Schools Office. Submit other financial reports as established by the Charter Schools Office.

c. Permit inspection of the Academy's records and/or premises at any reasonable time by the Charter Schools Office.

d. Report any litigation or formal proceedings alleging violation of any Applicable Law by the Academy to counsel for the College Board as designated in Article XII of the Terms and Conditions.

e. Upon request, provide copies of information submitted to the Michigan Department of Education, the Superintendent of Public Instruction, or State Board of Education to the Charter Schools Office.

f. Provide proposed minutes of all Academy Board of Directors' meetings to the Charter Schools Office no later than ten (10) business days after such meeting, and provide approved final minutes to the Charter Schools Office within five (5) business days after the minutes are approved.

g. Submit to the Charter Schools Office prior to the issuance of the Contract, copies of insurance policies evidencing all insurance as required by the Contract.

h. Submit to the Charter Schools Office a copy of the Academy's lease, deed or other purchase arrangement for its physical facilities as required by the Contract.

i. Submit to the Charter Schools Office, copies of all fire, health and safety approvals required by Applicable Law for the operation of a school.

j. Submit annually to the Charter Schools Office, the dates, times and a description of how the Academy will provide notice of the Academy's pupil application and enrollment process. The Academy's pupil application and enrollment admission process must be conducted in a fair and open manner in compliance with the Contract and the Code. At a minimum, the Academy shall make a reasonable effort to advertise its enrollment openings by newspaper, mail, media, internet or other acceptable communication process. All Academy notices of the open enrollment period must include language that the open enrollment period includes evening and weekend times for enrolling students in the Academy. In addition, the Academy must set forth in all public notices the date for the holding of a random selection drawing if such a drawing becomes necessary.

k. Upon receipt from the Michigan Department of Licensing and Regulatory Affairs, Bureau of Construction Codes and the Bureau of Fire Services, the Academy shall submit to the Charter Schools Office a copy of any Certificate of Occupancy approval for the Academy's school facility outlined in Schedule 6. The Academy shall not occupy or use the school facility identified in Schedule 6 until such facility has been approved for occupancy by the Bureau of Construction Codes and the Bureau of Fire Services or other local authorized building department.

l. Submit to the Charter Schools Office copies of ESP agreements, if any, in compliance with the Contract and the Code.

m. By July 1st of each year, the Academy Board shall provide a copy of the Academy Board's public meeting schedule for the upcoming school year. The Academy Board's public meeting schedule shall include the date, time and location of the public meetings for the upcoming school year. Within ten (10) business days of Academy Board approval, the Academy Board shall provide a copy to the Charter Schools Office of any changes to the Academy Board public meeting schedule.

n. Prior to December 31 of each year and whenever necessary thereafter, the Academy Board shall approve and submit a revised operating school budget that includes, without limitation, the following: (i) the total projected amount of state school aid revenues based on the Academy's October pupil membership count; (ii) revised personnel costs; (iii) any start-up expenses incurred by the Academy; and (iv) the total amount of short-term cash flow loans obtained by the Academy. The Academy shall make budget revisions in a manner prescribed by law. Within thirty (30) days of the Academy Board approving the budget (original and amended, if applicable), the Academy shall place a copy of that budget on the Academy's website within a section of the website that is accessible to the public.

o. Within 5 days of its submission to the Center for Educational Performance and Information (CEPI) of the budgetary assumptions that are required by Section 1219 of the Code, the Academy shall provide a copy of those budgetary assumptions to the Charter Schools Office, and confirm that the submitted budgetary assumptions were used in the adoption of the Academy's annual budget.

p. Submit copies to the Charter Schools Office of any periodic financial status reports required of the Academy by the Department of Treasury.

q. Provide copies of notices, reports and plans, including deficit elimination or enhanced deficit elimination plans, to the Charter Schools Office under Section 1220 of the Code.

To the extent that any dates for the submission of materials by the Academy under Section 2.02 conflict with dates set forth in the Master Calendar, the dates in the Master Calendar shall control.

Section 2.03. Waiver and Delegation of Oversight Procedures. The College Board or its designee and the Academy may agree to modify or waive any of the Oversight Duties or Compliance

Certification Duties. The College Board may delegate its Oversight Duties, or any portion of its Oversight Duties, to an officer of the College or other designee.

ARTICLE III

RECORDS AND REPORTS

Section 3.01. Records. The Academy will keep records in which complete and correct entries shall be made of all Compliance Certification Duties conducted, and these records shall be available for inspection at reasonable hours and under reasonable conditions by the Charter Schools Office.

ARTICLE IV

MISCELLANEOUS

Section 4.01. Administrative Fee. The Academy agrees to pay to the College Board an administrative fee of 3% of the State School Aid Payments received by the Academy. This fee shall be retained by the College Board from each State School Aid Payment received by the College Board for forwarding to the Academy. This fee shall compensate the College Board for overseeing the Academy's compliance with the Contract and all Applicable Law and other related activities for which compensation is permissible. If the Academy elects to enter into a contract for an administrative review with the Charter Schools Office, the costs of performing an administrative review shall not be part of the administrative fee under this section but shall be an added service provided by the Charter Schools Office to the Academy on a fee for service basis, as authorized under the Code.

Section 4.02. Time of the Essence. Time shall be of the essence in the performance of obligations from time to time imposed upon the Academy and the College Board by this Agreement.

Section 4.03. Audit and Evaluation. The Academy:

a. hereby authorizes the Charter Schools Office to perform audit and evaluation studies using Academy data including, but not limited to, personally identifiable information about the Academy's students and staff submitted by the Academy to agencies including, but not limited to, Center for Educational Performance and Information ("CEPI"), Office of Educational Assessment and Accountability ("OEAA") and the Michigan Department of Education ("MDE"). Pursuant to this authorization, the Charter Schools Office shall abide by the regulations that govern the use of student data within the Family Educational Rights and Privacy Act (FERPA - 34 CFR Part 99), the Michigan Identity Theft Protection Act of 2004, and the Privacy Act of 1974.

b. shall upon request, provide the Charter Schools Office with copies or access to data, documents or information submitted to the Michigan Department of Education, the Superintendent of Public Instruction, the State Board of Education, the Center for

Educational Performance and Information, the Michigan DataHub or any other state or federal agency.

Section 4.04. Fiscal Stress Notification from State Treasurer. If the State Treasurer notifies the Academy that the State Treasurer has declared the potential for Academy financial stress exists, the Academy shall provide a copy of the notice to the Charter Schools Office. Within fifteen (15) days of receipt of the notification from the Academy, the Charter Schools Office Director shall notify the Academy whether the Charter Schools Office is interested in entering into a contract to perform an administrative review for the Academy. The parties shall consult with the Department of Treasury on the development of the contract and the contract for administrative review shall comply with the Code. If the College is not interested in performing an administrative review or the parties are unable to reach agreement on an administrative review, the Academy shall consider entering into a contract for an administrative review with an intermediate school district. Nothing in this Section 4.04 shall prohibit the Academy from electing to enter into a contract for an administrative review with the College or an intermediate school district.

ARTICLE V

TRANSPARENCY PROVISION

Section 5.01. Information to Be Made Publicly Available by the Academy and ESP.

A. Information to Be Made Publicly Available by the Academy. The following described categories of information are specifically included within those to be made available to the public and the Charter Schools Office by the Academy in accordance with Section 12.17(a) of the Terms and Conditions:

1. Copy of the Contract
2. Copies of the executed Constitutional Oath of public office form for each serving Director
3. List of currently serving Directors with name, address, and term of office
4. Copy of the Academy Board's meeting calendar
5. Copy of public notice for all Academy Board meetings
6. Copy of Academy Board meeting agendas
7. Copy of Academy Board meeting minutes
8. Copy of Academy Board approved budget and amendments to the budget
9. Copies of bills paid for amounts of $10,000.00 or more as submitted to the Academy Board
10. Copy of the quarterly financial reports submitted to the Charter Schools Office

11. Copy of curriculum and other educational materials given to the Charter Schools Office

12. Copy of school improvement plan (if required)

13. Copies of facility leases, mortgages, modular leases and/or deeds

14. Copies of equipment leases

15. Proof of ownership for Academy owned vehicles and portable buildings

16. Copy of Academy Board approved ESP Agreement(s)

17. Copy of Academy Board approved services contract(s)

18. Office of Fire Safety certificate of occupancy for all Academy facilities

19. MDE letter of continuous use (if required)

20. Local County Health Department food service permit (if required)

21. Asbestos inspection report and Asbestos management plan (if required)

22. Boiler inspection certificate and lead based paint survey (if required)

23. Phase 1 environmental report (if required)

24. List of current Academy teachers and school administrators with names and addresses and their individual salaries as submitted to the Registry of Educational Personnel

25. Copies of administrator and teacher certificates or permits for all current administrative and teaching staff

26. Evidence of fingerprinting, criminal background and record checks and unprofessional conduct check required by the Code for all Academy teachers and administrators

27. Academy Board approved policies

28. Copy of the annual financial audit and any management letters issued to the Academy Board

29. Proof of insurance as required by the Contract

30. Any other information specifically required under the Code

B. Information to Be Made Publicly Available by the ESP. The following information is specifically included within the types of information available to the Academy by the Educational Service Provider (if any) in accordance with Section 12.17(b) of the Terms and Conditions:

1. Any information needed by the Academy in order to comply with its obligations to disclose the information listed under Section 5.01(A) above.

CONTRACT SCHEDULE 5

DESCRIPTION OF STAFF RESPONSIBILITIES

DESCRIPTION OF STAFF RESPONSIBILITIES

Accounting Assistant 5-1

Accounting Generalist 5-3

Administrative Assistant 5-5

Administrative Support 5-7

Assistant Principal 5-10

Building and Facilities Operations Manager 5-13

Building Manager 5-16

Bus Driver and Custodian 5-19

Compliance Assistant 5-21

Coordinator of Curriculum, Instruction, Title I and Instructional Coach 5-24

Coordinator of Food Services Program 5-27

Coordinator of Governance & Marketing Services 5-29

Coordinator of Special Programs 5-31

Coordinator of Tutorial, ESL, and Title III Programs 5-34

Counselor Advocate 5-36

Custodian & Lunch Aide 5-38

Custodian 5-41

Dean of Student Affairs and Family Engagement 5-43

Director of Accounting 5-45

Director of Food Service Program 5-47

Director of Human Resources (DHR) 5-49

Director of Operations 5-51

Director of Staff Mentoring and Coaching 5-53
District Coordinator of Curriculum Improvement and Instructional Coach 5-55
District Coordinator of the Arabic Language Program 5-58
District Director of Athletic Program 5-60
District Pupil Accountant 5-62
Early Childhood Associate Teacher 5-64
Early Childhood Specialist 5-66
Family Engagement and Community Liaison 5-68
Human Resources Compliance Manager 5-70
Human Resources Generalist 5-73
Human Resources Manager 5-75
Interventionist Teacher and Instructional Coach 5-78
Lead Library Supervisor 5-81
Library Aide 5-83
Lunch Aide 5-85
Microsoft Office 365 Administrator & Technical Support Specialist 5-87
Nurse Aide 5-90
Office Manager and Pupil Accountant 5-93
Pre-K Support Aide 5-96
Principal 5-98
Procurement Specialist 5-101
School Nutritionist 5-103
School Social Worker 5-105

Substitute/Paraprofessional 5-107

Talent Acquisition Manager 5-109

Teacher and Director of Early Childhood Program 5-111

Teacher 5-113

Technical Support Assistant 5-115

Technical Support Specialist & Server Support 5-118

Technical Support Specialist & Supervisor 5-121

Technical Support Specialist and Website Administrator 5-124

Technical Support Specialist 5-126

Management Agreement 5-128

Hamadeh Educational Services, Inc.
Job Description

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

BASIC FUNCTION:
Under oversight of the Chief Business Executive and Director of Accounting, performs varied accounting activities related to receivables and payables, the maintenance of records, and the issuance of reports. In coordination with others in the department, the Accounting Assistant evaluates, computes, classifies, records, and reconciles transactions into the Academies' financial accounting systems.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENT
- Assists in preparation, evaluation and monitoring of budget; supports project and task management.
- Assists in the compilation and evaluation of accounting information and periodic financial reports.
- Assists in implementation of directives resulting from review of financial reports and other activities.
- Prepares journal entries and reconcile general ledger.
- Assists with internal audits and maintenance of various balance sheet accounts.
- Assist in the month end closing entries and account analysis.
- Diligently reviews invoices and matches with purchase orders, packing lists, and shipping documents against vendor's invoices to ensure proper valid invoicing and proper receipt of materials or services prior to issuing payment.
- Prepares and tracks Account Payable and Account Receivable payment vouchers invoices to ensure the timely payment of outstanding invoices to prevent late fees or delayed services.
- Timely coordinates, compiles, and deposits accounts receivables as may be necessary to ensure compliance with the district policies and State requirements.
- Assists in developing effective methods of managing, compiling, organizing and tracking department documentation and performs related tasks as may be assigned.
- Assists with the preparation of the monthly financial statements.
- Negotiates pricing with vendors to secure competitive deals.
- Assists in tracking Grants expenditures and ensure accuracy with the budget.

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

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

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

REPORTING AND COMPLIANCE
- Maintains accurate and updated records and files.
- Organizes and preserves paper and computer files for ready reference and efficient operation.
- Prepares spreadsheets for various expenses, deposits and transactions, including credit card and money handling transactions.

- Accurately prepares journal entries, including all bank deposits/wire transfers, accruals, vouchers, adjustments etc.
- Utilizes detail-oriented approach to record expenditures, income, fund balances, reserves, and appropriations.

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION

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

SKILLS/EXPERIENCE:

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

EDUCATION AND EXPERIENCE:

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

PHYSICAL DEMANDS:

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

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

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

Rev. July 2022

Hamadeh Educational Services, Inc.
Job Description

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

BASIC FUNCTION:
Under the direction of the Director of Accounting performs various accounting activities including in compliance with all applicable codes, rules and regulations.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPOVEMENTS
- Assists in the compilation of accounting information and periodic financial reports.
- Prepares journal entries and reconcile general ledger.
- Assists with internal audits and maintenance of various balance sheet accounts.
- Assist the Director of Accounting in the month end closing entries and account analysis.
- Assists in preparing financial reports and documents needed by the Academies' CPA firm.
- Assists in preparing and reviewing the Annual Budgets and Budget Amendments as required by the Supervisor and the Board of Directors.

SUPERVISION AND IMPLEMENTATION
- Assists in the processing of budget control records, and the proper receipt and disbursement of funds, cafeteria accounting, pupil attendance, special projects, internal auditing and other fiscal activities.
- Recommends updates to the department and procedures to ensure cost effective and timely accomplishment of goals and objectives.
- Tracks invoices to ensure the timely payment of outstanding invoices to prevent late fees or delayed services.
- Works collaboratively with others engaged in various school business activities.
- Develops effective methods of managing, compiling, organizing and tracking department documentation.
- Performs related tasks as assigned by Supervisor.

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

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

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

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

- Performs other duties as may be assigned by the Supervisor

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

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

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

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

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

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

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Administrative Assistant	**Department: Non-Instructional Support Staff**
Supervisor: Office Manager and Pupil Accountant and Principal	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Under the direction of the Office Manager and Principal, performs a variety of clerical, administrative, and office tasks including compiling and maintaining records, and reporting.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS
- Assists in developing effective methods of managing, compiling, organizing and tracking department documentation as assigned by supervisors.
- Reviews, routes and responds to incoming mail as directed by Supervisor and Administration.
- Scans, files and processes documents as requested.
- Inputs student data and records and generates statistical reports
- Sets clear objectives for department, participates in improvement plans by sharing ideas and input to enhance services and programs.
- Assists in coordinating and managing calendar activities: conferences, school visits, seminars, workshops, speaking engagements, etc.
- Facilitates scheduling, enrollment activities, immunization updates, and communications.
- Assists in ordering and maintaining supply inventory and stock, provides follow up on purchase orders, packing slips, and receipt of purchases.

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

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

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

REPORTING AND COMPLIANCE
- Reports all complaints, actions, and issues related to school to Supervisors.
- Contemplates and reflects upon Supervisors directives and stakeholder feedback to improve individual performance; promotes positive working environment, operates professionally and courteously as to ensure stakeholders' satisfaction.
- Assists in processing of all student enrollment and admissions documentation as may be required by local and State authorities, School Board, and the HES administration.
- Complies with all district, school, and departmental policies to uphold FERPA protections of confidentiality and mandatory daily operations.
- Records, tracks, and generate reports on student/staff attendance, late arrival, early dismissal, visitors, substitute/staff time cards as assigned; maintains accurate and updated database, records, reports, and checklists.

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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

SKILLS/EXPERIENCE:

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

EDUCATION AND TRAINING:

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

PHYSICAL DEMANDS:

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Administrative Support	**Department: Non-Instructional Support Staff /Food services**
Supervisor: Principal	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Under the direction of the Principal, performs a variety of clerical, administrative, and office tasks including compiling and maintaining records, and reporting.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Assists in managing, compiling, organizing and tracking documentation as assigned by supervisors.
- Reviews, routes and responds to incoming calls as directed by Supervisor and Administration.
- Scans, files and processes documents as requested.
- Participates in improvement plans by sharing ideas and input to enhance services and programs.
- Assists in ordering and maintaining supply inventory and stock, provides follow up on purchase orders, packing slips, and receipt of purchases.
- Supervises students in a proactive and alert manner during lunch time, arrival and dismissal, and transition time.
- During student monitoring duties, ensures students are in their assigned spots, and redirects inappropriate behavior in a professional manner
- Stays aware of and consistent with the following: Lunch and transitions' schedules and students' safety.
- Stays mindful of allergic reactions among students and reporting them promptly to the school nurse and/or the closest administrator in charge.
- Effectively monitors students and stops them from engaging in any unsafe behaviors.

SUPERVISION AND IMPLEMENTATION

- Performs variety of clerical duties as assigned by Supervisor.
- Assists in main office activities and record keeping as assigned by Supervisor.
- Effectively communicates with stakeholders; addresses their needs to ensure satisfactory customer service including escalating situations that need action as necessary to the Supervisor.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Utilizes supervisor's feedback on professional methods in the best interest of the students and the Academy.
- Ensures timely and complete participation in and documentation of meeting and PLOs where applicable.
- Plans personal development goals for self-improvement to be consistent with and supportive of job requirements and the HES student well-being.
- Performs routine self-evaluation to identify areas of strengths and needs and seek ways to improve and enhance work related skills.
- Participates in recommended training programs, conferences, courses or other aspects of professional growth.
- Attends all Parent-Teacher Conferences, open houses, and orientations, as well as any other school events as required.

RESULTS AND DATA MANAGEMENT

- Creates spreadsheets, databases, agendas, notices, presentations, and reports as assigned and approved by Supervisors.
- Uses data to guide decision-making and formulation of recommendations and improvements for the Department.
- Properly and efficiently, uses the technology hardware application software if and when requested, organizes and preserves paper and computer files for efficient reference and operation.
- Scans, files, and processes mail and documents as requested by supervisors.
- Records student data onto the computer generates statistical reports on: enrollment, transportation, purchases, directories (students and parents, staff, and vendors), and attendance as required.

REPORTING AND COMPLIANCE

- Monitors, reports, documents and redirects all complaints, concerns actions, and issues related to school or coming from students, staff or parent to Supervisors.
- Contemplates and reflects upon Supervisors directives and stakeholder feedback to improve individual performance; promotes positive working environment, operates professionally and courteously as to ensure stakeholders' satisfaction.

- Complies with all district, school, and departmental policies to uphold FERPA protections of confidentiality and mandatory daily operations.
- Communicates effectively with staff and students.
- Follows and remains in compliance with all the district, Academy, department-wide policies and daily routines and guidelines.
- Observes school policies during all activities
- Immediately reports any, unusual circumstances, issues or observations regarding food health, safety and compliance concerns to appropriate supervisor(s)
- Prevents hazardous situations by immediately cleaning up any spills when they occur, and following proper safety procedures.

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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SKILLS/EXPERIENCE:

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

EDUCATION AND TRAINING:

- High school diploma or equivalent, or General Education Degree (GED).
- Minimum two years' experience or training; or equivalent combination of education and experience.
- Knowledge of Sanitation and Safety issues (Training sessions will be provided)

PHYSICAL DEMANDS:
The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The ability to perform the functions requires prolonged sitting or standing for extended periods of time. The employee occasionally is required to manually move, lift, carry, pull, or push objects up to 75 pounds at a time in addition to occasional stooping, bending, and reaching, daily repetitive motion with hands and arms in food preparation and serving. Requires regular crouching occurs to retrieve items from lower shelves; regular reaching occurs to retrieve utensils and food items from storage shelves. Must be able to work in a noisy environment: Must be able to work in and around fumes and odors

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

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

Hamadeh Educational Services, Inc.
Job Description

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

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

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

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

SUPERVISION AND IMPLEMENTATION

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

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

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

RESULTS AND DATA MANAGEMENT

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

REPORTING AND COMPLIANCE

- Assists in the preparation of timely school reports to present to the Supervisor and the HES President.

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

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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SKILLS/EXPERIENCE:

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

EDUCATION/ TRAINING:

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

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Building and Facilities Operations Manager	**Department:** Non-Instructional Administration
Supervisor: Director of Operations	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Coordinates, manages, and maintains the school buildings, properties, and transportation to ensure operating excellence, cleanliness, and safety within the recommended budget. Provides administrative support and manages department office functions including: Work Order coordination, Security badge and access assignments, database management, daily office operations, coordination of budgeting/accounting systems, maintaining office records, and providing general support services for the building department staff. Manages all department contractors including maintaining records and contracts, and coordinating project activities, and provides scheduling support. Maintains school facilities operations and transportation in compliance with State and Federal guidelines and regulations as well as provide such services effectively and within available resources.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS
- Coordinates and oversees the services related to facilities planning, programs, maintenance and safety, custodial services, and transportation maintenance.
- Oversees building safety and responds to all building emergencies; ensures patron and staff safety; including lawn care and snow removal or other necessary duties.
- Conducts regular walkthroughs of the facility to assist visual maintenance, security and safety.
- Manages the fire safety and key access databases in conjunction with the fire and entry access.
- Represents the Facilities Department in interdepartmental meetings to support and facilitate communication and action between departments.
- Sets up, maintains, and organizes department's central files, information, filing, and messages.
- Assists facilities staff in locating vendors, parts, supplies, materials, and services.
- Develops documents and oversees an inspection plan for all facilities and grounds reporting the condition of the facilities in collaboration with the Superintendent.
- Establishes and administers schedules and procedures for the daily, on-going preventive maintenance of facilities, grounds, and equipment and routine custodial care of the facilities and grounds.
- Advises school Principals on technical matters concerning projects in their schools.
- Develops, documents and oversees an inspection plan for all facilities and grounds reporting the condition of the facilities in collaboration with the Superintendent.
- Develops, recommends and implements approved health and safety procedures and plans regarding openings and closings of school buildings insuring security for all staff, students, and vendor and visitors

SUPERVISION AND IMPLEMENTATION
- Coordinates and administers the services related to department maintenance, safety, custodial services, and transportation.
- Assigns and supervises all custodial, maintenance, and grounds personnel, contractors, or subcontractors.
- Inspects and ensures completions of tasks of maintenance and/or custodial employees and/or contractors and/or subcontractors.
- Audits and evaluates custodial and maintenance staff and provides timely, accurate and useful feedback.
- Organizes, supervises, and schedules facilities activities, work direction, custodial services, summer cleaning, and maintenance programs including summer project work on school grounds.
- Sources, evaluates and recommends for hire vendors, contractors, and support staff to maintain the facilities and grounds in a safe and cost-effective manner.
- Maintains adequate inventory of maintenance and custodial supplies, equipment and tools.
- Resolves concerns, conflicts, and problems of the patrons ensuring that services are provided in a professional and safe manner.
- Negotiates and coordinates vendor quotes and agreements for department equipment, supplies and services.

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

RESULTS AND DATA MANAGEMENT

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

REPORTING AND COMPLIANCE

- Demonstrates availability when needed and is on call in case of emergencies that may threaten the Academy's property or equipment including transportation.
- Ensures all policies and procedures of the facility are enforced.
- Recommends, maintains and implements department administrative policies and processes.
- Keeps and submits monthly reports and database to immediate supervisor of all activities of building maintenance, custodial services, and transportation maintenance.
- Adheres to all established policies, procedures and code of ethics.
- Complies with all district, Academies, department-wide policies and daily routines and guidelines.
- Channels concerns/issues related to maintenance, facility and transportation to the Supervisor and Superintendent/HES President.

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION

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

SKILLS/EXPERIENCE:

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

EDUCATION/TRAINING:

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

PHYSICAL DEMANDS:

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Building Manager	**Department:** Building Operations
Supervisor: Director of Operations	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Responsible for managing and oversight of the functional operation of assigned building and facilities, including oversight of custodial team members, outside vendors providing services, and premises security and safety. Provides safe and efficient transportation, perform minor maintenance and repair duties, and monitor students' conduct in the hallways.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Schedules days and times to conduct regular maintenance checking to ensure all equipment is running properly.
- Helps ensure cleanliness and order of school building at all times by monitoring and evaluating interior and exterior of school campus including lunch areas, hallways, walkways, classrooms, restrooms, parking lots, waiting rooms and any other areas assigned.
- Schedules days and times to conduct regular custodial checking to ensure all areas are sanitary, clean, and free of vandalism.
- Utilizes special skills and techniques required in dealing with chemicals and waste in compliance with OSHA standards and HES and Academy policy.
- Participates in department improvement plan by sharing ideas and input to enhance services and program.
- Collaborates with the custodial team members to service students.
- Categorizes priorities and demonstrates attentiveness to work schedule.
- Demonstrates flexibility in unscheduled assignments and/or placements and understands, adopts and works towards the school mission.
- Plans and implements routine bus maintenance and inspections.
- Demonstrates understanding of the skills and techniques required for students in special programs and reports all student issues to the Principal.
- Maintains the knowledge of plumbing, electrical, upkeep of floors and roofing.
- Identifies potential issues that arise when maintaining and providing an operational and safe building, and makes recommendations for addressing potential issues.
- Assists with keeping the building clean, orderly and well kept.
- Responsible for managerial operations which can include but not limited to: ordering building supplies and addressing the needs of the building, and oversight of custodial team members.

SUPERVISION AND IMPLEMENTATION

- Monitors and promptly reports maintenance issues, graffiti, and safety hazards to supervisor.
- Oversees outside vendor building and facility maintenance and other services.
- Oversees work performed by custodial team members in the facility.
- Effectively communicates custodial and other facility operation needs to team members.
- Ensures that all classrooms have overhead projectors, TVS, and all necessary supplies such as desks, chairs, and bookcases.
- Delivers new textbooks and materials to classrooms.
- Ensures that repairs are made to damages to school furniture and dry wall and performs minor electrical and plumbing repairs.
- May at times be required to perform general maintenance duties, whether individually or in conjunction with custodial team members, such as:
    - Install pencil sharpeners in all classrooms and repairs or replaces them as needed.
    - Assist in painting the school building at the end of the school year.
    - Maintain ground services as needed, disposes trash bags and waste properly.
    - Replace HVAC filters and maintains cleanliness of roof as needed.
    - Clean the buildings and maintains it in top condition throughout the day.
    - Handle all equipment and cleaning chemicals properly in accordance with SDS/MSDS, Supervisor's directives and manufacturer's instructions.
    - Ensure that paper products, soap and air fresheners are always available and properly stocked.
    - Promptly and properly cleans unexpected spills and follows proper safety procedures to prevent hazardous situations.
    - Clean, polishes and sanitizes bathrooms on a daily basis and as scheduled.
    - Vacuum, dust and clean offices, classrooms, gymnasium, weight room and locker rooms as scheduled as needed.
    - Monitor student behavior during lunch, travel, in hallways and in the athletic program.
    - Supervise students' conduct while on board, and makes sure they are following safety procedures
    - Transport students and staff to all athletic events and field trips.
    - Inspect bus before operating, and report any problems to the Supervisor

- Maintain bus for proper cleanliness and operating condition
- Troubleshoot any minor bus problems on and off the road.
- Inspect the bus after trips and make sure students did not leave anything behind

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

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

RESULTS AND DATA MANAGEMENT

- Observes and documents certain areas in the school that are in continuous need of repair or cleaning.
- Keeps a custodial log and documents any problems/concerns that may occur and recommends solutions to the problems/concerns for review and potential approval.
- Responsible for implementation of adopted solutions to facility problems/concerns that may occur
- Observes the higher traffic areas during the day and cleans as needed.
- Ensures school vehicles are maintained and kept cleaned and ready for use
- Ensures the transport process runs safely, smoothly, and timely.
- Keeps a transportation log and document trips, bus riders and any problems/concerns

REPORTING AND COMPLIANCE

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

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies'

benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenanter may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary \Information").

SKILLS/EXPERIENCE:

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

EDUCATION/TRAINING

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

PHYSICAL DEMANDS:

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Bus Driver and Custodian	**Department:** Building Operations
Supervisor: Director of Operations	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Under the direction of the Director of Operations, provides safe and efficient transportation and performs a variety of custodial activities to maintain a clean, presentable, and orderly condition of the school building(s).

RESPONSIBILITIES:

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

SUPERVISION AND IMPLEMENTATION
- Maintains ground services as needed, disposes trash bags and waste properly.
- Replaces HVAC filters and maintains cleanliness of roof as needed.
- Ensures that paper products, soap and air fresheners are always available and properly stocked.
- Promptly and properly cleans unexpected spills and follows proper safety procedures to prevent hazardous situations.
- Cleans, polishes and sanitizes all assigned bathrooms on a daily basis and as scheduled.
- Vacuums, dusts and cleans offices, classrooms, gymnasium, weight room and locker rooms as scheduled as needed.
- Monitors student behavior during lunch, travel, in hallways and during athletic events.
- Supervises students' conduct during travel, and makes sure they are following all applicable safety procedures
- Transports students and staff to all athletic events and field trips.
- Inspects bus before operating, and report any problems to the Supervisor
- Maintains buses for proper cleanliness and operating condition
- Troubleshoots any minor bus problems on and off the road.
- Inspects the bus after trips and make sure students did not leave anything behind

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

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

REPORTING AND COMPLIANCE
- Reports and documents any building or bus maintenance problems to supervisor.

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

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism and time management skills
- Ability to understand, follow, and enforce safety procedures.

EDUCATION/TRAINING

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

PHYSICAL DEMANDS:

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Compliance Assistant	**Department:** Human Resources
Supervisor: Human Resources Compliance Manager	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Under the direction of the Director of Human Resources, acts in a high level administrative assistant capacity for the HR compliance function, including compiling and maintaining records, and reporting. May also be required to assist with talent acquisition duties, including assisting with interviews, job fairs, and compliance matters related to hiring.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Assists in developing effective methods of managing, compiling, organizing, filing, and tracking department documentation. Performs related duties as assigned by Supervisors.
- Sets clear objectives for department, participates in improvement plans by sharing ideas and input to enhance services and programs.
- Under the direction of the Supervisors, manages, interprets and updates Livescan forms and receipts, DFA documentation tracking, UPC processing, and other HR documentation as needed.
- Effectively and timely screens and manages phone calls and visitors, and promptly channels concerns to administration for solutions.
- Developing constructive and cooperative working relationships with others and maintains them over time to ensure duties are completed efficiently and in a timely manner.
- Facilitates scheduling of pre-employment activities, and communications.
- Identifies, conducts interviews, and recruits prospective candidates to fill vacant positions as may be directed by the Director of Talent Acquisition
- Under the direction of the Supervisors, orders and maintains supply inventory and stock, processes and provides follow up on purchase orders, packing slips, receipt of purchases.
- Follows up with staff to collect needed documentation and ensure compliance with HES policies including ensuring the accuracy of personnel records.

SUPERVISION AND IMPLEMENTATION

- Accurately assists contractors and service providers with the preparation of employment documentation including unprofessional conduct releases, child abuse and neglect clearances and I-9 employment verification forms to ensure compliance with federal, state, and local laws.
- Schedules Support Center Conference Room usage and coordinates event planning materials and resources needed
- Performs variety of clerical duties as assigned by Supervisors.
- Follows up with staff and contractors/vendors to collect documentation and drafts reports to ensure compliances with HES policies.
- Manages and organizes the supply room and office supplies including new hire and onboarding materials.
- Effectively communicates with stakeholders; addresses their needs to ensure satisfactory customer service including escalating situations that need action as necessary to HR Director, HES President and HES CEO.
- Coordinates and organizes CPR/FA (and BBP) sessions throughout the school year to ensure compliance.
- Guides staff, guests and other District Support Center visitors to ensure the smooth operation of the Support Center.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends all school events, meetings, seminars, workshops, and activities as directed by the Supervisors.
- Records meeting minutes supporting documentation, name tags and sign-in sheets.
- Ensures complete participation in PLOs and provides documentation of meeting where applicable.
- Provides other Department staff with training sessions as assigned by Supervisors.
- Plans personal development goals to be consistent with and supportive of job requirements and HES well-being
- Internalizes and reflects upon Supervisors directives and stakeholder feedback to improve individual performance.
- Seeks opportunities and mentoring for growth and professional development.
- Evaluates and recommends department development needs.

RESULTS AND DATA MANAGEMENT

- Creates and maintains spreadsheets, databases, presentations, and reports as assigned by Supervisor.
- Ensures accuracy of record-keeping through updating and maintaining all databases and HRIS systems, Microsoft Excel, Word and Outlook.
- Ensures efficient reference and operation of all physical and electronic documentation across all databases and HRIS systems.
- Uses data to guide decision-making and formulation of recommendations and improvements for the Department.
- Organizes and preserves paper and computer files for efficient reference and operation.
- Maintains up-to-date and accurate logs and records in Microsoft Excel and Outlook
- Manages copy machine maintenance and records, routinely examines inventory of office machines, furniture, and supplies.
- Assists the Supervisor with analyzing HR Data as to make data driven decisions related to the application of internal processes and procedures

REPORTING AND COMPLIANCE

- Reports and maintains accurate records of all complaints, actions, and issues related to the Academies to Supervisors.
- Processes of all employment documentation as may be required by District, local, state and federal authorities, and Academy Board.
- Complies with all the District, Academy and departmental policies; upholds the employment and FERPA protections of confidentiality and proper daily operations.
- Promotes a professional and positive work environment as evidenced by Supervisors' satisfaction and consistent with HES mission and Philosophy.
- Provides administrative support by implementing systems, procedures and policies, completing projects in support of Department compliance.
- Enforces adherence to requirements and advises Management on missing information and/or needed action(s).
- Takes ownership and responsibility to accomplish new and different tasks.
- Takes all necessary measures to ensure confidentiality of all staff information and HR activities.

PROFESSIONAL QUALITIES

- Provides excellent customer services, relies on positive communication with all stakeholders.
- Maintains professional appearance and demonstrates self ethically and in a manner appropriate to a public setting and HES philosophy.
- Promotes a professional and positive work environment as evidenced by Supervisors' satisfaction and consistent with HES mission and Philosophy.
- Practices time management, performs all duties reliably, efficiently and with the highest ethics and strong sense of dedication to the Academies and their Management.
- Follows organizational system for documenting and communicating student progress and/or concerns to stakeholders.
- Performs other duties as assigned. Demonstrates flexibility in unscheduled assignments, understands, adopts, and works consistently with HES mission.

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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

which a Covenanter may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary \Information").

SKILLS/EXPERIENCE:

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

EDUCATION AND TRAINING:

- Minimum of a Bachelor's degree in Business Administration, Human Resources or related field
- Minimum two years' experience or training; or equivalent combination of education and experience.

PHYSICAL DEMANDS:

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

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

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

Hamadeh Educational Services, Inc.
Job Description

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

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

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

Coordinator of Curriculum, Instruction and Title I

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

Instructional Coach

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

SUPERVISION AND IMPLEMENTATION

Coordinator of Curriculum, Instruction and Title I

- Serves as a resource to the School Improvement Committee and works with school administrators to develop, implement, and evaluate the school's Continuous Improvement Plan.
- Observes, provides guidance and supervision of assigned colleagues, and participates in the formal evaluation process.
- Coordinates communication and planning among all learning communities in all subject areas within the department.
- Provides continual feedback to teachers, based on classroom observations and teaching practices/techniques.
- Leads the process of developing or reviewing the grades'/subject's scope and sequence of the curriculum, according to the Core Curriculum, Concepts and State of Michigan Guidelines (Grade Level Content Expectations, Content Expectations).

- Ensures that essential agreements are formulated for assessment, teaching, and learning language.
- Assists in the recruitment and interviewing of qualified personnel as may be needed.
- Assists in the administration of Title I budget in compliance with federal, state and local guideline
- Supervises students during passing time, lunch, recess, arrival and dismissal if needed.
- Demonstrates leadership qualities, setting personal example at high standards in all regards.

Instructional Coach

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

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

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

RESULTS AND DATA MANAGEMENT

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

REPORTING AND COMPLIANCE

Coordinator of Curriculum, Instruction and Title I

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

Instructional Coach

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

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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

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

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

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

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

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

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

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

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Hamadeh Educational Services, Inc.
Job Description

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

BASIC FUNCTION:
Manages and oversees all aspects of the Food Services Program at the school in a manner that is efficient and in line with the District's guidelines, procedures and nutrition policies.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS
- Prepares and plans school–meal menus to meet the USDA nutritional requirements.
- Plans and oversees preparation and cooking of meals following established protocols and guidelines.
- Adheres to sanitation and safety procedures as stated in the Michigan Food Code, HACCP guidelines and all standard food preparation and kitchen operations procedures.
- Plans and prepares alternative menus for kids with special needs, in accordance to their medical care provider's recommendations and in collaboration with the parents.
- Places orders for all necessary food services supplies and products.
- Coordinates all school functions involving food service with the school Principal and Director of Operations.
- Handles Free and Reduced Lunch applications, MOR cooperative, prepares food service bids and oversees Request for Proposal (RFP) process as may be needed.
- Maintains an organized food service calendar.
- Participates in department improvement plan by sharing ideas and input to enhance service and programs.
- Plan work schedules to accommodate menu items and meet preparation time requirements.

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

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

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

REPORTING AND COMPLIANCE
- Ensures quality meals are served to all students while overseeing all aspects of the food service operations.
- Fills out and files all paperwork concerning lunch program including daily production records, monthly reports, and yearly reports due to MDE, CNAP, MEIS in a timely manner per specifications.

- Prepares year end reports, monthly-internal reporting, on-site reviews, snack reviews, and free-reduced meals applications in a timely manner per specifications.

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

PROFESSIONAL QUALITIES

- Maintains files in an organized and accessible manner by updating information, purging files on a regular basis and creating new filing systems as needed.
- Establishes and maintains good customer service and positive communication with administration, staff, students, parents and community.
- Performs all duties with quality, efficiency and dedication to the Academy and its management.
- Performs other duties as may be assigned by the Principal, Director of Operations, HES President, CEO or their designee.
- Keeps the Principal, Director of Operations and HES President and CEO informed of issues and concerns.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts
- Participates in school committees that contribute to a positive learning environment.

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

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

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

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

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism and time management skills
- Knowledge of Food Service Program requirements and experienced leadership Skills

EDUCATION/TRAINING:

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

PHYSICAL DEMANDS:
The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The employee is required to perform the functions by sitting, standing and/or walking for extended periods of time. The position requires physical exertion to manually move, lift, carry, pull, or push objects up to 35 pounds in addition to stooping, bending, and reaching.

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

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Rev. July 2022

Hamadeh Educational Services, Inc.
Job Description

Job Title: Coordinator of Governance & Marketing Services	**Department:** Non-Instructional Support Staff
Supervisor: HES President	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Provides high-level executive support to the HES President, including managing complex tasks and exercising discretion and independent judgment to complete various projects and initiatives.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Manages the day-to-day business activities of the Superintendent/HES President and demonstrates the ability to handle confidential information.
- Provide administrative support from time to time to the Founder and Chairman Emeritus Executive as may be needed and continue to share Board minutes, compliance reports, and marketing communication for review and feedback in the interest of the smooth transitioning of the Founder's responsibilities to the new leadership/supervisor(s).
- Prioritizes and handles internal and external correspondence including screening incoming contacts in the most professional manner.
- Acts as a lead in developing and implementing school-wide and department specific policies and procedures including process improvement and lean thinking consistent with HES and the Academies mission and vision, guidelines and requirements.
- Manages the initiation and accurate and timely completion of Board of Education meeting minutes including adhering to compliance with Local, State, Federal, Authorizers and District regulations and guidelines.
- Manages the development and processing of all marketing and branding strategic plan and materials including collaborating with all departments to initiative cost savings and eliminating duplication of efforts.

SUPERVISION AND IMPLEMENTATION

- Manages and oversees The American Educational Foundation (AEF) Scholarship Program, its development, processing, and procedures to enhance the program's operation.
- Compiles and organizes reports and materials for both external and internal compliance and reporting purposes.
- Supervises the development of school publications and marketing materials, including but not limited to student-parent handbook, school newsletters, enrollment and employment brochures and fliers, student transcripts and fundraising forms in alignment with HES and Academy specifications.
- Responsible for the development and maintenance of the annual Academy calendar, ensuring compliance with the Authorizers, MDE, Academies and HES' requirements and guidelines.

PROFESSIONAL LEARNING OPPORTUNITIES

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

RESULTS AND DATA MANAGEMENT

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

REPORTING AND COMPLIANCE

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

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

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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SKILLS/EXPERIENCE:

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

EDUCATION AND TRAINING:

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

PHYSICAL DEMANDS:

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

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

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Hamadeh Educational Services, Inc.
Job Description

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

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

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS
- Assists and recommends changes and improvements to enhance the Special Needs Programs.
- Assists in the implementation of proactive, individualized instruction and services to accelerate the students' comprehension and to aid students in acquiring lacking skills.
- Integrates assistive technology as may be necessary per the students IEP's and provides staff with the most effective strategies and approaches to comply with the individualized IEP's goals and objectives.
- Collaborates with core subject teams, coaches, leaders, teachers, and the ACP program staff to implement best practices for effective instruction.
- Assists with student schedules and attends IEP meetings and Parent-Teacher Conferences for the department.
- Provides support to ensure timely IEP updates, and compliance with IDEA and other State and Federal requirements.
- Recommends requisitions and keeps inventory of supplies and equipment for the Special Education Department.
- Develop and implement monthly reporting system for special education that includes regular updates on annual benchmarks, testing and compliance goals, opening and closing classes, program development, roster forecasting and compliance issues

SUPERVISION AND IMPLEMENTATION
- Reviews and provides coaching with lesson plans, daily activities on an ongoing basis as may be needed for effective special needs services.
- Assists and provides support in Special Education scheduling for compliance, effectiveness, and accountability.
- Assists in making recommendations for materials and resources to the Special Education staff as may be needed.
- Coaches the staff in effectively addressing students' discipline and the implementation of the classroom and school discipline policies related to the department.
- Conducts walkthroughs and observations for effective coaching of staff, open communication, and effective instruction in the best interests of students.
- Train all members of site special education identification and evaluation teams on effective instructional strategies and team management and monitor team progress.
- Work with all site administrators and School Improvement teams to create, implement and maintain effective special education programs.
- Plan, coordinate and implement mentoring and support program for all special education personnel to meet expectations.
- Provide leadership for training of all special education personnel on legal mandates, effective IEP preparation and effective instructional programs and /or strategies.
- Create, implement and monitor a districtwide system to ensure timely and accurate completion and logging of IEPs into computerized databases.

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

RESULTS AND DATA MANAGEMENT
- Assists in making data-informed improvements by analyzing standardized and departmental test results
- Assists in the coordination of an effective Special Education Program as evidenced by the various summative and formative assessment data.

- Coordinates and implements an effective incentive program based on student data and results to celebrate successes.
- Documents all academic activities and re-evaluates their effectiveness.
- Maintain, collect and report all data required by the Michigan Department of Education of the critical elements mandated of every school district special programs department.

REPORTING AND COMPLIANCE

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

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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APPROVALS:

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

CONFIDENTIALITY OF INFORMATION:

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

SKILLS/EXPERIENCE:

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

EDUCATION/TRAINING:

- Minimum of Master's degree in Special Education or related field or an equivalent combination of education and experience.
- Must have School Administration Certification or be enrolled in an accredited program in which a School Administrator Certification will be attained within 3 years

- Thorough knowledge of Michigan Core Curriculum and special needs program.
- A minimum of three years teaching experience in an educational setting.
- Must comply with all applicable laws related to the Administrator's certificate as may be required by MDE.
- Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

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

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

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

Hamadeh Educational Services, Inc.
Job Description

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

BASIC FUNCTION:

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

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

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

SUPERVISION AND IMPLEMENTATION

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

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

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

RESULTS AND DATA MANAGEMENT

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

REPORTING AND COMPLIANCE

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

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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

SKILLS/EXPERIENCE:

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

EDUCATION/TRAINING:

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

PHYSICAL DEMANDS:

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Counselor Advocate	**Department:** Counseling
Supervisor: Principal	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:

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

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

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

SUPERVISION AND IMPLEMENTATION

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

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

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

RESULTS AND DATA MANAGEMENT

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

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

REPORTING AND COMPLIANCE

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

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

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SKILLS/EXPERIENCE:

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

EDUCATION/TRAINING:

Bachelor's Degree in School Counseling, or related field; Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable

PHYSICAL DEMANDS:

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Custodian & Lunch Aide	**Department:** Building Operations/ Food Services
Supervisor: Director of Operations	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Under the direction of the Director of Operations:

- performs a variety of custodial and maintenance activities to maintain a clean, presentable, and orderly condition of the school building(s).
- assists in preparing and serving meals to staff and students, as well as maintaining a safe a clean working area.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

Custodian

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

Lunch Aide

- Adheres to sanitation and safety procedures as stated in the Michigan Food Code, HACCP guidelines and all standard food preparation and kitchen operations procedures and directs students and staff to remain in compliance with the mandated rules and regulations.
- Assists in preparation of meals, including but not limited to washing, cutting, peeling vegetables; cleaning, cutting and preparing meats, seafood and poultry; stirring and straining soups and sauces. Carrying pans, kettles, and trays of food to and from workstations.
- Assembles food, dishes, utensils, and supplies needed for timely meal preparations and ensures equipment is kept clean, maintained, and used properly and safely.
- Assists in coordinating all the Academy's functions involving food services with the Supervisor and the Principal.

SUPERVISION AND IMPLEMENTATION

Custodian

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

Lunch Aide

- Follows standardized recipes.
- Assists with preparation of meals following established protocols and keeps work area clean and safe.
- Operates kitchen equipment in a proper manner to assure safety as well as to avoid damage to the equipment.
- Cleans kitchen, service line, and cafeteria area (wiping down tables, chairs, removing garbage, trays, etc.)
- Washes dishes, pots, pans, and utensils using approved sanitation methods.

- Returns all items to their proper storage site
- Completes routine maintenance of kitchen and equipment, including weekly deep cleaning.
- Serves staff and students on the service line in a professional and timely manner, while following portion control guidelines.

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

RESULTS AND DATA MANAGEMENT

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

Lunch Aide
- Measures and reads measuring devices when following recipes and prepares meals following established protocols.
- Runs cash register on the service line if cashier is absent
- Assists in PowerSchool data count.
- Assists in filing all necessary paperwork.
- Ensures cleanliness of cafeteria before and after meals.
- Ensures food is distributed efficiently and properly.

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

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

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

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

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

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

EDUCATION/TRAINING
- High School Diploma or GED preferred
- At least 1 year of work experience
- Knowledge of Sanitation and Safety issues (Training sessions will be provided)

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job.
Ability to lift 75 pounds, climb to high and difficult places and work at those places. Repetitive motion with wrists, hands and fingers; frequent bending, carrying, hearing, lifting and stooping; occasional climbing and crawling
Occasionally use of special clothing and protective devices. Walking and standing for extended periods of time and working outside in all types of weather.

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

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Hamadeh Educational Services, Inc.
Job Description

Job Title: Custodian	**Department:** Building Operations
Supervisor: Director of Operations	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Under the direction of the Director of Operations, performs a variety of custodial and maintenance activities to maintain a clean, presentable, and orderly condition of the school building(s).

RESPONSIBILITIES:

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

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

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

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

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

PROFESSIONAL QUALITIES
- Provides excellent customer service and imparts positive communication with all stakeholders Establishes and maintains positive interpersonal relationships with all children, parents/guardians and fellow staff.
- Performs all duties with dedication to the Academy and its Management.
- Performs other duties as assigned by Supervisor, Principal or HES President or her/his designee.
- Attends to assignments punctually and considers the impact of his/her attendance on student achievement.

- Communicates effectively and positively with staff, students and parents as needed.
- Follows an organizational system for documenting and communicating progress and concerns with stakeholders.

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

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

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

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

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

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

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. Ability to lift 75 pounds, climb to high and difficult places and work at those places. Repetitive motion with wrists, hands and fingers; frequent bending, carrying, hearing, lifting and stooping; occasional climbing and crawling
Occasionally use of special clothing and protective devices. Walking and standing for extended periods of time and working outside in all types of weather.

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Dean of Student Affairs and Family Engagement Liaison	**Department:** Non-Instructional Administration
Supervisor: Principal	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Assists the Principal in managing all Student affairs related matters by providing for school-wide leadership in accordance with the stated mission and goals of the Academy and serves as a Liaison with students, parents, teachers to successfully address issues of concerns or areas in need of improvement and implementing strategic methods for obtaining student improvement.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVMENTS

Dean of Student Affairs

- Coordinates the development of effective discipline techniques and strategies for teachers to use in the classroom.
- Effectively develops and recommends ongoing list of community resources that are needed and useful to students and parents.
- Recommends changes to the department and procedures as needed to ensure achievement of goals and objectives.
- Collaborates with Social Worker and teachers to identify areas of needs in discipline and develop strategies for improvement.
- Coordinates the school-wide safety program and the crisis assessment and intervention team
- Assists in coordination of staff and student mentoring program.
- Prepares the necessary classroom and hallway postings for fire exits and safety prevention.
- Prepares fire, tornado, and lockdown drill schedule and oversees its implementation
- Schedules busing and field trip as may be directed by the Principal.

Family Engagement Liaison

- Effectively assists in the formulation and implementation of policies and procedures related to parental involvement activities.
- Coordinates the parent/family involvement and helps evaluate effectiveness through surveys, documentation of activities held, attendance sheets, etc.
- Organizes, advertises and facilitates parent meetings/events.

SUPERVISION AND IMPLEMENTATION

Dean of Student Affairs

- Supervises student discipline and oversees the implementation of the classroom and the Academy's discipline to support teachers and promote a positive learning environment
- Assists teachers in providing and promoting positive learning environment that motivates students to be active learners.
- Coordinates and properly manages the student uniform distribution and locker assignments.
- Provides students with counseling, guidance and proper supervision as needed.
- Assists in the effective monitoring the daily operation of all classrooms, subjects, and hourly attendance.
- Consults with all departments on use of equipment, fire prevention and safety program.
- Supervises students during lunch, recess, school events, safety drills, assemblies, arrival, dismissal and after-school events.

Family Engagement Liaison

- Monitors outside/community resources and programs and evaluates their effectiveness on student and parental involvement.
- Evaluates current program guidelines that are in effect to reach optimal quality and efficiency.
- Monitors the effectiveness of parental surveys, PD's, activities and communications.
- Effectively interprets and implements the rules, State and Federal regulations, and policies of the Board of Education, as they relate to assigned areas of responsibility.
- Tracks and records stakeholders' suggestions for new program and activities for possible future implementation.
- Coordinates the development of and implementation of student safety patrol, student government, and alumni programs if applicable

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends staff meetings and seminars or conferences in areas related to job responsibilities as needed.
- Assists in coordinating and conducting staff meetings related to student affairs
- Provides staff with classroom management, and behavior management workshops
- Provides staff with www.disclipinehelp.com, Core Values, and ISAFE workshops.
- Assists in staff training and development programs and schedule
- Coordinates the school discipline committee. Recommends programs and activities to improve the school discipline, safety and health of students.

RESULTS AND DATA MANAGEMENT

Dean of Student Affairs

- Tracks hourly and daily students' attendance by printing Absentee Reports periodically and following up on cases where students are suspected of cutting classes and/or excessive absenteeism.
- Tracks and monitors suspensions, time spent in the Reflection Room, as well as all other disciplinary actions.
- Encourages students referred for disciplinary actions to create an action plan and oversees its implementation. Continuously evaluates and makes recommendations to assessments and surveys.

Family Engagement Liaison

- Works closely with all parties involved in students' affairs by constantly monitoring, evaluating and discussing progress/needs.
- Observes, records, and recommends programs/activities to parents for improving student achievement and behavior.
- Uses Data to guide decision-making, analyzes data and issues reports monthly to evaluate progress and recommends programs for improvements.

REPORTING AND COMPLIANCE

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

PROFESSIONAL QUALITIES

- Organizes and files all disciplinary referrals, suspension notices, and negotiation forms on a routine basis.
- Attends and assists in coordinating and directing school activities as may be directed by the Principal, such as Parent-Teacher Conferences, open houses, orientations, PTC meetings, athletic meetings, events, etc.
- Maintains the privacy of students and their families by keeping all cases confidential and sharing with concerned parties only.
- Maintains open communication between parents, teachers and administrators, and promptly inform parents of any concerns and/or situations involving their children.
- Backs up the Principal during her/his absence and/or as needed.
- Performs all duties with quality, efficiency, with the highest ethics, and loyalty to the School and its Management.
- Performs other duties as may be assigned by the Principal or designee.

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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

SKILLS/EXPERIENCE:

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

EDUCATION / TRAINING:

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

PHYSICAL DEMANDS:

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

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

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

Hamadeh Educational Services, Inc.
Job Description

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

BASIC FUNCTION:
Under the direction of the Chief Executive Officer oversees the operations of the Accounting Department and ensures compliance with all applicable codes, rules and regulations.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPOVEMENTS
- Plans and organizes the accounting services department work load, including but not limited to budget control records, proper receipt and disbursement of funds, cafeteria accounting, pupil attendance, special projects, internal auditing, and other fiscal activities.
- Compiles accounting information and periodic financial reports.
- Prepares journal entries and reconcile general ledger.
- Conducts internal audits and maintenance of various balance sheet accounts.
- Oversees the month end closing entries and account analysis.
- Prepares financial reports and documents needed for reporting, compliance and updates.
- Plans, organizes, and coordinates a variety of technical business, accounting, and financial functions.
- Prepares and reviews annual Budgets and Budget Amendments as required by the Supervisor and the Board of Directors.
- Plans and implements automated systems for maintaining inventory and purchase orders using MIP modules.

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

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

RESULTS AND DATA MANAGEMENT
- Maintains records of expenditures and income, fund balances, reserves and appropriations.
- Compiles data needed to prepare regular reports concerning district financial conditions.
- Oversees the preparation of journal vouchers and entries and makes adjustments and closing entries.
- Prepares, plans, and supervises activities related to year-end closing and processes bank deposits and reconcile bank accounts and balance sheets with schools' accounting system.
- Prepares general journal adjustments and accruals all in MIP, reviews trial balance in order to prepare monthly Financial Statements.

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

PROFESSIONAL QUALITIES
- Follows an organizational system for documenting and communicating all Accounting issues and concerns with Supervisor.

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

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

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

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

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

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

Hamadeh Educational Services, Inc.
Job Description

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

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

RESPONSIBILITIES:

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

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

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

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

REPORTING AND COMPLIANCE
- Ensures quality meals are served to all students while overseeing all aspects of the food service operations.
- Completes and submits all reports concerning lunch program including daily production records, monthly reports, and yearly reports due to MDE, CNAP, MEIS in a timely manner per specifications.
- Prepares year end reports, monthly-internal reporting, on-site reviews, snack reviews, and free-reduced meals applications in a timely manner per specifications.
- Complies with HES, Academy, department, district, State and local policies and guidelines concerning health and safety on daily routines.

- Manages all aspects of Food Service Program in compliance with MDE requirements and regulations.

- Maintains compliance with audit reports and funding reimbursement requirements.
- Collects and reports all lunch money per school and HES money handling policy.
- Adheres to all established policies, procedures and code of ethics.

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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APPROVALS:

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EXCLUSIONS:

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CONFIDENTIALITY OF INFORMATION:

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SKILLS/EXPERIENCE:

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

EDUCATION/TRAINING:

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

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Requires prolonged standing; physical exertion to manually move, lift, carry, pull or push heavy objects or materials up to 35 pounds at a time; stooping, bending and reaching; daily repetitive motion with hands and arms in food preparation and serving. Requires regular crouching occurs to retrieve items from lower shelves; regular reaching occurs to retrieve utensils and food items from storage shelves. Must be able to work in a noisy environment and must be able to work in and around fumes and odors.

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Director of Human Resources (DHR)	**Department:** Administration
Supervisor: HES Chief Executive Officer (CEO)	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Under the direction of the HES CEO or his delegate HES President oversees and provides the leadership, management necessary to ensure that the company has the proper operational controls, administrative and reporting procedures and people systems in place to effectively grow the organization and to ensure financial strength and operating efficiency.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

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

SUPERVISION AND IMPLEMENTATION

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

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

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

RESULTS AND DATA MANAGEMENT

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

REPORTING AND COMPLIANCE

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

PROFESSIONAL QUALITIES

- Coaches and mentors support center staff to ensure their performance is up to expectations and receiving applicable professional development and constructive feedback.
- Performs all duties with quality, efficiency, and dedication to HES and its Academies
- Demonstrates professionalism and work ethics in handling confidential information and managing conflicts.
- Performs other duties as may be assigned by the HES CEO or his delegate (HES President)
- Represents the best possible impression of the organization when interacting with the community and stakeholders.

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION

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

SKILLS/EXPERIENCE:

Oral Communication Skills, Written Communication Skills, Diplomacy, Filing, Math Aptitude, Organization, Planning, Professionalism, Reading Skills, Time Management, Computer Literacy

EDUCATION/TRAINING:

- Minimum a Master's degree in Business Administration, Finance, Public Administration, Human Resources or a related field or an equivalent combination of education and experience.
- A minimum of five to seven years professional experience in Human Resources, Business Administration, and/or Executive Management
- An PHR/SPHR or SHRM-CP/SHRM-CP certification is preferred
- Proficiency in the Arabic Language is preferred
- Must comply with all applicable laws related to Human Resource and Accounting Standards
- Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

PHYSICAL DEMANDS:

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Director of Operations	**Department:** Building Operations
Supervisor: Chief Executive Officer (CEO)	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Under the direction of the CEO, leads and oversees all aspects of buildings and operations management to ensure smooth operations and optimal efficiency and productivity across the organization in compliance with local, State and Federal guidelines and regulations.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS
- Working in partnership with supervisor(s) creates the strategic five-year plan for the department and implements new processes and approaches to achieve it.
- Oversees all matters related to buildings and facilities including but not limited to construction, renovation, maintenance, safety, custodial services, and transportation.
- Oversees the operations of the food service programs across the academies to ensure optimal operations and ongoing compliance with all applicable rules and regulations.
- Identifies ongoing and potential areas of improvement; researches, recommends and implements solutions.
- Advises supervisor(s) and Academy Principals on all matters related to building operations.

SUPERVISION AND IMPLEMENTATION
- Provides day-to-day leadership for all building operations matters including but not limited to safety, maintenance, compliance, custodial services, and transportation.
- Establishes departmental responsibilities and coordinates functions and schedules among different sites.
- Optimizes workflows by setting guidelines and processes, and by ensuring that daily schedules are established and adhered to.
- Recruits, screens, evaluates, and recommend for hire vendors, contractors, and support staff to maintain the facilities and grounds in a safe and cost effective manner.
- Oversees and monitors the building department budget to ensure compliance with all applicable fiscal guidelines and regulations.
- In collaboration with the accounting department, ensures that bids are periodically solicited for food services, building management, and other necessary purchases consistent with the Academies Board policies and the public bidding process and makes recommendations to Supervisor.
- Supervises the planning and construction of additions or remodeling of existing facilities.
- Negotiates and coordinates contracts and agreements for building support services.

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

RESULTS AND DATA MANAGEMENT
- Maintains all required records and documentation including but not limited to expenditures and purchases, repair and maintenance reports, Requests for Proposals (RFPs), inspection reports, and vendor records.
- Uses data to guide in decision makings, and to ensure that the department is achieving specified targets.
- Provides timely, accurate and complete reports on the operating condition of the company.
- Continuously reviews and improves department processes to ensure compliance, effectiveness and efficiency.
- Plans, develops and oversees department budget, inventory and purchases, and current future project objectives are aligned within the established budget.

REPORTING AND COMPLIANCE
- Complies with all HES and District, school, department-wide policies, daily routines, authorizers, and State and Federal guidelines.
- Keeps and submits monthly reports and database to immediate supervisor of all activities of building maintenance, custodial services, and transportation maintenance.
- Adheres to all established policies, procedures and code of ethics.
- Complies with all district, Academies, department-wide policies and daily routines and guidelines.
- Channels concerns/issues related to building operations to the Supervisor.

PROFESSIONAL QUALITIES
- Follows an organizational system for documenting and communicating progress and concerns.
- Performs all duties with quality, efficiency, and dedication to HES and its Academies

- Demonstrates professionalism and work ethics in handling confidential information and managing conflicts.
- Performs other duties as may be assigned by the Supervisor.
- Represents the best possible impression of the organization when interacting with the community and stakeholders.

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

APPROVALS:
All activities requiring supervisor's review must be pre-approved by the immediate supervisor before their final implementation as may be consistent with the policies in the OPM Manual and policies or as may be delegated by the HES President or CEO in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or CEO and may need to be presented to the Academy Board for final approval.

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

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

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

EDUCATION/TRAINING:
- Minimum of a High School Degree and two years college or Associates degree.
- Minimum of five years of experience in management and operations.
- Knowledge and ability to read and interpret blue prints.
- Knowledge of the building trades and applicable functions, State and Local building codes, policies and requirements.
- Must comply with all applicable laws related to building and transportation codes and regulations
- Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

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

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

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

Hamadeh Educational Services, Inc.
Job Description

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

BASIC FUNCTION:

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

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS:

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

IMPLEMENTATION OF SUPPLEMENTAL COACHING AND MENTORING:

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

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs):

- Advises Academies', as may be needed, on the development of the MICIP.
- Trains Academies' instructional staff in the areas of needs based on identified areas of improvement.
- Plans and attends research-based and best practice professional developments (PDs) for the professional refinement in developing own performance effectiveness in the areas of responsibilities.
- Participates in meetings of the instructional staff, as are necessary, to support the implementation of the supplemental mentoring program, and the areas of responsibilities.
- Reviews research that pertains to the best practices and changes in legislation and keeps the supervisor abreast of the new changes and requirements and makes recommendations to ensure compliance with the changes in the areas of responsibilities.

RESULTS AND DATA MANAGEMENT:

- Evaluates staff mentoring and coaching programs and reports findings to the HES President.
- Recommends areas for improvement as applicable to meet the Academies' goals as defined in the MICIP.
- Reviews the local and state student assessment program for the academies and recommends programs and strategies designed to enhance instruction delivery methods in order to improve student performance.
- Analyzes instructional and non-instructional staff evaluation results and recommends improvements to Academies' leaders to enhance the professional performance of their staff.

REPORTING AND COMPLIANCE:

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

PROFESSIONAL QUALITIES:

- Demonstrates professionalism in work ethics, handling confidential information, and managing conflicts.

- Promotes objective and professional approach to data-driven decision-making.
- Plans, prepares and keeps pertinent documentation of necessary and relevant communications as may be needed.
- Performs all duties with quality, efficiency and dedication to the Schools and HES.
- Performs other duties as may be assigned by the HES President or designee.

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

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

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

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

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

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

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: District Coordinator of Curriculum Improvement and Instructional Coach	**Department:** Instructional Administration
Supervisor: Superintendent of Schools	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:

The District Coordinator of Curriculum Improvement and Instructional Coach (DCC) is responsible for improving the academic experience and outcomes of all students within our Academies. Through observation and feedback, the DCC will support teaching teams and site administrators to ensure that high-quality instruction is taking place with fidelity. The DCC provides coaching to teaching teams, visits classrooms when children are present, and makes sure that grant expectations, are met around the learning environment, daily routine, adult-child interactions, and partnerships with families. The DCC provided for proper instruction and supervision of students and staff in accordance with the stated mission and goals of the Academy; supervises the Curriculum Alignment Committee; in the development of standards-based curriculum and assessment opportunities, research-based instructional methods, aligning of materials and resources to curriculum outcomes.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENT

District Coordinator of Curriculum Improvement

- Collaborates with colleagues to construct benchmark lessons and to plan and manage the development of standards-based curriculum, instruction, assessment plans, and strategies.
- Ensures that all textbooks are used effectively to meet curriculum goals and coordinates and/or supervises the creation/updating of themes/units within the department.
- Assists in the coordination and in development of a Department Improvement Plan with clearly stated goals and objectives.
- Works collaboratively with others on curriculum and instructional planning, department planning, and will utilize and implement feedback from supervisor.
- Collaborate with the Principal, the administrative team and the professional staff in the design and implementation of Strategic Improvement Plans for the Academy.
- Develops components of a school district's teaching plans which include curriculum-related plans, technological plans, mentoring plans and equity plans.
- Oversees state testing programs and analyzes the results of these tests.
- Aligns curriculum with the core standards of the state in which he or she works.
- Provides constant and ongoing evaluations of teaching standards including annual updates and revisions.
- Investigates and gathers resources that aid in the implementation of teaching plans.
- Ensures that all curricula comply with Every Students Succeeds Act, Gifted and Talented legislation and remedial learning legislation; identifies students who may be impacted by these programs.

Instructional Coach

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

SUPERVISION AND IMPLEMENTATION

District Coordinator of Curriculum Improvement

- Observes, provides guidance and supervision of assigned colleagues, and participates in the formal evaluation process.
- Coordinates communication and planning among all learning communities in all subject areas within the department.
- Provides continual feedback to teachers, based on classroom observations and teaching practices/techniques.

Instructional Coach

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

- Demonstrates leadership qualities by setting a personal example at high standards in all regards.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Participates in and provides professional learning opportunities focused on data analysis that will enhance student achievement through improved lesson planning, curriculum alignment, implementation, and student assessment.
- Provides staff with ongoing classroom observations, walkthroughs and evaluations and ensure a dependable environment for students' well-being.
- Supports the teachers responsible for, and the students involved in, the, and assists teams or individuals in developing units of inquiry.
- Participates in the SIP activities consistent with the SIP and the Academy's mission and guidelines.
- Attends and consistently contributes to the success of staff meetings, professional development sessions and action items.
- Follows feedback from supervisor and school leaders based on professional methods consistent with the SIP, Academy's mission, best practices and Michigan expectation.
- Sets and reaches own goals for self-improvement consistent with the job requirements and/or school needs.

RESULTS AND DATA MANAGEMENT

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

REPORTING AND COMPLIANCE

- Develops presentations for supervisor on results for evaluation and reporting purposes.
- Keeps the supervisor informed of main issues and concerns in areas of responsibility.
- Complies with all district, Academy, and department-wide policies and follows established rules/guidelines.
- Creates and maintains an accurate and organized system for documenting and communicating school and subject expectations and teacher evaluations.
- Accurately completes and submits in a timely manner all required reports per specifications.

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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

SKILLS/EXPERIENCE:

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

EDUCATION/TRAINING:

- Minimum of a Master's degree in education or related field or an equivalent combination of education and experience.
- Thorough knowledge of Michigan Core.
- A minimum of three years professional experience in an educational setting.
- Must have School Administration Certification or be enrolled in an accredited program in which a School Administrator Certification will be attained within 3 years

PHYSICAL DEMANDS:

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

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

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Hamadeh Educational Services, Inc.
Job Description

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

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

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

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

SUPERVISION AND IMPLEMENTATION

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

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

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

RESULTS AND DATA MANAGEMENT

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

REPORTING AND COMPLIANCE

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

PROFESSIONAL QUALITIES

- Translates communication to disseminate necessary information to parents and community in the Arabic Language.
- Provides community support and student services for the department to enhance student learning and parental participation.
- Establishes and maintains positive interpersonal relationships with students, parents/guardians, and fellow staff.

- Demonstrates flexibility and availability when needed
- Performs all duties with quality, efficiency and dedication to the Academy and its Management
- Performs other duties as may be deemed necessary by the Principal and HES President.

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

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

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

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

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

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

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: District Director of Athletic Program	**Department:** Non-Instructional Administration
Supervisor: Principal and Superintendent	**Employer:** Hamadeh Educational Services (HES)

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

RESPONSIBILITIES:

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

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

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

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

REPORTING AND COMPLIANCE
- Formulates and oversees general safety policies and procedures to be followed in the Academies in compliance with local, State, and Federal Occupational Safety and Health Administration (OSHA) rules and regulations
- Electronically inputs data, records, and reports disciplinary referrals and infraction slips.
- Keeps the Principal and HES President informed and timely submits to the HES Vice President and Support Center accident reports required by regulatory agencies.

- Participates in the investigation and recording of accidents and injuries on Academies' premises.
- Adheres to all established policies, procedures and code of ethics.

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

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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

SKILLS/EXPERIENCE:

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

EDUCATION/ TRAINING:

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

PHYSICAL DEMANDS:

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: District Pupil Accountant	**Department:** Student Services
Supervisor: Superintendent of Schools	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
The District Pupil Accounting is responsible for the oversight of pupil membership accounting for purposes of state funding, coordination of student enrollment services available across the district, and supervision and training of such information to building-level administrative assistants.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Provides leadership for the pupil accounting functions across the district, including data management, records maintenance, reporting, and audits.
- Provides guidance and support to building-level student enrollment and data management processes into the student information system (SIS).
- Develops and maintains expertise in reporting requirements and policies for pupil membership.
- Facilitates and coordinates compilation and submission of district pupil accounting reports and any cyclical audits.
- Supervises student record data entry into SIS.
- Establishes, supervises and implements student record data maintenance coding in accordance with state regulations and local district policies.
- Serves as liaison between the district and the Intermediate School District for pupil accounting reporting, including special education membership records, and auditing purposes.
- Maintains shared-time (partner programs) student information to meet funding, attendance, grade reporting, and transportation requirements.
- Provides pupil accounting expertise during exploration and implementation of student services offered by the district.
- Works in conjunction with other department supervisors to develop, implement, and monitor training opportunities for building-level administrative assistants.
- Supervises the pupil accounting work of the elementary administrative assistants during the summer months to ensure work is completed consistent with district expectations.
- Generates preliminary enrollment projections for district resource allocation.
- Monitors homebound and home based services between schools, teachers and families.
- Attends and participates in pupil accounting training and seminars.
- Takes initiative to recommend changes to improve efficiency and to increase the use of technology.
- Provides general district information as requested.
- Performs other duties as assigned.

SUPERVISION AND IMPLEMENTATION

- Provides assistance to teachers, staff and parents in the enrollment process where applicable.
- Provides a comprehensive diagnostic evaluations and reports needed for audits to State and ISD in conjunction with pupil accountants.
- Shares data and data interpretation with proper staff and administration to ensure each student has equity and access.
- Collaborates with staff and administration to identify and acts on problems and situations with parents.
- Collaborates with special education team to determine the eligibility of special educational programs.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Provides guidance regarding the reporting of schools of choice and open enrollment.
- Attends meetings, activities and training sessions as may be needed and effectively implements new strategies within pupil accounting.
- Ensures timely and complete participation in and documentation of Professional Learning Opportunities where applicable.
- Coordinates and develops resources within and outside of the school system that are beneficial to students, their families, and school personnel.
- Plans and reaches own goals for self-improvement consistent with the job requirements and/or the Academy's needs.
- Plans, provides or facilitates appropriate pupil training consistent with Academy and ISD regulations.

RESULTS AND DATA MANAGEMENT

- Uses data to effectively impact decision-making, goal setting and planning in the best interest of students and the Academy.
- Utilizes appropriate resources and information to resolve concerns within SIS and enrollment in a consistent and timely manner.
- Consistently updates, tracks, and analyzes data to inform progress of student enrollment across the district and maintains a consistent communication trail with building principals and pupil accountants on enrollment numbers.

REPORTING AND COMPLIANCE

- Adheres to all established policies, procedures and code of ethics.
- Coordinates all meetings with students, teachers, and parents to keep them update on student progress and record keeping.
- Documents and provides reports to the immediate supervisor of appropriate records, service logs, schedules, and other documentations as needed for management, planning and reporting.
- Complies with all the district, Academy and department-wide policies and daily routines and guidelines.
- Collaborates with the administration and uses referral sources as needed in dealing with situations pertinent to external agencies.

PROFESSIONAL QUALITIES

- Maintains good customer service and positive communication with administration, staff, students, parents and community.
- Demonstrates professionalism in work ethics, handling confidential information, and conflict management.
- Follows an organizational system for documenting and communicating student progress and concerns with stakeholders.
- Performs all duties with quality, efficiency and dedication to the Academy and its Management.
- Performs other duties as may be assigned in writing by the Principal.

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills; Experience in individual, group and family therapy with adolescents; Experience working in k-12 school setting

EDUCATION/ TRAINING

- Master's Degree in counseling with a certified license for counseling in the State of Michigan
- Expert knowledge of function-based intervention planning for developing behavior change strategies that focuses on reducing problem behavior and increasing more appropriate behavior. Must comply with all applicable laws related to the Administrator's certificate.
- Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable

PHYSICAL DEMANDS:

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

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

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

Hamadeh Educational Services, Inc.
Job Description

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

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

RESPONSIBILITIES:

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

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

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

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

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

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION

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

SKILLS/EXPERIENCE:

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

EDUCATION/TRAINING:

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

PHYSICAL DEMANDS:

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

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

Hamadeh Educational Services, Inc. is an equal opportunity employer

Hamadeh Educational Services, Inc.
Job Description

Job Title: Early Childhood Specialist	**Department:** School Administration
Supervisor: Principal	**Employer:** Hamadeh Educational Services (HES)

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

RESPONSIBILITIES:

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

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

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

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

REPORTING AND COMPLIANCE
- Prepares, submits, and maintains accurate, complete and correct records, licenses and permits needed as required by law, district policies, and administrative regulation.
- Assists the administration in implementing all policies and/or rules governing student life and conduct.
- Develops reasonable rules and procedures for classroom behavior and maintains order in the classroom in a fair and just manner.

- Maintains accurate and up-to-date records of students' work and results by constantly updating students' portfolios and Power School records.
- Completes and submits all required updated reports per specifications (lesson plans, student attendance, portfolios, correspondence, grade book, lesson plan records, Progress Reports, logs, purchases, inventory, etc.)
- Complies with all district, school, department-wide policies and daily routines and guidelines.

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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

SKILLS/EXPERIENCE:

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

EDUCATION / TRAINING

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

PHYSICAL DEMANDS:

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

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

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

Hamadeh Educational Services, Inc.
Job Description

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

BASIC FUNCTION

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

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVMENTS

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

SUPERVISION AND IMPLEMENTATION

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

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

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

RESULTS AND DATA MANAGEMENT

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

REPORTING AND COMPLIANCE

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

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

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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

SKILLS/EXPERIENCE:

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

EDUCATION AND TRAINING

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

PHYSICAL DEMANDS

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Human Resources Compliance Manager	**Department:** Human Resources (HR)
Supervisor: Director of Human Resources	**Employer:** Hamadeh Educational Services (HES)

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

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS
- Develops effective methods of managing, compiling, organizing, and tracking department documentation. Performs related tasks as assigned by Supervisor.
- Responsible for securing missing or updated documentation from staff and contractors to ensure continued compliance
- Sets clear objectives for department, participates in improvement plans by sharing ideas and input to enhance services and programs.
- Coordinates the scheduling of pre and post audit activities including recommending process and policy improvements.
- Revises, corrects, and drafts correspondence in addition to creating/maintaining databases for employment eligibility for active and terminated employees.
- Responsible for the review of the mid-year and end of year staff evaluations including ensuring compliance with internal policies.
- Responsible for the preparation and facilitation of multiple regulatory or stakeholder audits throughout the year.
- Follows up with staff to collect needed documentation and ensure compliance with HES policies including ensuring the accuracy of personnel records.
- Assists with the Staff Monetary Incentive Program in partnership with HR and the SMI Team.
- Coordinates the development and delivery of Job Descriptions and Performance Evaluations as assigned by the Supervisor

SUPERVISION AND IMPLEMENTATION
- Responsible for the compliance of the I-9 employment verification forms in accordance with USCIS rules and regulations including facilitating internal audits and the development of internal processes.
- Develops an internal compliance calendar with up-to-date records of upcoming projects, assignments, and events/tasks.
- Coordinates the verification and completion of service provider's documentation for the Academies including ensuring compliance with internal processes and procedures
- Schedules internal audits and assists the Director of Human Resources, Vice President, and/or HES President with evaluating preparedness and adherence to rules and regulations as established by the MDE, WCRESA, the authorizer, Academy, and HES.
- Oversees the coordination of CPR/FA (and BBP) sessions throughout the school year to ensure compliance.
- Oversees the CHRISS system including determinations on CHRI records, serves as LASO for HES, and collaborates with the academies LASO's for obtaining and maintaining required proper documentation. Ensures accurate protocol and recordkeeping measures per requirements of the MSP and other fingerprinting regulatory agencies.
- Responsible for the coordination and completion of all HQ forms for all staff including ensuring compliance and highly qualified status.
- Audits annual general agencies proposals for each site location, provide feedback, and communicate with insurance vendor regarding issues and counts needed to secure insurance coverage. Prepare documents and other required questionnaires for appropriate levels of coverage, etc.
- Responsible for SCECH's reporting and maintaining compliance per MDE's guidance and requirements and assists in developing suggestions to make improvements/changes, as necessary.
- Oversees, prepares, processes and maintains personnel compliance records to include updating records as needed.

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

RESULTS AND DATA MANAGEMENT

- Creates and maintains spreadsheets, databases, presentations, and reports for the effective use and managing of HR compliance processes and procedures.
- Analyzes HR Data as to make data driven decisions related to the application of internal processes and procedures
- Uses data to guide decision-making and formulation of recommendations and improvements for the Department.
- Organizes and preserves paper and computer files for efficient reference and operation.
- Audits and updates transparency documentation, staff professional development documentation, highly qualified forms, and other compliance related documents at the academy level.
- Ensures employee procedures and policies are clear, documented, communicated, and audited.
- Assists with the recommendations and completion of various documentation and correspondence as directed by the Supervisor.

REPORTING AND COMPLIANCE

- Reports all complaints, actions, and issues related to the Academies to Supervisor; maintains accurate records.
- Internalizes and reflects upon Supervisor directives to improve individual performance.
- Coordinates the compliance and processing of all employment documentation as may be required by Local and State authorities, Academy Board and Personnel and HES administration.
- Complies with all District, school, and departmental policies; upholds the employment and FERPA protections of confidentiality and proper daily operations.
- Completes and oversees reporting and compliance requirements regarding staff qualifications to MDE, WCRESA, LARA, the authorizer, and the HES President.
- Secures teaching permits, personnel approvals, and licenses as needed and notifies staff in writing of all the procedures and requirements to maintain employment and compliance.
- Ensures staff training and certification are current and aligned with guidelines and policies.
- Complies with all HES and district, school, department-wide policies, daily routines and State and Federal guidelines.
- Completes and timely submits all required reports and communication per specifications.

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

The employee shall keep confidential and not disclose, or make any use of, except for Hamadeh Educational Services or the Academies' benefit, at any time, either during or subsequent to the termination of the Employment Contract Agreement, any trade

secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Company and schools relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, staff information, student names or addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Company's or schools' business, or any of its clients, customers, students, students' parents, consultants, suppliers or Affiliates, which a Covenanter may produce, use, view or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary \Information").

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

EDUCATION AND TRAINING:

- Minimum of a Bachelor's degree in Business Administration, Human Resources or related field experience
- Minimum two years' experience or training; or equivalent combination of education and experience.

PHYSICAL DEMANDS:

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

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

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Hamadeh Educational Services, Inc.
Job Description

Job Title: Human Resources Generalist	**Department:** Human Resources (HR)
Supervisor: Director of Human Resources	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Under the oversight of the Supervisor, and in compliance with federal and state human resource management regulations and data, responsible for accurately and efficiently providing support in various aspects HR responsibilities, tasks and projects.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS
- Tracks, records, and organizes all applicable information through Human Resources Information System.
- Coordinates the follow up on SCAPE program applications enrollment including: reviewing applications, ensuring that Scape contracts are in place, and appropriate steps towards certifications are followed through.
- In collaboration with the HR Director assists in the process of investigating, evaluating, and responding to probable and/or confirmed cases of COVID-19 among staff.
- Participates in department improvement plan by sharing ideas and input to enhance services and program.

SUPERVISION AND IMPLEMENTATION
- Assists supervisor with innovative and effective methods to increase productivity and performance.
- Follows up on SCAPE applications, and communicates with enrollees on various compliance aspects of the program
- Conducts regular reviews of progress and credentials for staff enrolled in Alternate Route to Certification Programs and/or on full year permits to ensure continuous compliance with all applicable requirements.
- Assists in reviewing and processing of accident and incident reports consistent with all applicable guidelines and regulations.
- Ensures that performance evaluations are up-to date in Kronos.
- Assists in the review and creation of job descriptions.
- Conducts interviews with staff upon reports of probable and/or confirmed cases, or close contacts, of COVID-19 across the academies
- Assists in coordinating the internal contact tracing process in collaboration with the local health department and consistent with the CDC and local health department guidelines.
- Collaborates with HR Director, and with the local health department to identify course of action and next steps upon learning of probable and/or confirmed cases of COVID-19 or any other communicable disease
- As necessary coordinates and effectively communicates with staff regarding actions required upon learning of probable and/or confirmed cases of COVID-19.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)
- Attends meetings, activities and training sessions, and school events as needed.
- Seeks opportunities and mentoring for growth and professional development.
- Assists in evaluating, recommending and implementing improvements to processes and workflows.
- Plans personal development goals to be consistent with and supportive of job requirements, HES and the Academies' needs
- Ensures timely and complete participation in and documentation of training sessions including PLOs as needed.

RESULTS AND DATA MANAGEMENT
- Adheres to all applicable procedures and policies in all aspects of the job
- Provides assistance with staff lists and information are up-to date and available for easy reference.
- Ensures that all compliance requirements pertaining to assigned tasks are met and timely completed.
- Follows up with staff on obtaining and submitting HR required documentation consistent with all applicable laws, regulations, policies and procedures.
- Assists in the review and completion of all required documentation and correspondence.
- Assists in preparing, compiling, and maintaining HR information for personnel reports as needed.

REPORTING AND COMPLIANCE
- Provides assistance with ensuring all areas of work and tasks are current and aligned with guidelines and policies.
- Complies with all HES and District, Academies, department-wide policies, daily routines and State and Federal guidelines.
- Completes and timely submits all required reports and communication per specifications.
- Reports all complaints, actions, and issues related to the Academies and/or HES to Supervisor
- Maintains accurate records of all communication

- Ensures that the required notifications to staff who are affected by or potentially exposed to COVID-19, and their close contacts, are issued in a timely matter.
- Ensures that the required notifications to the school community are timely posted and shared as mandated by district, local health departments, State and CDC guidelines.

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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

SKILLS/EXPERIENCE:

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

EDUCATION/TRAINING:

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

PHYSICAL DEMANDS:

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Human Resources Manager	**Department:** Human Resources (HR)
Supervisor: Director of Human Resources and Vice President	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Under oversight of the Director of Human Resources and Vice President, manages the Human Resources Information Systems (HRIS) and assists in the overseeing of payroll processing, employee benefits and incentive programs, and required reporting and tracking related to employee records, personnel reviews, and other HR management functions. Also supervises multiple benefit administration employees.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENT
- Plans, prepares and administers all employee benefit programs including managing annual enrollment implementation and the new hire enrollment process.
- Makes recommendations for updating the Operations and Procedures Manual (OPM) policies including the distribution and implementation of changes.
- Plans budget monitoring activities by estimating personnel costs, and the tracking of costs throughout the year, performing PARs audits, and preparing Semi-Annual Certification and producing and maintaining any other necessary reports and records.
- Develop Kronos system and improvements and effectively train department on updated features.
- Assists in the management of payroll to ensure timely and accurate payroll processing.
- Reconciles benefit payments for employer and employees to ensure proper payroll deductions and payments are contributed to the benefit plan costs.
- Oversees the submittal of REP reporting on semi-annual basis, including the review and verification of related employment documentation.
- Supervises the Human Resources benefits staff and effectively communicates expectations and evaluates their performance.
- Participates in department improvement plan by sharing ideas and input to enhance services and programs including promoting innovating ideas and strategies to increase the success of the department and assists in implementation of plan.
- Makes recommendations to leadership on ways to enhance the overall delivery of benefits programs to employees.
- Ensure that the organization is offering competitive benefit programs based upon data driven strategies and industry research.

SUPERVISION AND IMPLEMENTATION
- Develops and implements systems for tracking information and maintaining data within the Kronos system.
- Prepares the required 5500 reports for benefit and 401K plans and the annual 401K audit information.
- Proactively participates in department improvement plan by sharing ideas and input to enhance services and programs.
- Communicates with staff in relation to payroll and benefits updates issues and inquiries.
- Ensures benefit vendor payments employer and employee are accurately accounted for.
- Develops documentation and material to support employee's use of Kronos system features and provides support to employees on system related issues.
- Reviews and recommends updates for department documents and templates for the accurate use by employees and central office/support center administrators including the staff reviews or performance evaluations in Kronos.

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

RESULTS AND DATA MANAGEMENT
- Develops systems to automate tasks and increase efficiency of the department
- Compiles and prepares additional HR information for quarter/annual personnel and state reports and audits.

- Manages and maintains accuracy of transactions in the benefit management system including open enrollment, new hires and life events.
- Audits Kronos system for accuracy of data, ensure accurate system specifications and setup.
- Verify accuracy of payroll expenditures per accounting code and ensures timely adjustments are posted and effective communication with accounting department related to changes and/or updates.
- Audits employee transactions in Kronos related to benefits, attendance, and updates for system integrity and functionality.

REPORTING AND COMPLIANCE

- Plan, supervise, and coordinate work activities of subordinates relating to personnel data and reporting personnel records.
- Collaborates in the preparation of reporting and compliance requirements regarding staff qualifications to MDE, WCRESA, the Authorizer, Academies and HES.
- Manages and maintains the required notices and deadlines related to benefit and 401K enrollment to plan participants.
- Accurately completes and timely submits all required reports per specifications. Collaborates with accounting department for submission and completion of annual budgets and reports.
- Complies with all District, Academy and department-wide policies and daily routines/guidelines.
- Maintains current knowledge of State and Federal budget requirements, MDE reporting requirements, and regulations related to school employees including Equal Employment Opportunity (EEO) and affirmative action guidelines and laws, such as the Americans with Disabilities Act (ADA).

PROFESSIONAL QUALITIES

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

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SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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

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

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

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Interventionist Teacher and Instructional Coach	**Department:** Teaching
Supervisor: Principal	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:

Interventionist Teacher: Under the direction of the Principal, serves as a consultant/resource person as well as instructor of students identified as eligible for secondary services and recovery, using a variety of instructional techniques to improve student achievement.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

Interventionist Teacher

- Provides direct instruction to individual and groups of students identified as eligible for intervention services and recovery in individual, small group or full classroom settings.
- Works collaboratively with teachers to plan and implement clear objectives for all lessons, units and projects that best meet the learning needs of students.
- Ensures continuity between regular programs and other special areas (e.g., ESL and special education).
- Uses a variety of instructional techniques and literacy materials consistent with content standards and the needs and capabilities of the individuals or student groups involved.
- Creates a learning environment and research-based program of study conducive to learning and appropriate to the maturity and interests of the students.

Instructional Coach

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

SUPERVISION AND IMPLEMENTATION

Interventionist Teacher

- Effectively plans support strategies for students with major learning gaps to facilitate diagnostic information gathering, targeting instruction and intervention strategies.
- Uses identified needs and content expectations to guide the learning process toward student achievement of district's content standards.
- Supervises, guides, and redirects students when performing assessments and delivering instruction to ensure focus on achievement and academic progress.
- Integrates appropriate technology tools and resources in planning and instruction to engage students and promote learning and computer literacy.
- Ensures that all requirements of program and procedures are carried out properly and deadlines are met.

Instructional Coach

- Serves as a resource to the School Improvement Team and works with school administrators to develop, implement and evaluate the Academy's Continuous Improvement Plan.
- Observes, provides guidance and support to assigned colleagues
- Coordinates communication and planning among all learning communities
- Coaches and mentors the teachers based on classroom observations and on teaching practices/techniques on a continual basis.
- Demonstrates leadership qualities by setting a personal example at high standards in all regards.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

Interventionist Teacher

- Participates in the SIP activities consistent with the SIP and the Academy's mission and guidelines.
- Participates in conferences, workshops and other staff development opportunities related to instructional support and effectively implements new strategies and improved instructional methods as may be needed or required.
- In coordination with the Principal; plans, organizes, and facilitates in-service training and development for staff consistent with the SIP and departmental needs.
- Attends staff meetings and all school events and activities as may be directed, such as parent-teacher conferences, open houses, orientations and PTO meetings, etc.
- Ensures timely and complete participation in and documentation of Professional Learning Opportunities as needed.

- Plans and reaches own goals for self-improvement consistent with the job requirements and/or the Academy's needs.
- Utilizes supervisor directives and stakeholder feedback to improve performance.

Instructional Coach

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

RESULTS AND DATA MANAGEMENT

Interventionist Teacher

- Analyzes students' test results and data, and uses the results to advance students' achievement by establishing and implementing instruction and improvement plans.
- Uses data to effectively impact decision-making, goal setting, planning and awarding student achievement.
- Assesses the strengths and needs of students on a regular basis and communicates these to classroom teachers and parents.
- Monitors latest research, trends and developments in curriculum instruction.
- Assists classroom teachers and administrators. with the interpretation of formal and informal diagnostic test data
- Maintains current and accurate records to demonstrate student performance, achievement, and growth.
- Recognizes and promotes student achievement by posting student work, making parental contacts, and providing incentives and awards.

Instructional Coach

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

REPORTING AND COMPLIANCE

Interventionist Teacher

- Completes, submits, and maintains comprehensive, accurate, and updated reports per specifications (lesson plans, student attendance, portfolios, correspondence, grade book, lesson plan records, progress reports, logs, etc.)
- Assists the administration in implementing policies and rules governing student life and conduct and developing reasonable rules of classroom behavior and procedures to maintain order in the classroom in a fair and just manner.
- Keeps supervisor informed of issues and concerns.
- Complies with all the district, Academy, and department-wide policies and complies with rules and guidelines in daily routines.
- Plans and implements department guidelines and procedures including communication, meetings, training, etc.
- Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.

Instructional Coach

- Creates and maintains an accurate and organized system for documenting and communicating school and subject expectations.
- Accurately completes and submits in a timely manner all required reports per specifications.
- Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.
- Adheres to all established policies, procedures, and code of ethics.
- Ensures that all HES, the Academy Board and administration policies are effectively implemented.

PROFESSIONAL QUALITIES

- Maintains good customer service and positive communication between administration, staff, students, parents and community.
- Collaborates in school committees to contribute to an increased positive learning environment.
- Consults frequently with classroom teachers on instructional matters.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts effectively.
- Establishes and maintains positive team spirit among all staff and the administration.
- Follows an organizational system for documenting and communicating student progress and concerns with stakeholders.
- Attends to assignments punctually and considers the impact of his/her attendance on student achievement.
- Collaboratively participates in school committees that contribute to a more positive learning environment.
- Performs all duties with quality, efficiency and dedication to the Academy and its management.
- Performs other duties as may be assigned in writing by the Principal, the Superintendent or her/his designee.
- Demonstrates availability when needed.

SAFETY LEGISLATION:

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

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

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

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

SKILLS/EXPERIENCE:
Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, diplomacy, math aptitude, organization, planning, professionalism, reading skills, computer literacy, keyboard skills, time management skills

EDUCATION / TRAINING
- Must hold at least a Bachelor's Degree
- Full State Certification in the subject and/or grade level(s) being assigned to teach including passing state mandated comprehensive skill assessment and all other examination(s) required by Section 1531 of the revised school code
- Official Transcripts must be provided. Transcripts from a foreign University must be evaluated by an MDE accredited evaluation entity for US credit/degree equivalency.
- Reading Endorsement is recommended.

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

Issued and Approved by: **Name and title :**	**Signature:**
Employees Name and title :	**Signature:**

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Lead Library Supervisor	**Department:** Non-Instructional Administration
Supervisor: Principal	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Under the direction of the Academy Principal, manages and leads a smooth and efficient operation of the District Libraries and monitors utilization of services, materials and resources offered to the Academies, students, and staff.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Assists in developing, promoting, and/or supporting supplementary literacy and other core programs as aligned with the SIP, State standards and the Academies 's mission and goals
- Assists in the effective management of library, to ensure smooth operation and to maximize benefits to staff and students.
- Assists in recommending purchases and expenditures and collects and provides data to assist in decision process such as providing statistical reports on circulation.
- Assists in planning, coordinating, and implementing various grant programs to support the instructional program and maintaining timely reporting.
- Assists in planning and implementing department guidelines/procedures for library use, activities, communication, meetings, etc.
- Under the supervision of the Principal, implements school-wide and district library programs and policies.
- Participates in department improvement plan by sharing ideas and input to enhance services and programs.

SUPERVISION AND IMPLEMENTATION

- Supervises students in the library following the guidelines and recommendations of supervisor.
- Supervises library technicians district-wide and provides training and support.
- Carries out the library's daily routines and activities and maintains a safe and enjoyable learning environment.
- Ensures library schedules are followed
- Ensures appropriate appearance, décor, and learning environment of the library; and assists in creating, maintaining, and updating displays and signage.
- Oversees proper circulation, acquisition, cataloging and other operational activities or functions of the library Opens circulation desk for services on a daily basis including processing of holds, requests, and overdue notices.
- Assists students and staff in the circulation procedures and policies of library materials.
- Performs all circulation related functions including check-in and checkout of materials.
- Prepares library inventory, monitors, timely collects all library fines, and ensures submission to accounting
- Processes laminating requests as authorized by supervisor and consistent with the policies stated in the Library Manual.
- Maintains proper shelving, straightening, and organizing of library materials daily, and ensures material maintenance.
- Assists in cataloging and processing of newly acquired library materials,
- Assists in acquiring, labeling, and taking inventory of library materials and resources as assigned.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Participates in PLOs where applicable and provides proper training and evaluation of library staff for accountability.
- Attends staff meetings, workshops, activities, and training sessions as required and seeks opportunities for growth and professional development.
- Attends all Parent- Teacher Conferences, open houses, and orientations, as well as any other school events as required by supervisor.
- Assists with media training for staff and acts as a teacher and curriculum specialist when using library resources.

RESULTS AND DATA MANAGEMENT

- Develops effective methods of managing, compiling, organizing, and tracking department documentation in an organized and accessible manner.
- Schedules supplemental and innovative library programs and ensures a variety of library resources are available to increase circulation.
- Monitors all incoming and outgoing book orders confirm timely return of circulation materials.
- Monitors student behavior and utilizes proper discipline action when necessary per policies and procedures.
- Prepares, receives, and verifies library related orders.
- Ensures library programs and staff are evaluated for progress and needed improvement.
- Assesses grants for relevance, program alignment, accuracy, and appropriate implementation. Confirms that associated progress reports are accurately and timely submitted.
- Uses data to effectively to impact decision-making, goal setting, planning and awarding student achievement.
- Implements circulation processes (library users, processing materials, circulation desk, etc.)

REPORTING AND COMPLIANCE

- Follows an organizational system for documenting and communicating student progress and concerns with all Stakeholders.
- Completes all required paperwork in an accurate and timely manner.
- Complies with all district, Academies, and department policies, procedures and code of ethics and follows established rules/guidelines in daily operations.
- Reports issues and concerns to Principal in a prompt and professional manner.
- Plans and reports to Supervisor department improvement plan to enhance services and programs.

PROFESSIONAL QUALITIES

- Maintains professional appearance and demonstrates self ethically and in a manner appropriate to a public setting and HES philosophy.
- Practices time management, performs all duties reliably, efficiently, with the highest ethics and strong sense of dedication to the Academies and its Management.
- Collaboratively participates in committees that contribute to a positive learning environment.
- Promotes a professional and positive work environment as evidenced by Supervisor's satisfaction and consistent with HES mission and Philosophy
- Performs other duties as may be assigned by the supervisor, HES President or her/his delegate.

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills
- Experience with the library filing systems, inventory processes and basic technology set ups such as TV's, VCR's, and DVD Players, digital cameras, PC-TV adapters, projectors, PA sound system, and video recording equipment.

EDUCATION/TRAINING:

Associate's Degree or higher; Must be well versed with the State "Computer Literacy Standards"; Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

PHYSICAL DEMANDS:

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Library Aide	**Department:** Non-Instructional Support Staff
Supervisor: Lead Library Supervisor and/or Principal	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Under the supervision of the Lead Library Supervisor and/or Academy Principal, assists in the smooth and efficient operation of the school library and in the full utilization of services, materials and resources offered to school, students and staff.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS
- Assists in planning for library related programs and events by preparing materials and area set up, supervising during the event and any other duties that may be required.
- Provides for effective management of the library, to ensure smooth operation, and to maximize benefits to staff and students.
- Collaborates with the Lead Library Supervisor to implement the school-wide and district library programs and policies.
- Collaborates with the library staff to meet the scheduled service in a timely and efficient manner and maintain efficient library scheduling hours.
- Ensures appropriate appearance, décor and learning environment of the library; assists in creating, maintaining, and updating displays and signage.
- Attends to the needs of the circulation, acquisitions, cataloging and other operational activities or functions of the library.
- Redirects students and staff in compliance with the mandated rules and regulations.

SUPERVISION AND IMPLEMENTATION
- Supervises students in the library following the guidelines and recommendations of supervisor.
- Carries out the library's daily routines and activities and maintains a safe and enjoyable learning environment.
- Opens circulation desk for services on a daily basis including processing of holds, requests and overdue notices.
- Assists students and staff in the circulation procedures and policies of library materials.
- Performs all circulation related functions including check-in and check-out of materials.
- Assists in managing library inventory and fines.
- Processes laminating requests as authorized by supervisor and consistent with the policies stated in the Library Manual.
- Ensures proper shelving, straightening and organizing of library materials daily and ensures material maintenance.
- Pulls library materials which need to be mended, discarded and/or replaced.
- Assists in cataloging of newly acquired materials, and processes them for circulation.
- Assists in acquiring, labeling and taking inventory of library materials and resources as assigned.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)
- Plans personal development goals to be consistent with and supportive of job requirements and HES Academy needs.
- Attends staff meetings, workshops, activities and training sessions as may be needed required
- Participates in recommended training programs, conferences, courses or other aspects of professional growth
- Attends all Parent-Teacher Conferences, open houses, and orientations, as well as any other school events as required by supervisor, Principal, Superintendent and HES President.
- Assists in training of volunteers and community service student library assistants.
- Assists with media training for staff

RESULTS AND DATA MANAGEMENT
- Develops effective methods of managing, compiling, organizing and tracking department documentation in an organized and accessible manner Monitors all incoming and outgoing book orders confirming timely return of circulation materials.
- Monitors student behavior and utilizes proper discipline action when necessary per policies and procedures.
- Prepares, receives and verifies library related orders.
- Collects and records fines for overdue or damaged materials.
- Performs a variety of clerical and computer-related tasks as assigned Uses data effectively to impact decision-making, goal setting, planning and awarding student achievement.
- Implements circulation processes (library users, processing materials, circulation desk, etc.)
- Ensures stakeholder satisfaction of library services as a result of effectiveness and efficiency.

REPORTING AND COMPLIANCE

- Follows an organizational system for documenting and communicating student progress and concerns with all stakeholders.
- Completes all required paperwork in an accurate and timely manner.
- Complies with all district, school, and department policies, procedures and code of ethics and follows established rules/guidelines in daily operations.
- Reports issues and concerns to supervisor in a prompt and professional manner.
- Participates in PLOs where applicable and completes documentation in timely manner.

PROFESSIONAL QUALITIES

- Maintains professional appearance and demonstrates self ethically and in a manner appropriate to a public setting and HES philosophy Practices time management, performs all duties reliably, efficiently, with the highest ethics and strong sense of dedication to the Academies and its Management.
- Promotes a professional and positive work environment as evidenced by Supervisor's satisfaction and consistent with HES mission and Philosophy
- Performs other duties as may be assigned by the supervisor, superintendent and HES President or her/his delegate.
- Uses, manages, stores and analyzes data effectively and appropriately.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts.

SAFETY LEGISLATION:

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APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills
- Experience with the library filing systems, inventory processes and basic technology set ups such as TV's, VCR's, and DVD Players, digital cameras, PC-TV adapters, projectors, PA sound system, and video recording equipment.

EDUCATION/TRAINING:

- Associates Degree or higher
- Must be well versed with the State "Computer Literacy Standards"
- Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

PHYSICAL DEMANDS:

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

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

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

Hamadeh Educational Services, Inc.
Job Description

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

BASIC FUNCTION:
Under the supervision of the Coordinator or Director of Food Services, assists in preparing and serving meals to staff and students, as well as maintaining a safe a clean working area.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Adheres to sanitation and safety procedures as stated in the Michigan Food Code, HACCP guidelines and all standard food preparation and kitchen operations procedures and directs students and staff to remain in compliance with the mandated rules and regulations.
- Assists in preparation of meals, including but not limited to washing, cutting, peeling vegetables; cleaning, cutting and preparing meats, seafood and poultry; stirring and straining soups and sauces. Carrying pans, kettles, and trays of food to and from workstations.
- Assembles food, dishes, utensils, and supplies needed for timely meal preparations and ensures equipment is kept clean, maintained, and used properly and safely.
- Assists in coordinating all the Academy's functions involving food services with the Supervisor and the Principal.

SUPERVISION AND IMPLEMENTATION

- Follows standardized recipes.
- Assists with preparation of meals following established protocols and keeps work area clean and safe.
- Operates kitchen equipment in a proper manner to assure safety as well as to avoid damage to the equipment.
- Cleans kitchen, service line, and cafeteria area (wiping down tables, chairs, removing garbage, trays, etc.)
- Washes dishes, pots, pans, and utensils using approved sanitation methods.
- Returns all items to their proper storage site
- Completes routine maintenance of kitchen and equipment, including weekly deep cleaning.
- Serves staff and students on the service line in a professional and timely manner, while following portion control guidelines.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Performs routine self-evaluation to identify areas of strengths and needs and seek ways to improve and enhance work related skills.
- Plans own goals for self-improvement consistent with the job requirements and/or the Academy's needs.
- Utilizes supervisor's feedback on professional methods in the best interest of the students and the Academy.
- Participates in recommended training programs, conferences, courses or other aspects of professional growth.
- Attends all Parent-Teacher Conferences, open houses, and orientations, as well as any other school events as required.
- Attends meetings, seminars, workshops (MDE, MOR), and Servsafe certification classes.

RESULTS AND DATA MANAGEMENT

- Measures and reads measuring devices when following recipes and prepares meals following established protocols.
- Runs cash register on the service line if cashier is absent
- Assists in PowerSchool data count.
- Assists in filing all necessary paperwork.
- Ensures cleanliness of cafeteria before and after meals.
- Ensures food is distributed efficiently and properly.

REPORTING AND COMPLIANCE

- Communicates effectively with staff and students.
- Follows and remains in compliance with all the district, Academy, department-wide policies and daily routines and guidelines.
- Observes school policies during all activities.
- Monitors, reports, documents and redirects any concerns/issues coming from students, staff or parent to the supervisor.
- Immediately reports any, unusual circumstances, issues or observations regarding food health, safety and compliance concerns to appropriate supervisor(s).

- Prevents hazardous situations by immediately cleaning up any spills when they occur, and following proper safety procedures.
- Utilizes supervisor directives and stakeholder feedback to improve performance.

PROFESSIONAL QUALITIES

- Establishes and maintains professional relationships with all children, parents/guardians and fellow staff.
- Contributes to maintaining a positive team spirit among all staff school community creating a more efficient work environment.
- Performs all duties with quality, efficiency and dedication to the Academy and its Management.
- Performs other duties as assigned by the Supervisor, Principal or HES President or designee.

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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

SKILLS/EXPERIENCE

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

EDUCATION/TRAINING

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

PHYSICAL DEMANDS:

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Microsoft Office 365 Administrator & Technical Support Specialist	**Department:** Information Technology
Supervisor: Chief Technology Officer (CTO) and Technical Support Supervisor	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
To perform various technical support tasks as assigned by the Chief Technology Officer (CTO) and Technical Support Supervisor with utmost efficiency and accuracy.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS
- Completes System Scan for Viruses, Defragmentation, Spy-ware, worms, and makes sure network file-sharing is kept to a minimum to avoid over-exposure.
- Assists in providing Power School training for staff and monitors server activity making sure it is running properly.
- Creates and maintains technical documentation
- Configures tools and applications
- Schedules Technology equipment use for school events and ensures that equipment is available and in good shape.
- Collaborates with IT Administration/Engineers and Microsoft Engineers on tasks, configuration, and support tickets.
- Video tapes school events as required throughout the school year.
- Takes photos of all staff and students at the beginning of the school year, and as new staff and students join during the school year.
- Prints all ID Cards, including make-ups throughout the entire school year.
- Ensures all assignments are given a priority code with 1 being the highest and completes assignments based on priority code.

SUPERVISION AND IMPLEMENTATION
- Ensures that all workstations are running properly, have internet access, have access to a printer nearby, and have all needed software patches.
- Ensures that all workstations are physically clean and in good working order and all printers are connected and installed properly, ink/toner included.
- Troubleshoots any hardware or software problems that may arise.
- Identify issues within email and messaging systems.
- Identifies and troubleshoots support tickets and services
- Performs and maintains MFA configuration and user security. Resets Passwords and MFA setup
- Perform and maintain MFA configuration and user security.
- Takes charge of all technology equipment and scheduling such as video cameras, digital cameras, VCR's, DVD Players, TV's, ensuring they are in good condition and have charged batteries
- Removes irrelevant OEM installed software such as Outlook Express, Instant Messenger, MSN Explorer, Dell Help, and any other useless startup programs.
- Sets up and installs any new/used machine and/or printer in the appropriate classroom or office and installs essential software such as antivirus, office suite, PDF reader, firewall client, etc.
- Provides adequate training to onboarding TSA's, reviews and approves timesheets and absence forms and weekly check-up and evaluations as assigned and may be directed by the CTO.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)
- Attends all Academic events and activities as may be directed by the CTO, such as Parent-Teacher Conferences, open houses, orientations, PTO meetings, athletic meetings, events, and as may be directed
- Attends meetings, seminars, workshops and training as directed and effectively implements new strategies.
- Ensures timely and complete participation in and documentation of meeting and PLOs where applicable.
- Provides staff with training sessions and follows-up as assigned by the CTO.
- Assists, redirects and guides staff, students and parents as necessary to ensure the smooth operation of the school.
- Utilizes feedback from the CTO and school leaders based on professional methods in the best interest of students and the school.
- Plans and reaches own goals for self-improvement consistent with the job requirements and/or school needs.

RESULTS AND DATA MANAGEMENT
- Completes setup and configuration of email addresses and Users and Group policies set by the CTO.
- Monitors network and server status at all locations making sure all services are running properly and network security is intact, including both intranet and internet security.
- Ensures correct wiring and stance of all lab workstations and speakers, per the CTO's specifications takes place.
- Assists in maintaining Academies' websites when needed by constantly updating areas including Current News, Students Links, Staff Links, Parent Links, Lunch Menus, Pictures, etc.
- Keeps ink/toner log for each printer.

- Assists the CTO in large school-wide projects including, but not limited to: student ID cards, staff ID cards, Follet Library software configuration and patron maintenance, master clock configuration, phone system configuration, email/username/printing training, copier machine user setup codes, and overall technology equipment maintenance.

REPORTING AND COMPLIANCE

- Assists in following up with SRSD/ UIC data when needed.
- Creates and runs reports in Power School as needed.
- Timely and accurately enters and imports into Power School information pertaining to students, testing results, scheduling, and staff.
- Reports any damages as a result of negligence by staff or students to supervisor.
- Responds to written or verbal requests within 1-2 school days.
- Formally requests to supervisor, items that need purchasing such as software or hardware for out-of-warranty computers.
- Submits weekly reports to the CTO at the end of the day on Thursdays, preferably through email.
- Complies with all District, school, and departmental policies; upholds the employment and FERPA protections of confidentiality and proper daily operations
- Follows established rules and guidelines in daily operations.

PROFESSIONAL QUALITIES

- Uses, manages, stores, and analyzes data effectively and appropriately.
- Creates and composes memos and letters to appropriate parents, students or staff.
- Maintains confidentiality of communication and only discusses matters with the appropriate individuals.
- Performs all duties with quality, efficiency and dedication to the Academies and their Management.
- Follows all duties and assignments directed by the CTO only and not by the staff directly.
- Performs other duties as may be assigned by the CTO.
- Demonstrates flexibility to unscheduled assignments and/or placements

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills, Technical Communication skills, Project Management experience presentation and Technical Writing skills

EDUCATION/TRAINING:

- Minimum of Bachelor's Degree in Computer Science or related field plus or an equivalent combination of education and experience.

PHYSICAL DEMANDS:

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Nurse Aide	**Department:** Nursing – Non-Instructional Support
Supervisor: Principal	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Under the direction of the Principal, to assist and care for the health needs of students in accordance to the academy's guidelines and policies and perform necessary emergency care services such as CPR and First Aid for students and staff;

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS
- Proactively participates in department improvement plan by sharing ideas and input to enhance services and program.
- In collaboration with parents and staff, develops appropriate health management plan for students with special health needs.
- Effectively prioritizes services on the basis of medical urgency and need.
- Plans and implements appropriate measures to address crisis situations.
- Properly manages the time students spend at nurse's station to avoid overcrowding and unnecessary loss of instruction time.
- Assists in containing and preventing communicable diseases spread by following guidance from local health department and the Center for Disease Controls and Prevention including but not limited to : Ensuring proper use of personal protection equipment, contact tracing, and identifying and assessing exposure risks.

SUPERVISION AND IMPLEMENTATION
- Provides care for the health needs of students in accordance to the academy's guidelines and policies
- Performs appropriate emergency care services such as CPR and First Aid for students and staff when needed.
- Follows a precise and consistent system for storing and administering medications.
- Collaborates with staff and administration to identify and act on health concerns and situations interfering with learning.
- Effectively supervises students referred to Nurse Aide's office consistent with the Academy's policies and guidelines.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)
- Participates in recommended training programs, conferences, courses or other aspects of professional growth when needed and effectively implements new strategies.
- Attends all Parent- Teacher Conferences, open houses, and orientations, as well as any other school events as required.
- Ensures timely and complete participation in and documentation of PLOs where applicable.
- Plans personal development goals to be consistent with and supportive of job requirements and HES Academy needs
- Coordinates and implements school wide health awareness programs.
- Seeks and makes available outside resources that can be beneficial to students, their families and school personnel.

RESULTS AND DATA MANAGEMENT
- Ensures that students receive appropriate and sufficient health care services.
- Keeps accurate and up-to date physical and electronic emergency and daily incidents files in Nurse Aide's station.
- Ensures clean sanitary and efficiently organized set-up Nurse Aides' station.
- Ensures communication with parents and staff is prompt, productive and well-documented.
- Compiles and analyzes students' health data to make informed recommendations to students, staff and parents.

REPORTING AND COMPLIANCE
- Communicates effectively with staff and students.
- Accurately and timely submits all reports required by local health department
- Observes school policies during all activities.
- Monitors, reports, documents and redirects any concerns/issues coming from students, staff or parent to the supervisor.
- Immediately reports any concerns or observations regarding health and safety.
- Effectively follows supervisors directives and uses stakeholders feedback to improve own and department performance.
- Complies with all the district, Academy, department-wide policies, daily routines and guidelines.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts.

- Promptly reports cases of communicable diseases to supervisors.
- Timely informs parents of any concerns related to their child(ren)'s health and safety.
- Demonstrates availability when needed.

PROFESSIONAL QUALITIES

- Maintains good customer service and positive communication with administration, staff, students, parents/guardians and community.
- Follows an organizational system for documenting and communicating student progress and concerns with stakeholders.
- Participates collaboratively in school functions, activities, and committees for continued improvements.
- Attends to assignments punctually and considers the impact of his/her attendance on student achievement.
- Channels concerns to administration for solutions.
- Performs all duties with quality, efficiency and dedication to the Academy and its Management.
- Performs other duties as may be assigned in writing by the Supervisor, Principal, Superintendent or her/his designee.
- Demonstrates flexibility in ensuring that assignments are completed in a timely manner
- Understands the school mission and adopts and works within the vision and pillars established by HES

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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SKILLS/EXPERIENCE

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

EDUCATION/TRAINING

- Certificate in Nursing Assistant

PHYSICAL DEMANDS:

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Office Manager and Pupil Accountant	**Department:** Non-Instructional Administration
Supervisor: Principal	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Under the oversight of the Principal, performs all assigned responsibilities in an efficient manner by managing and coordinating all main office activities including student enrollment, staff and student attendance, record keeping, phone activities, communication with parents, students, and staff. Function includes supervision of main office staff.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS
- Responsible for management and administration of the main school's daily office operations.
- Develops effective methods of managing, compiling, organizing and tracking department documentation of student records in an organized and accessible manner.
- Maintains an organized office calendar which includes scheduled enrollment activities, immunization updates, meetings, appointments and communications as needed.
- Maintains up-to-date postings on bulletin board(s) in the main office and teachers' lounge.
- Maintains organization and inventory of office supplies and orders additional supplies as needed
- Operates standard office equipment including photocopy machine, computer, and telephone.
- Arranges maintenance for office equipment as needed.
- Participates in department improvement plan by sharing ideas and input to enhance services and program.
- Sets clear goals and objectives for the department and plans daily and routine assignments for department staff.

SUPERVISION AND IMPLEMENTATION
- Supervises and evaluates full and part time office staff including administrative assistants, and provides assignments, training and support to ensure quality performance.
- Manages student admissions, main office activities and record keeping.
- Updates student attendance reports to the Principal and all teachers on daily basis.
- Brings serious student and staff tardiness and absences to the attention of the Principal.
- Reports all complaints related to maintenance, facility, supply needs, discipline and records all complaints and action to the Principal.
- Attends school events as may be required such as parent-teacher conferences, open houses, and orientations, etc. Effectively communicates with stakeholders and addresses their needs to ensure satisfactory customer service.
- Monitors, prepares and directs incoming and outgoing mail, data and communications and reroutes information appropriately.
- Meets with auditors as necessary

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)
- Attends Staff meetings and training sessions as may be needed and effectively implements new strategies.
- Participates in recommended training programs, conferences, courses or other aspects of professional growth and development.
- Assists redirects and guides staff as necessary to ensure the smooth operation of the school.
- Ensures timely and complete participation in PLO's and documentation of meeting minutes where applicable.
- Plans and implements timely training and internal audits for the Academy and staff.

RESULTS AND DATA MANAGEMENT
- Manages the main school office and oversees all student enrollment packets, files, correspondence, and reports as required by the local and state authorities, Authorizers, Academy Board and the HES Administration.
- Creates and maintains spreadsheets, databases, and statistical reports regarding enrollment, transportation, purchases, directories (students and parents, staff, and vendors) and attendance.
- Provides administrative support for special projects including research, compiling data and preparation of reports based on results.
- Composes and prepares correspondences related to current and prospective students and daily attendance records as assigned.
- Keeps Principal current with all regularly collected data and stakeholder concerns.
- Uses data to guide decision-making and make improvements to the department as needed.

REPORTING AND COMPLIANCE
- Ensures that student and staff attendance, late arrival and early dismissals, visitors' records, staff time sheets and substitute documentation are all maintained and accessible through the Academy time and attendance and other recording systems.
- Generates reports as needed by the HR department and the Academy Principal to ensure compliance with local and State requirements, Academy Board and HES administration.
- Maintains accurate student immunization data ensuring accuracy and compliance.
- Prepares attendance reports and documents for auditors as needed.

- Processes all required new students enrollment documentation in accordance with state and local guidelines.

- Complies with all District, school, and departmental policies; upholds the employment and FERPA protections of confidentiality and proper daily operations

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION

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

SKILLS/EXPERIENCE:

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

EDUCATION/ TRAINING:

High School Diploma is required; Associate Degree in Science or Liberal Arts is preferred. Must comply with continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable

PHYSICAL DEMANDS:

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

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

Employee Name and Title:	Signature:

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Pre-K Support Aide	**Department:** Tutorial
Supervisor: Early Childhood Specialist	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Under the supervision of the Early Childhood Specialist, assists in the smooth and efficient operation of the Pre-K classroom both during in person and virtual learning, and provides Additional support to the classroom teacher and the Associate Teacher.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS
- Assists the classroom teacher and associate Teacher in creating an orderly classroom environment conducive to learning and to the appropriate developmental levels of the Pre-K students.
- Collaborates with the classroom teacher and associate teacher to provide effective individual and small group instruction, activities and projects that are relevant to students' needs, interests and abilities.
- Follows teacher lesson plans and maintains a detailed report as may be required.
- Collaborates with teacher(s) with common goals to increase student achievement.
- Reports to duties on time and contributes to effectively ensuring student safety, orderly behavior and maintaining classroom routines.
- Performs job duties to support student achievement consistent with the job description.

SUPERVISION AND IMPLEMENTATION
- Collaborates with the Lead Pre-K teacher & Associate Teacher to effectively implement lesson plans consistent with the needs and abilities of students
- Maximizes instruction time to students who are designated at-risk
- Handles confidential/sensitive information appropriately.
- Uses appropriate interventions when responding to student behaviors.
- Assists with snack time, meal time, rest time, transitions, physical activities and indoor and outdoor activities
- Enforces the Academy's Pre-K student discipline policies clearly and consistently.

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

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

REPORTING AND COMPLIANCE
- Accurately completes and timely submits all required paperwork and up-to-date reports per specifications including records of individualized student activities.
- Demonstrates positive support to the School Improvement Plan (SIP).
- Documents students' progress and achievement in tutorial sessions.
- Tracks daily assignments and evaluates students' accuracy and completion of practice exercises/activities.
- Consistently and thoroughly completes the Individualized Instruction Reports.
- Complies with all Academy and department-wide policies, daily routines and guidelines.
- Collaboratively participates in Academy committees that contribute to a positive learning environment.

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION

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

SKILLS/EXPERIENCE:

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

EDUCATION/TRAINING:

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

PHYSICAL DEMANDS:

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

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

Hamadeh Educational Services, Inc. is an equal opportunity employer

Hamadeh Educational Services, Inc.
Job Description

Job Title: Principal	**Department:** Instructional Administration
Supervisor: HES President and Superintendent	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Under the direction of the Superintendent and HES President, the Principal shall serve as the instructional and administrative leader of the Academy.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENT
- Directs the overall activities of planning, developing, implementing, and evaluating the Academy's instructional programs and staff development in alignment with national standards & the Michigan Curriculum Standards with a special focus on student achievement.
- Provides leadership in curriculum, instruction, staff development and administration.
- Oversees the Achievement Campers Program (ACP) and Athletic Programs, in collaboration with the ACP Coordinator and Athletic Program Director to ensure alignment with the Academy's academic program goals and policies.
- Researches, recommends, evaluates and oversees the implementation of programs and activities with the objective of enhancing students' academic performance, increasing staff morale and in the best interest of the academy.
- Researches, recommends and implements programs and activities to improve the safety, discipline and health of students.
- Recommends and implements programs for proper utilization of the building, physical facilities, and school playgrounds.

SUPERVISION AND IMPLEMENTATION
- Supervises the instructional program, evaluates, develops, and reviews the curricular offerings and instructional program of the Academy.
- Supervises the daily operations of the Academy ensuring the smooth and efficient operation and is available for direct supervision.
- Supervises the development, implementation and monitoring of after school and summer programs.
- Plans and develops students, staff and the Academy schedules in the best interests of the students and within HES guidelines and the Academy policies.
- Supervises and guides students consistent with the Academy's policies and guidelines.
- Recommends requisitions and adequate books, resources, supplies and equipment.
- Ensures all plans, recommendations and activities are consistent with the designated budget and provides continual budgetary adherence.
- Supervises building custodial care with the Director of Operations.
- Supervises the Academy's Food Service Program.

PROFESSIONAL LEARNING OPPORTUNITIES
- Recommends and directs committees and task teams as needed.
- Trains, supervises and evaluates personnel assigned within the areas of responsibility.
- Conducts a program of in-service education for assigned personnel.
- Conducts meetings of the staff as are necessary to the proper functioning of the Academy.
- Plans, provides or facilitates appropriate training and resources for students and staff consistent with the requirements.

RESULTS AND DATA MANAGEMENT
- Coordinates the local and State student assessment program for the Academy and directs programs to improve student performance.
- Develops, recommends, administers consistent with the departments and programs budgets. Ensures that parents are kept up-to-date with timely communication of students' progress and concerns, as well as school events and activities.
- Supervises the daily operations of the Academy ensuring the classrooms and subjects are running smooth and efficient, and is available for direct supervision.
- Supervises and evaluates staff performance, focusing on student achievement and ensuring accountability.
- Uses data to effectively impact decision-making, goal setting, planning and awarding student achievement.

REPORTING AND COMPLIANCE
- Directs the planning for and coordinates implementation to special, federal and state-funded projects to ensure compliance and to meet student needs.

- Assists the Superintendent in preparing and submitting compliance reports and documents, and records as required by law, Board policies, and administrative directives to the Board of Directors.
- Prepares and submits compliance reports, documents and records as required by law, Academy Board policies, and administrative directives.
- Ensures that all Academy Board and HES policies are effectively explained and implemented.
- Keeps the Superintendent and HES President informed of issues and concerns.

PROFESSIONAL QUALITIES

- Maintains exceptional customer service and positive communication with staff, students' parents and community while serving as a role model and example for others to follow.
- Maintains liaison with social, professional, civic, volunteer, and other community agencies having an interest in the Academy.
- Assists in the interview, selection and assignment of personnel, certified and classified employees.
- Conducts a community relations program and coordinates it with the district program.
- Performs all duties with quality, efficiency and commitment to the Academy and its Management.
- Performs other duties as may be assigned by the Supervisor.

SAFETY LEGISLATION:

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APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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

SKILLS/EXPERIENCE:

- Must have advanced oral comprehension & expression skills, advanced written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, and highly developed organization and planning skills
- Must exhibit exemplary professionalism, accomplished computer literacy skills, and advanced time management skills.
- Requires extensive experience with Leadership, Supervision and Diplomacy
- Must have advanced conflict resolution skills, negotiation and persuasion skills and experience working under rigorous pressure
- Extensive experience working and serving a diverse student population and community.
- Must be able to work long hours

- **EDUCATION/ TRAINING:**
- Minimum of a Master's Degree in Education or related field or an equivalent combination of education and experience.
- Must have School Administration Certification or be enrolled in and accredited program in which a School Administrator Certification will be attained within 3 years.
- Thorough knowledge of Michigan Curriculum Standards
- A minimum of three years professional experience in an educational setting.

- Experience in school Administration, preferably as a School Principal.
- Must comply with all applicable laws related to maintaining an Administrator's Certificate.

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

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

Hamadeh Educational Services, Inc. is an equal opportunity employer

Hamadeh Educational Services, Inc.
Job Description

Job Title: Procurement Specialist	**Department:** Accounting
Supervisor: Chief Business Executive (CBE) & Director of Accounting	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Under oversight of the Chief Business Executive and Director of Accounting, performs varied accounting activities related to receivables and payables, the maintenance of records, and the issuance of reports. In coordination with others in the department, the Accounting Administrator evaluates, computes, classifies, records, and reconciles transactions into the Academies' financial accounting systems.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENT
- Assists in preparation, evaluation and monitoring of budget; supports project and task management.
- Assists in the compilation and evaluation of accounting information and periodic financial reports.
- Assists in implementation of directives resulting from review of financial reports and other activities.
- Prepares journal entries and reconcile general ledger.
- Assists with internal audits and maintenance of various balance sheet accounts.
- Assist in the month end closing entries and account analysis.
- Diligently reviews invoices and matches with purchase orders, packing lists, and shipping documents against vendor's invoices to ensure proper valid invoicing and proper receipt of materials or services prior to issuing payment.
- Prepares and tracks Account Payable and Account Receivable payment vouchers invoices to ensure the timely payment of outstanding invoices to prevent late fees or delayed services.
- Timely coordinates, compiles, and deposits accounts receivables as may be necessary to ensure compliance with the district policies and State requirements.
- Assists in developing effective methods of managing, compiling, organizing and tracking department documentation and performs related tasks as may be assigned.
- Assists with the preparation of the monthly financial statements.
- Negotiates pricing with vendors to secure competitive deals.
- Assists in tracking Grants expenditures and ensure accuracy with the budget.

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

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

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

REPORTING AND COMPLIANCE
- Maintains accurate and updated records and files.
- Organizes and preserves paper and computer files for ready reference and efficient operation.
- Prepares spreadsheets for various expenses, deposits and transactions, including credit card and money handling transactions.

- Accurately prepares journal entries, including all bank deposits/wire transfers, accruals, vouchers, adjustments etc.
- Utilizes detail-oriented approach to record expenditures, income, fund balances, reserves, and appropriations.

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION

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

SKILLS/EXPERIENCE:

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

EDUCATION AND EXPERIENCE:

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

PHYSICAL DEMANDS:

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: School Nutritionist	**Department:** Food Services
Supervisor: Principal	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Manages and oversees all aspects of the wellness and nutrition programs at the school in line with the State, federal and district's guidelines, procedures and policies.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS
- In collaboration with the Food Service Coordinator, plans school–meal menus that meet the USDA nutritional requirements, and Michigan Department of Education guidelines.
- Provides guidance for planning and overseeing preparation and cooking of meals to meet USDA nutritional requirements and the Academy's wellness policy.
- Evaluates the Academy's wellness policy, and makes recommendation for updates as needed to ensure compliance with all applicable policies and guidelines.
- Develops programs, workshops, and activities designed to promote health and wellness awareness among the school community.
- Plans alternative menus for kids with special needs, in accordance to their medical care provider's recommendations and in collaboration with the parents.
- Participates in department improvement plan by sharing ideas and input to enhance service and programs.

SUPERVISION AND IMPLEMENTATION
- Supervises and manages implementation of the planned menus in compliance with all applicable requirements and regulations.
- Adheres to sanitation and safety procedures as stated in the Michigan Food Code and HACCP guidelines and all standard food preparation and kitchen operations procedures.
- Supervises meal preparation to ensure consistency with the planned menus, nutritional values, and the school policies and guidelines.
- Observes and evaluates student's preferences, to continuously improve the food service, and menu items.
- Coordinates special events with the HES President, Principals and/or other key personnel.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)
- Participates in recommended training programs, conferences, courses or other aspects of professional growth.
- Attends all Parent-Teacher Conferences, open houses and orientations, as well as any other school events as required.
- Attends meetings, activities, training programs, conferences, seminars, workshops (MDE, MOR), and courses (Servsafe Certification class) as required and effectively implements new strategies.
- Demonstrates self-motivation for improving own techniques, reflections, and effectiveness based on stakeholder input.

RESULTS AND DATA MANAGEMENT
- Conducts student/parent surveys and utilizes the resulting data to make improvements to the food service and school wellness programs.
- Collects and analyzes data in providing guidance towards decision makings.
- Collaborates with Food Service Coordinator to manage Food Services Department budget and plan purchases.
- Manages all aspects with code of ethic regarding school nutrition and wellness in compliance with the state, local, and MDE requirements and regulations for health and safety guidelines.

REPORTING AND COMPLIANCE
- Ensures quality and nutritious meals are served to all students.
- Prepares year end reports, monthly-internal reporting, on-site reviews, and any other applicable reports in a timely manner per specifications.
- Complies with HES, school, department-wide, district, state and local policies and guidelines concerning health and safety on daily routines.
- Manages all aspects of Academy nutrition and wellness programs in compliance with MDE requirements and regulations.
- Adheres to all established policies, procedures, and code of ethics.

PROFESSIONAL QUALITIES
- Maintains files in an organized and accessible manner by updating information, purging files on a regular basis and creating new filing systems as needed.
- Establishes and maintains good customer service and positive communication with administration, staff, students, parents and community.

- Performs all duties with quality, efficiency and dedication to the Academy and its management.
- Performs other duties as may be assigned by the Principal or HES President or her/his designee.
- Keeps the Principal and HES President informed of issues and concerns.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts
- Participates in school committees that contribute to a positive learning environment.

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

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

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

CONFIDENTIALITY OF INFORMATION:
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SKILLS/EXPERIENCE:
- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism and time management skills
- Knowledge of Food Service Program requirements and experienced leadership Skills

EDUCATION/TRAINING:
- Bachelor's degree or higher in food and nutrition science or a related nutrition/science field

PHYSICAL DEMANDS:
The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. The employee is required to perform the functions by sitting, standing and/or walking for extended periods of time. The position requires physical exertion to manually move, lift, carry, pull, or push objects up to 75 pounds in addition to stooping, bending, and reaching.

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: School Social Worker	**Department:** Student Services
Supervisor: Principal	**Employer:** Hamadeh Educational Services(HES)

BASIC FUNCTION:

Under the supervision of the Principal, provides direct and indirect services to students, parents, and the school staff at the assigned Academy. Performs the functions outlined in the Michigan Administrative Rules for Special Education. Also, serves as the Academy Homeless Liaison.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Provides adequate direct and/or indirect services for students with behavior, emotional, learning and other impairments/disabilities if and when the Academies have such cases.
- Collaborates with the Principal, teachers, and other school personnel to improve the use of existing school programs and procedures
- Plans and implements new programs and procedures related to the educational, social and emotional needs of students.
- Plans, organizes, recommends academic programs to help students improve their academic achievement and become successful at their grade level.
- Plans, organizes, recommends, and schedules appropriate direct in-service training programs or courses for parents and students, including determining training needs programs.
- Identifies problems and situations interfering with the students' abilities in optimal use of the educational experience.
- Participates with staff in altering situations that are adversely affecting the personal, social-emotional, and active subjects and studies.
- Plans and implements new school-wide programs/procedures related to students' educational, social and emotional needs.
- Plans and implements individual and group social work sessions to guide and assist students as needed.
- Plans and implements appropriate measures to address crisis situations.
- Researches best practices and identifies resources to supplement class instruction for students with special needs.

SUPERVISION AND IMPLEMENTATION

- Provides assistance to teachers, staff and parents in the interpretation of abilities and needs of individual students.
- Provides the IEP committees with comprehensive diagnostic evaluations and reports of at-risk students as needed.
- Shares data and data interpretation with proper staff and administration to ensure each student has equity and access.
- Collaborates with counselor(s) to provide activities designed to improve and support the emotional, behavioral and social skills development of students.
- Collaborates with staff and administration to identify and acts on problems and situations interfering with learning.
- Collaborates with the IEP Committees to determine the eligibility of students for resource room and social work services.
- Conducts individual student and group sessions using staff schedules that are conducive to learning.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends meetings, activities and training sessions as may be needed and effectively implements new strategies.
- Ensures timely and complete participation in and documentation of Professional Learning Opportunities where applicable.
- Coordinates and develops resources within and outside of the school system that are beneficial to students, their families, and school personnel.
- Provides problem-solving services to students and their families through individualized groups and community social work methods; enabling those served to cope with problems adversely enhancing the ability of the students' to optimally acquire the educational experience.
- Plans and reaches own goals for self-improvement consistent with the job requirements and/or the Academy's needs.
- Plans, provides or facilitates appropriate student, staff and parent training consistent with the SIP, IEP's and department needs.

RESULTS AND DATA MANAGEMENT

- Provides the individualized educational planning committees, with comprehensive diagnostic evaluations of students at risk, such as the emotionally impaired if and when the Academies have such cases.
- Collaborates with the individualized educational planning committees in determining the eligibility of the emotionally impaired programs and services.
- Uses data to effectively impact decision-making, goal setting and planning in the best interest of students and the Academy.
- Utilizes appropriate resources and information to resolve concerns in a consistent and timely manner.
- Consistently updates, tracks, and analyzes data to inform progress or needed changes in social work services.

REPORTING AND COMPLIANCE

- Adheres to all established policies, procedures and code of ethics.
- Coordinates all IEP meetings, updates and record keeping.
- Documents and provides reports to the immediate supervisor of appropriate records, service logs, schedules, and other documentations as needed for management, planning and reporting.
- Complies with all the district, Academy and department-wide policies and daily routines and guidelines.
- Collaborates with the administration and uses referral sources as needed in dealing with situations pertinent to external agencies.

PROFESSIONAL QUALITIES

- Maintains good customer service and positive communication with administration, staff, students, parents and community.
- Demonstrates professionalism in work ethics, handling confidential information, and conflict management.
- Follows an organizational system for documenting and communicating student progress and concerns with stakeholders.
- Performs all duties with quality, efficiency and dedication to the Academy and its Management.
- Performs other duties as may be assigned in writing by the Principal.

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity , speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills; Experience in individual, group and family therapy with adolescents; Experience working in k-12 school setting

EDUCATION/ TRAINING

- Master's Degree in Social Work and eligibility for a Master's Level Social Work license or limited Master's Level Social Work License.
- Full or temporary school social work approval is also required to provide social work services in the school setting.
- Must comply with all applicable laws related to the Administrator's certificate.
- Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable

PHYSICAL DEMANDS:

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Substitute/Paraprofessional	**Department:** Tutorial
Supervisor: Coordinator of Tutorial, ESL and Title III Programs	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Under the supervision of the classroom teacher, assists in the smooth and efficient operation of the classroom both during in -person and virtual learning, and provides challenged/at-risk students with individualized instruction

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS
- Assists the classroom teacher in creating an orderly classroom environment conducive to learning and appropriate to the maturity and interests of the students.
- Collaborates with the classroom teacher to proactively plan and provide effective individual and small group instruction, activities, and projects that are relevant to students' needs, interests, and abilities.
- Follows teacher lesson plans and maintains a detailed report as may be required.
- Collaborates with teacher(s) with common goals to increase student achievement.
- Reports to duties on time and contributes to effectively ensuring student safety, orderly behavior, and maintaining classroom routines
- Performs job duties to support student achievement consistent with the job description.
- May be assigned to a long-term subbing position which may include:
  - Preparing for assigned classes and showing written evidence of preparation upon request of supervisor(s).
  - Preparing lesson plans that are aligned with curriculum maps for the grade level/subject area and include activities for differentiated instruction to meet the varied learning styles, abilities, and needs of students in a culturally sensitive environment.
  - Creating a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
  - Planning and implementing individual and group learning sessions to guide and assist students as needed.
  - Planning and implementing appropriate measures to address crisis situations.
  - Researching best practices and identifies resources to supplement class instruction for students with special needs.

SUPERVISION AND IMPLEMENTATION
- Collaborates with the classroom teacher to effectively implement lesson plans consistent with the needs and abilities of students.
- Maximizes instruction time for students who are designated at-risk.
- Handles confidential/sensitive information appropriately.
- Uses appropriate interventions when responding to student behaviors.
- Enforces the Academy's student discipline policies clearly and consistently.

PROFESSIONAL LEARNING OPPORTUNITIES
- Performs routine self-evaluation to identify areas of strengths and needs and seek ways to improve and enhance work related skills.
- Attends meetings, conferences, courses, and other training sessions as may be needed for professional growth and development and effectively implements new strategies.
- Ensures timely and complete participation in and documentation of training and Professional Learning Outcomes PLOs where applicable.
- Attends all parent- teacher conferences, open houses, and orientations, as well as any other school events as required Utilizes supervisor's directives and stakeholder feedback to improve performance.

RESULTS AND DATA MANAGEMENT
- Maintains and updates student files and documentation of individualized instruction.
- Evaluates student achievement through review of assessment data and makes recommendations to teacher on course of action best suited for student.
- Tracks students' daily assignments and evaluates students' performance and improvements as evidenced by progress reports and report cards.
- Uses data to inform decision-making, analyzes disciplinary data and to evaluate progress and recommends programs for improvements and award progress and achievement.
- Ensures lessons are effectively followed and student achievement is evident.

REPORTING AND COMPLIANCE
- Accurately completes and timely submits all required paperwork and up-to-date reports per specifications including records of individualized student activities.
- Demonstrates positive support to School Improvement Plan (SIP).
- Documents students' progress and achievement in tutorial sessions.
- Tracks daily assignments and evaluates students' accuracy and completion of practice exercises /activities.
- Consistently and thoroughly completes the Individualized Instruction Reports.
- Complies with all the district, Academy, department-wide policies and daily routines and guidelines.

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

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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

APPROVALS:

All activities must be pre-approved by the immediate supervisor before their final implementation or as may be delegated by the HES President or CEO in writing. Activities that involve any business contractual agreements or monetary cost must be pre-approved by the HES President or CEO and may need to be presented to the Academy Board for final approval.

EXCLUSIONS

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

CONFIDENTIALITY OF INFORMATION

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SKILLS/EXPERIENCE:

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

EDUCATION/TRAINING:

- Must have at least 60 credit hours satisfactory credit (grade 'C' or better) combined from one or more regionally accredited two- or four-year colleges or universities. (Accredited by either a regional accrediting agency or by the National Council for the Accreditation of Teacher Education (NCATE).
- Official Transcripts must be provided. Transcripts from a foreign University must be evaluated by an MDE accredited evaluation entity for US credit/degree equivalency.

PHYSICAL DEMANDS:

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

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

Hamadeh Educational Services, Inc. is an equal opportunity employer

Hamadeh Educational Services, Inc.
Job Description

Job Title: Talent Acquisition Manager	**Department:** Human Resources (HR)
Supervisor: Human Resources Director	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Under the direction of the Human Resources Director oversees and maintains all aspects of Talent Acquisition Management.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Responsible for the recruitment and hiring of qualified staff for authorized job openings for HES and its academies under the direction of the Supervisor.
- Responsible for developing recruitment strategies which include job posting optimization, recruiting campaign planning and talent planning.
- Supervises department staff and ensures the productivity and efficiency of the department including ensuring appropriate staffing levels for the organization.
- Oversees all staff qualifications including teachers, teacher substitutes, paraprofessionals, food service handlers, bus drivers, administrators, etc.
- Responsible for the management and implementation of effective sourcing strategies to expand external partnerships with colleges, job boards and vendors by promoting brand awareness
- Maintains a solutions driven approach to ensure the success of the department focusing on quality and efficiency and morale.
- Determines applicant qualification and compatibility by understanding job descriptions, qualifications, and certifications.
- Liaison with existing and prospective candidates to ensure they are consistently updated on progress ensuring all candidates receive a positive recruitment experience
- Manage and oversee the applicant tracking system including ensuring all staff adhere to documenting applicant and employee information within the system
- Coordinates the overall HR Recruitment process including attending job fairs and the careful selection of prospective employees
- Assists with contract negotiations, contract signings, initial orientation of basic employment expectations, policies and procedures
- Manages a wide range of recruitment poll and databases and communicates to leadership potential issues and concerns.
- Makes recruitment and selection recommendations to the Supervisor.
- Processes internal and external job announcements and related procedures.
- Participates in department improvement plan by sharing ideas and input to enhance services and programs including promoting innovating ideas and strategies to increase the success of the department.

SUPERVISION AND IMPLEMENTATION

- Oversees, prepares, and maintains employee application process and personnel records to include updating documentation as needed.
- Follows through with full cycle recruitment on staff development needs.
- Assists supervisors with innovative and effective methods to increase productivity and performance.
- Works in collaboration with supervisor in evaluating Talent Acquisition staff and their developmental needs.
- Provides best practices advice and support on all matters relating to recruitment.
- Provides support on appropriate sourcing strategies and placements.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Attends meetings, activities and training sessions, and school events as needed.
- Seeks opportunities and mentoring for growth and professional development.
- Evaluates and recommends staff development needs.
- Plans personal development goals to be consistent with and supportive of job requirements and HES Academy needs.
- Ensures timely and complete participation in and documentation of training sessions including PLOs as needed.

RESULTS AND DATA MANAGEMENT

- Provides assistance in overseeing the school schedule for compliance consistently with staff qualifications.
- Provides assistance with ensuring employee procedures and policies are clear, documented, and communicated.
- Provides assistance with ensuring all job openings and vacancies are timely filled with qualified and organizationally compatible staff
- Provides assistance with ensuring terminated, new, and active staff lists are up-to date and available for easy reference.
- Assists in the completion of all employment verification forms, recommendations, various documentation and correspondence.
- Assists and prepares an updated new staff list and terminated staff list.
- Assists in preparing, compiling, and maintaining HR information for quarterly/annual personnel reports.

REPORTING AND COMPLIANCE

- Completes and administers reporting and compliance requirements regarding new staff qualifications to the supervisors in addition to adhering to compliance requirements.
- Provides assistance with ensuring staff training and certification are current and aligned with guidelines and policies.
- Complies with all HES and District, Academies, department-wide policies, daily routines and State and Federal guidelines.
- Completes and timely submits all required reports and communication per specifications.
- Reports all complaints, actions, and issues related to the Academies to Supervisor; maintains accurate records.
- Maintains professional appearance and demonstrates self ethically and in a manner appropriate to a public setting and HES philosophy.
- Demonstrates availability when needed.

PROFESSIONAL QUALITIES

- Follows an organizational system for documenting and communicating staff hires, terminations, transfers and concerns with stakeholders
- Recommends requisitions and adequate office space, furniture and benefits for employees.
- Takes all necessary measures to ensure confidentiality of all staff information.
- Represents the best possible impression of our organization when interacting with the community, prospective employees, current employees, and other industry professionals.
- Performs all duties with quality, efficiency and dedication to HES and its Academies and its Management.
- Performs other duties as may be assigned by the Supervisor.

SAFETY LEGISLATION:

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APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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SKILLS/EXPERIENCE:

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

EDUCATION/TRAINING:

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

PHYSICAL DEMANDS:

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Teacher and Director of Early Childhood Program	**Department:** Administration – Instructional
Supervisor: Early Childhood Specialist or Principal	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:

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

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

- Directs the overall activities of planning, developing, implementing, and evaluating the Early Childhood Program with a special focus on student achievement.
- Serves as an instructional resource and advisor for teachers, associate teachers, student monitors, and students in the Pre-K Program and assist by further developing, supervising and evaluating the Early Childhood Instructional Program.
- Coordinating the development of the Early Childhood Program curriculum in alignment with the Michigan standards of early childhood.
- Recommends changes and improvements as may be needed, including the formulation of curriculum objectives, and the selection, development and revision of curriculum materials.
- Collaborates with teachers, associate teachers and student monitors to plan and implement units that best meet the learning needs of students

SUPERVISION AND IMPLEMENTATION

- Monitors and oversees the daily operation of the Early Childhood Program classrooms and subjects.
- Coordinates, prepares, and supervises the purchases of curriculum materials and resources for early childhood education.
- Provides for mentoring of the teachers, associate teachers and student monitors in the Early Childhood Program to ensure effective academic program implementation as needed
- Schedules, facilitates and conducts student home visits, parent/teacher conferences, and maintenance of the classroom assessment toolkit (Creative Curriculum)
- Supervises and evaluates staff performance focusing on student achievement and ensuring accountability.
- Provides students with counseling, guidance and proper supervision as needed.
- Supervises the selection of textbooks, materials, and equipment needed in the Early Childhood Instructional Program.
- Reviews and recommends requisitions of adequate supplies, resources and equipment.
- Plans academic contests, activities, and concerts, fairs, and parents events.

PROFESSIONAL LEARNING OPPORTUNITIES

- Coordinates, participates, and oversees all educational team meetings and team activities
- Plans, provides, or facilitates appropriate training and resources for students and staff consistent with the requirements.
- Provides teachers with training individually or by groups as needed in Understanding by Design as a strategy to increase student understanding of the information they are learning
- Fosters professional growth and provides professional assistance and mentoring to staff as required
- Attends Staff meetings and training sessions as may be needed
- Plans and conducts department meetings and / or training as well as school-wide staff meetings and trainings when required
- Coordinates and attends all school events and activities as may be directed, such as Parent-Teacher Conferences, open houses, orientations, PTC Meetings, etc.
- Serves on School Improvement Plan (SIP) and Total Quality Management (TQM) Committees.

RESULTS AND DATA MANAGEMENT

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

REPORTING AND COMPLIANCE

- Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.
- Assists the administration in implementing all policies and/or rules governing student life and conduct.
- Develops reasonable rules and procedures for classroom behavior, and maintains order in the classroom in a fair and just manner.

- Maintains accurate and up-to date records of students' work and results by constantly updating students' portfolios and Power School records.
- Completes and submits all required updated reports per specifications (lesson plans, student attendance, portfolios, correspondence, grade book, lesson plan records, Progress Reports, logs, etc.)
- Complies with all District, school, department-wide policies and daily routines and guidelines.

PROFESSIONAL QUALITIES

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

SAFETY LEGISLATION:

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

APPROVALS:

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EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION

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SKILLS/EXPERIENCE:

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

EDUCATION / TRAINING

- Minimum of a Bachelor's degree in the study of Childhood Education
- Must possess a current Michigan Teaching Certificate for Early Childhood
- Thorough knowledge of Michigan Core Curriculum and Creative Curriculum
- A minimum of three years of professional experience in an educational setting, school administration and supervision.
- Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.
- Must be certified in adult/child/infant CPR and first aid

PHYSICAL DEMANDS:

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Teacher	**Department:** Academic – Instruction
Supervisor: Principal and/or Department Head	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Under the direction of the Principal and/or Department Head, creates an educational environment and teaches an educational program where all students will have the opportunity to receive the proper guidance and instruction, needed virtually and in-person as may be required by the Academy to promote their academic, social, mental, psychological, physical and emotional well-being.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVMENTS

- Prepares for assigned classes and shows written evidence of preparation upon request of supervisor(s).
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
- Prepares lesson plans that are aligned with curriculum maps for the grade level/subject area and include activities for differentiated instruction to meet the varied learning styles, abilities, and needs of students in a culturally sensitive environment.
- Proactively participates in department improvement plan by sharing ideas and input to enhance services and program.
- Plans and implements individual and group learning sessions to guide and assist students as needed.
- Plans and implements appropriate measures to address crisis situations.
- Researches best practices and identifies resources to supplement class instruction for students with special needs.

SUPERVISION AND IMPLEMENTATION

- Meets and instructs assigned classes in the locations and at times designated, taking all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Encourages students to set and maintain standards of classroom behavior.
- Guides the learning process toward the achievement of curriculum goals and in harmony with the goals.
- Establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students.
- Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
- Strives to implement, by instructions and action, the Board's philosophy of education and instructional goals and objects.
- Implements classroom routines and procedures that maximize instructional time and enhance the learning environment.
- Provides differentiated instruction to meet the individual needs and abilities of students.
- Integrates appropriate technology tools and resources in planning and instruction to engage all students and promote learning and computer literacy.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)

- Participates in the School Improvement Plan (SIP) activities consistent with the SIP and the Academy's mission and guidelines.
- Attends and consistently contributes to the success of staff meetings, professional development sessions, and action items.
- Utilizes supervisor, school leader and stakeholder feedback to improve own and department performance consistent with the SIP, the Academy's mission, best practice and Michigan expectations.
- Plans and reaches own goals for self-improvement consistent with the job requirements and/or Academy needs.
- Plans, provides or facilitates appropriate student, staff and parents training consistent with the SIP, IEP's and department needs.
- Ensures timely and complete participation in and documentation of PLOs where applicable.
- Attends meetings, activities and training as needed and seeks opportunities and mentoring from designated staff for growth and professional development and effectively implements new teaching strategies.

RESULTS AND DATA MANAGEMENT

- Assesses the accomplishments of individual students on a regular basis, seeking the assistance of district specialist as required.
- Identifies the learning disabilities of students on a regular basis, seeking the assistance of district specialist as required.
- Participates in child study team meetings, IEP meetings and develops and implements lessons consistent with the IEP requirements.
- Plans and administers various assessments to evaluate students' performance, including portfolios/presentations/projects/Achievement Series/tests.
- Analyzes students' test results and data and uses the results to advance students' achievement by establishing and implementing instruction and improvement plans.
- Uses data to effectively impact decision-making, goal setting and planning in the best interest of students and the Academy.
- Consistently updates, tracks and analyzes data to inform progress or needed changes in academic achievement.
- Recognizes and promotes student achievement by posting student work, parental contacts, and providing incentives and awards.

REPORTING AND COMPLIANCE

- Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.
- Assists the administration in implementing all policies and/or rules governing student life and conduct.
- Develops reasonable rules and procedures for classroom behavior and maintains order in the classroom in a fair and just manner.
- Maintains up-to date records of students' work and results by constantly updating students' portfolios and PowerSchool records.

- Completes and submits all required updated reports per specifications (lesson plans, student attendance, portfolios, correspondence, grade book, lesson plan records, progress reports, logs, etc.)
- Complies with all the district, Academy and department-wide policies and daily routines and guidelines.

PROFESSIONAL QUALITIES

- Participates in school committees that contribute to a more positive learning environment.
- Participates collaboratively in school functions, activities, and committees and attends parent-teacher conferences, open houses, and orientations.
- Maintains good customer service and positive communication with administration, staff, students, parents/guardians and community.
- Demonstrates professionalism in work ethics, handling confidential information and managing conflicts effectively.
- Establishes and maintains positive team spirit among all staff and the administration.
- Follows an organizational system for documenting and communicating student progress and concerns with stakeholders.
- Attends to assignments punctually and considers the impact of his/her attendance on student achievement.
- Performs all duties with quality, efficiency and dedication to the Academy and its management.
- Performs other duties as may be assigned in writing by the Principal or designee.
- Channels concerns to administration for solutions.

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION

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

SKILLS/EXPERIENCE:

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

EDUCATION/TRAINING:

- Must hold at least a Bachelor's Degree
- Full State Certification in the subject and/or grade level(s) being assigned to teach including passing a state mandated comprehensive skill assessment and all other examination(s) required by Section 1531 of the revised school code
- Official Transcripts must be provided. Transcripts from a foreign University must be evaluated by an MDE accredited evaluation entity for US credit/degree equivalency.

PHYSICAL DEMANDS:

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Technical Support Assistant	**Department:** Information Technology
Supervisor: Chief Technology Officer (CTO)	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Under the direction of the Chief Technology Officer, performs various technical support tasks utmost efficiency and accuracy.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS
- Provides Power School training for staff and monitors server activity making sure it is running properly.
- Occasionally assists in the scheduling of technology equipment' use for school events ensuring that equipment is available and in good working order.
- Video tapes school events as required throughout the school year.
- Takes photos of all staff and students at the beginning of the school year and as new staff and students join throughout the school year.
- Prints and manages all ID Cards, including make-ups throughout the entire school year.
- Follows all duties and assignments directed by the CTO only and not by the staff directly.
- Ensures all assignments are given a priority code with 1 being the highest and completes assignments according to priority code.
- Demonstrates flexibility in completing other tasks assigned by the CTO or Superintendent
- Assists CTO in specialized project implementation
- Ensures projects are executed correctly and implemented with accuracy and fidelity

SUPERVISION AND IMPLEMENTATION
- Ensures that all workstations are running properly, have internet access, have access to a printer nearby, and have all needed software patches.
- Ensures that all workstations are physically clean and in good working order Ensures that all printers are connected and installed properly, ink/toner included.
- Troubleshoots any hardware or software problems that may arise.
- Takes charge of all technology equipment and scheduling such as video cameras, digital cameras, VCR's, DVD Players, TV's, etc. ensuring they are in good condition and have charged batteries
- Removes irrelevant OEM installed software such as Outlook Express, Instant Messenger, MSN Explorer, Dell Help, and any other useless Startup programs.
- Sets up and installs any new/used machine and/or printer in the appropriate classroom or office and installs essential software such as antivirus, office suite, PDF reader, firewall client, etc.
- Completes System Scan for viruses, defragmentation, Spy-ware, worms, and makes sure network file-sharing is kept to a minimum to avoid over-exposure.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)
- Attends all school events and activities as may be directed by the HES President or CTO, such as Parent-Teacher Conferences, open houses, orientations, PTO meetings, Athletic Meetings, and events.
- Attends meetings, seminars, workshops and training as directed and effectively implements new strategies.
- Ensures timely and complete participation in and documentation of meeting and PLOs where applicable.
- Provides staff with training sessions as assigned by the CTO or HES President.
- Assists, redirects and guides staff, students and parents as necessary to ensure the smooth operation of the school.
- Utilizes feedback from CTO and school leaders based on professional methods in the best interest of students and the school.
- Takes initiative and formulates self-improvement goals aligned with job requirements and/or support of HES mission and vision.

RESULTS AND DATA MANAGEMENT
- Completes setup and configuration of email addresses and Users and Group policies set by CTO.
- Monitors network and server status at all locations making sure all services are running properly and network security is intact, including both intranet and internet security.
- Ensures correct wiring and stance of all lab workstations and speakers, per CTO's specifications takes place.
- Maintains Academies websites and constantly updates areas including but not limited to "Current News," "Students Links," "Staff Links," "Parent Links," "Lunch Menus," "Pictures," etc.
- Keeps ink/toner log for each printer.
- Assists CTO in large, school-wide projects including, but not limited to Student ID Cards, Staff ID Cards, Follet Library Software configuration and patron maintenance, master clock configuration, phone system configuration, email/username/printing training, copier machine user setup codes, and overall technology equipment maintenance.

REPORTING AND COMPLIANCE
- Occasionally assists in following up with SRSD/ UIC data.
- Creates and runs reports in Power School as needed.

- Timely and accurately enters and imports into Power School data pertaining to students, testing results, scheduling, and staff information.
- Reports any damages as a result of negligence by staff or students to supervisor.
- Responds to written or verbal requests within 1-2 school days.
- Submits formal requests to supervisor for items that need purchasing such as software or hardware for out-of-warranty computers.
- Submits weekly reports to the CTO at the end of the day on Thursdays through email.
- Complies with all District, school, and departmental policies; upholds the employment and FERPA protections of confidentiality and proper daily operations
- Provides CTO with timely project updates

PROFESSIONAL QUALITIES

- Maintains good customer service and positive communication with administration, staff, students, parents/guardians and community.
- Uses, manages, stores, and analyzes data effectively and appropriately.
- Creates and composes memos and letters to appropriate parents, students or staff.
- Maintains confidentiality of communication and only discusses matters with the appropriate individuals.
- Performs all duties with quality, efficiency and commitment to the schools and their Management.
- Performs other duties as may be assigned by the HES President or CTO.
- Demonstrates flexibility to irregular hours and unscheduled assignments and/or placements

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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

SKILLS/EXPERIENCE:

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

EDUCATION AND TRAINING:

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

PHYSICAL DEMANDS:

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Technical Support Specialist & Server Support	**Department:** Information Technology
Supervisor: Chief Technology Officer (CTO) and Technical Support Supervisor	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
To perform various technical support tasks as assigned by the Chief Technology Officer (CTO) and Technical Support Supervisor with utmost efficiency and accuracy.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS
- Completes System Scan for Viruses, Defragmentation, Spy-ware, worms, and makes sure network file-sharing is kept to a minimum to avoid over-exposure.
- Assists in providing Power School training for staff and monitors server activity making sure it is running properly.
- Schedules Technology equipment use for school events and ensures that equipment is available and in good shape.
- Setup new users and groups in Active Directory, G-Suite, and other systems, and maintain existing users and groups.
- Creates and maintain technical documentation.
- Collaborates with IT Administration/Engineers and Microsoft Engineers on tasks, configuration, and support tickets.
- Video tapes school events as required throughout the school year.
- Takes photos of all staff and students at the beginning of the school year, and as new staff and students join during the school year.
- Prints all ID Cards, including make-ups throughout the entire school year.
- Ensures all assignments are given a priority code with 1 being the highest and completes assignments based on priority code.

SUPERVISION AND IMPLEMENTATION
- Ensures that all workstations are running properly, have internet access, have access to a printer nearby, and have all needed software patches.
- Ensures that all workstations are physically clean and in good working order and all printers are connected and installed properly, ink/toner included.
- Troubleshoots any hardware or software problems that may arise.
- Resolves support tickets and requests.
- Configures tools and applications for Windows Server, Azure, AD, G-Suite, Powerschool, and other systems etc.
- Takes charge of all technology equipment and scheduling such as video cameras, digital cameras, VCR's, DVD Players, TV's, ensuring they are in good condition and have charged batteries
- Removes irrelevant OEM installed software such as Outlook Express, Instant Messenger, MSN Explorer, Dell Help, and any other useless startup programs.
- Sets up and installs any new/used machine and/or printer in the appropriate classroom or office and installs essential software such as antivirus, office suite, PDF reader, firewall client, etc.
- Provides adequate training to onboarding TSA's, reviews and approves timesheets and absence forms and weekly check-up and evaluations as assigned and may be directed by the CTO.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)
- Attends all Academic events and activities as may be directed by the CTO, such as Parent-Teacher Conferences, open houses, orientations, PTO meetings, athletic meetings, events, and as may be directed
- Attends meetings, seminars, workshops and training as directed and effectively implements new strategies.
- Ensures timely and complete participation in and documentation of meeting and PLOs where applicable.
- Provides staff with training sessions as assigned by the CTO.
- Assists, redirects and guides staff, students and parents as necessary to ensure the smooth operation of the school.
- Utilizes feedback from the CTO and school leaders based on professional methods in the best interest of students and the school.
- Plans and reaches own goals for self-improvement consistent with the job requirements and/or school needs.

RESULTS AND DATA MANAGEMENT
- Completes setup and configuration of email addresses and Users and Group policies set by the CTO.
- Monitors network and server status at all locations making sure all services are running properly and network security is intact, including both intranet and internet security.
- Ensures correct wiring and stance of all lab workstations and speakers, per the CTO's specifications takes place.
- Assists in maintaining Academies' websites when needed by constantly updating areas including Current News, Students Links, Staff Links, Parent Links, Lunch Menus, Pictures, etc.
- Keeps ink/toner log for each printer.
- Assists the CTO in large school-wide projects including, but not limited to: student ID cards, staff ID cards, Follet Library software

configuration and patron maintenance, master clock configuration, phone system configuration, email/username/printing training, copier machine user setup codes, and overall technology equipment maintenance.

REPORTING AND COMPLIANCE

- Assists in following up with SRSD/ UIC data when needed.
- Creates and runs reports in Power School as needed.
- Timely and accurately enters and imports into Power School information pertaining to students, testing results, scheduling, and staff.
- Reports any damages as a result of negligence by staff or students to supervisor.
- Responds to written or verbal requests within 1-2 school days.
- Formally requests to supervisor, items that need purchasing such as software or hardware for out-of-warranty computers.
- Submits weekly reports to the CTO at the end of the day on Thursdays, preferably through email.
- Complies with all District, school, and departmental policies; upholds the employment and FERPA protections of confidentiality and proper daily operations
- Follows established rules and guidelines in daily operations.

PROFESSIONAL QUALITIES

- Uses, manages, stores, and analyzes data effectively and appropriately.
- Creates and composes memos and letters to appropriate parents, students or staff.
- Maintains confidentiality of communication and only discusses matters with the appropriate individuals.
- Performs all duties with quality, efficiency and dedication to the Academies and their Management.
- Follows all duties and assignments directed by the CTO only and not by the staff directly.
- Performs other duties as may be assigned by the CTO.
- Demonstrates flexibility to unscheduled assignments and/or placements

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills, Technical Communication skills, Project Management experience presentation and Technical Writing skills

EDUCATION/TRAINING:

- Minimum of Bachelor's Degree in Computer Science or related field plus or an equivalent combination of education and experience.

PHYSICAL DEMANDS:

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

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

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Hamadeh Educational Services, Inc.
Job Description

Job Title: Technical Support Specialist & Supervisor	**Department:** Information Technology
Supervisor: Chief Technology Officer (CTO)	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
Performs varied and complex technical and data network support work and projects as assigned by the Chief Technology Officer (CTO). Acts as functional department supervisor and oversees coordination of work with technical support specialists.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS

Technical Support Specialist
- Completes System Scan for Viruses, Defragmentation, Spy-ware, worms, and makes sure network file-sharing is kept to a minimum to avoid over-exposure.
- Schedules Technology equipment use for school events and ensures that equipment is available and in good shape.
- Video tapes school events as required throughout the school year.
- Takes photos of all staff and students at the beginning of the school year, and as new staff and students join during the school year.
- Prints all ID Cards, including make-ups throughout the entire school year.
- Ensures all assignments are given a priority code with 1 being the highest and completes assignments based on priority code.

Technical Support Supervisor
- Coordinates and implements the overall technology activities in the building in accordance with policies established by Chief Technology Officer.
- Ensures integrity of computer and data network systems by periodically completing System Scan for Viruses, Defragmentation, Spy-ware, worms, and makes sure network file-sharing is kept to a minimum to avoid over-exposure.
- Provides Power School training for staff and monitors server activity making sure it is running properly.
- Collaborates with the CTO in the supervision of hourly staff as assigned by the Supervisor.
- Demonstrates flexibility in completing other tasks assigned by the CTO and assists CTO in large school-wide projects.

SUPERVISION AND IMPLEMENTATION

Technical Support Specialist
- Ensures that all workstations are running properly, have internet access, have access to a printer nearby, and have all needed software patches.
- Ensures that all workstations are physically clean and in good working order and all printers are connected and installed properly, ink/toner included.
- Troubleshoots any hardware or software problems that may arise.
- Takes charge of all technology equipment and scheduling such as video cameras, digital cameras, VCR's, DVD Players, TV's, ensuring they are in good condition and have charged batteries
- Removes irrelevant OEM installed software such as Outlook Express, Instant Messenger, MSN Explorer, Dell Help, and any other useless startup programs.
- Sets up and installs any new/used machine and/or printer in the appropriate classroom or office and installs essential software such as antivirus, office suite, PDF reader, firewall client, etc.

Technical Support Supervisor
- Assists the Chief Technology Officer in ensuring the department plans for and implements effective technology platforms, including coordinating technology maintenance and support services at the building
- Oversees scheduling of technology equipment including but not limited to video cameras, digital cameras, VCR's, DVD Players, TV's, etc. ensuring they are in good condition and have charged batteries
- Provides adequate training to onboarding of team members, reviews and approves timesheets and absence forms and weekly check-up and evaluations as assigned and may be directed by the CTO.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)
- Attends all school events and activities as may be directed by the CTO, such as Parent-Teacher Conferences, open houses, orientations, PTA meetings, athletic meetings, events, and/or as may be directed
- Attends meetings, seminars, workshops and training as directed and effectively implements new strategies.

- Ensures timely and complete participation in and documentation of meeting and PLOs where applicable.
- Provides staff with training sessions as assigned by the CTO.
- Assists, redirects and guides staff, students and parents as necessary to ensure the smooth operation of the school.
- Utilizes feedback from CTO and school leaders based on professional methods in the best interest of students and the school.
- Plans and reaches own goals for self-improvement consistent with the job requirements and/or school needs.

RESULTS AND DATA MANAGEMENT

- Coordinates with Technical Support Specialists to ensure functional oversight of technical support services.
- Completes setup and configuration of email addresses and Users and Group policies set by the CTO.
- Monitors network and server status at all locations making sure all services are running properly and network security is intact, including both intranet and internet security.
- Ensures correct wiring and stance of all lab workstations and speakers, per the CTO's specifications takes place.
- Assists in maintaining Academies' websites when needed by constantly updating areas including Current News, Students Links, Staff Links, Parent Links, Lunch Menus, Pictures, etc.
- Keeps ink/toner log for each printer.
- Assists the CTO in large school-wide projects including, but not limited to: student ID cards, staff ID cards, Follet Library software configuration and patron maintenance, master clock configuration, phone system configuration, email/username/printing training, copier machine user setup codes, and overall technology equipment maintenance.

Technical Support Supervisor

- Coordinates with Technical Support Specialists to ensure functional oversight of technical support services.
- Completes setup and configuration of email addresses and Users and Group policies set by CTO.
- Monitors network and server status at all locations making sure all services are running properly and network integrity and security is intact, including both intranet and internet security.
- Ensures correct wiring and stance of all lab workstations and speakers, per CTO's specifications takes place.
- Assists in maintaining Academies' websites when needed by constantly updating areas including Current News, Students Links, Staff Links, Parent Links, Lunch Menus, Pictures, etc.
- Keeps ink/toner log for each printer.
- Coordinates and effectively implements school-wide projects as assigned by the CTO including, but not limited to: Student ID Cards, Staff ID Cards, Follet Library Software configuration and patron Maintenance, Master Clock configuration, phone system configuration, email/username/printing training, copier machine user setup codes, and overall technology equipment maintenance.

REPORTING AND COMPLIANCE

Technical Support Specialist

- Assists in following up with SRSD/ UIC data when needed.
- Creates and runs reports in Power School as needed.
- Timely and accurately enters and imports into Power School information pertaining to students, testing results, scheduling, and staff.
- Reports any damages as a result of negligence by staff or students to supervisor.
- Responds to written or verbal requests within 1-2 school days.
- Formally requests to supervisor, items that need purchasing such as software or hardware for out-of-warranty computers.
- Submits weekly reports to the CTO at the end of the day on Thursdays, preferably through email.
- Complies with all District, school, and departmental policies; upholds the employment and FERPA protections of confidentiality and proper daily operations
- Follows established rules and guidelines in daily operations.

Technical Support Supervisor

- Ensures that all department activities are conducted in compliance with applicable guidelines and procedures.
- Follows up with SRSD/ UIC data when needed.
- Creates and runs reports in Power School.
- Timely and accurately enters and imports into Power School information pertaining to students, testing results, scheduling, and staff.
- Receives, researches and processes reports of damages resulting from negligence by staff, students or visitors. Reports such incidents to supervisor in a timely manner.
- Timely responds to requests and inquires. .
- Formally requests to supervisor, items that need purchasing such as software or hardware for out-of-warranty computers.
- Submits regular reports to CTO on project progress for building and keeps supervisor informed on an ongoing basis
- Complies with all District, school, and departmental policies; upholds the employment and FERPA protections of confidentiality and proper daily operations
- Maintains the integrity of the network by following the confidentiality and security guidelines.
- Follows established rules and guidelines in daily operations.

PROFESSIONAL QUALITIES

- Uses, manages, stores, and analyzes data effectively and appropriately.
- Creates and composes memos and letters to appropriate parents, students or staff.

- Maintains confidentiality of communication and only discusses matters with the appropriate individuals.
- Performs all duties with quality, efficiency and dedication to the Academies and their Management.
- Follows all duties and assignments directed by the CTO only and not by the staff directly.
- Performs other duties as may be assigned by the CTO.
- Demonstrates flexibility to unscheduled assignments and/or placements ensuring that assignments are completed in a timely manner

SAFETY LEGISLATION:
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APPROVALS:
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SKILLS/EXPERIENCE
- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity , speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills, Technical Communication skills, Project Management experience, presentation and Technical Writing skills

EDUCATION/TRAINING
- Minimum of Bachelor's degree in Computer science or related field plus or an equivalent combination of education and experience.

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

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

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

Hamadeh Educational Services, Inc.
Job Description

Job Title: Technical Support Specialist and Website Administrator	**Department:** Information Technology
Supervisor: Chief Technology Officer (CTO)	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
To perform various technical support tasks as assigned by the Chief Technology Officer (CTO) with utmost efficiency and accuracy.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS
- Builds or coordinates the development of the HES and its academies websites for including the design and implementation of dynamic websites.
- Oversees Updates and maintenance of the HES and academies websites on a periodical basis or when new information needs to be published.
- Oversees the administration and configuration of the Internet Information Services to meet the websites' needs on the web-server.
- Completes System Scan for Viruses, Defragmentation, Spy-ware, worms, and makes sure network file-sharing is kept to a minimum to avoid over-exposure.
- Assists in providing Power School training for staff and monitors server activity making sure it is running properly.
- Schedules Technology equipment use for school events and ensures that equipment is available and in good shape.
- Video tapes school events as required throughout the school year.
- Takes photos of all staff and students at the beginning of the school year, and as new staff and students join during the school year.
- Prints all ID Cards, including make-ups throughout the entire school year.
- Ensures all assignments are given a priority code with 1 being the highest and completes assignments based on priority code.

SUPERVISION AND IMPLEMENTATION
- Develops and maintains current resource pool and database of educational websites. Audits websites, software and licenses and makes recommendations before installation on servers.
- Ensures that all workstations are running properly, have internet access, have access to a printer nearby, and have all needed software patches.
- Ensures that all workstations are physically clean and in good working order and all printers are connected and installed properly, ink/toner included.
- Troubleshoots any hardware or software problems that may arise.
- Takes charge of all technology equipment and scheduling such as video cameras, digital cameras, VCR's, DVD Players, TV's, ensuring they are in good condition and have charged batteries
- Removes irrelevant OEM installed software such as Outlook Express, Instant Messenger, MSN Explorer, Dell Help, and any other useless startup programs.
- Sets up and installs any new/used machine and/or printer in the appropriate classroom or office and installs essential software such as antivirus, office suite, PDF reader, firewall client, etc.
- Provides adequate training to onboarding TSA's, reviews and approves timesheets and absence forms and weekly check-up and evaluations as assigned and may be directed by the CTO.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)
- Attends all Academic events and activities as may be directed by the CTO, such as Parent-Teacher Conferences, open houses, orientations, PTO meetings, athletic meetings, events, and as may be directed
- Attends meetings, seminars, workshops and training as directed and effectively implements new strategies.
- Ensures timely and complete participation in and documentation of meeting and PLOs where applicable.
- Provides staff with training sessions as assigned by the CTO.
- Assists, redirects and guides staff, students and parents as necessary to ensure the smooth operation of the school.
- Utilizes feedback from the CTO and school leaders based on professional methods in the best interest of students and the school.
- Plans and reaches own goals for self-improvement consistent with the job requirements and/or school needs.

RESULTS AND DATA MANAGEMENT
- Completes setup and configuration of email addresses and Users and Group policies set by the CTO.
- Monitors network and server status at all locations making sure all services are running properly and network security is intact, including both intranet and internet security.
- Ensures correct wiring and stance of all lab workstations and speakers, per the CTO's specifications takes place.
- Assists in maintaining Academies' websites when needed by constantly updating areas including Current News, Students Links, Staff Links, Parent Links, Lunch Menus, Pictures, etc.
- Keeps ink/toner log for each printer.
- Assists the CTO in large school-wide projects including, but not limited to: student ID cards, staff ID cards, Follet Library software configuration and patron maintenance, master clock configuration, phone system configuration, email/username/printing training, copier machine user setup codes, and overall technology equipment maintenance.

REPORTING AND COMPLIANCE
- Adheres to all established policies, procedures and code of ethics.
- Assists in following up with SRSD/ UIC data when needed.
- Creates and runs reports in Power School as needed.

- Timely and accurately enters and imports into Power School information pertaining to students, testing results, scheduling, and staff.
- Reports any damages as a result of negligence by staff or students to supervisor.
- Responds to written or verbal requests within 1-2 school days.
- Formally requests to supervisor, items that need purchasing such as software or hardware for out-of-warranty computers.
- Submits weekly reports to the CTO at the end of the day on Thursdays, preferably through email.
- Complies with all District, school, and departmental policies; upholds the employment and FERPA protections of confidentiality and proper daily operations
- Follows established rules and guidelines in daily operations.

PROFESSIONAL QUALITIES

- Uses, manages, stores, and analyzes data effectively and appropriately.
- Creates and composes memos and letters to appropriate parents, students or staff.
- Maintains confidentiality of communication and only discusses matters with the appropriate individuals.
- Performs all duties with quality, efficiency and dedication to the Academies and their Management.
- Follows all duties and assignments directed by the CTO only and not by the staff directly.
- Performs other duties as may be assigned by the CTO.
- Demonstrates flexibility to unscheduled assignments and/or placements

SAFETY LEGISLATION:

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

APPROVALS:

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

EXCLUSIONS:

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

CONFIDENTIALITY OF INFORMATION:

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

SKILLS/EXPERIENCE:

- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills, Technical Communication skills, Project Management experience presentation and Technical Writing skills

EDUCATION/TRAINING:

- Minimum of Bachelor's Degree in Computer Science or related field plus or an equivalent combination of education and experience.

PHYSICAL DEMANDS:

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

Issued and Approved by: **Name and Title :**	**Signature:**
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Hamadeh Educational Services, Inc.
Job Description

Job Title: Technical Support Specialist	**Department:** Information Technology
Supervisor: Chief Technology Officer (CTO) and Technical Support Supervisor	**Employer:** Hamadeh Educational Services (HES)

BASIC FUNCTION:
To perform various technical support tasks as assigned by the Chief Technology Officer (CTO) and Technical Support Supervisor with utmost efficiency and accuracy.

RESPONSIBILITIES:

DEPARTMENT PLANNING AND IMPROVEMENTS
- Completes System Scan for Viruses, Defragmentation, Spy-ware, worms, and makes sure network file-sharing is kept to a minimum to avoid over-exposure.
- Assists in providing Power School training for staff and monitors server activity making sure it is running properly.
- Schedules Technology equipment use for school events and ensures that equipment is available and in good shape.
- Video tapes school events as required throughout the school year.
- Takes photos of all staff and students at the beginning of the school year, and as new staff and students join during the school year.
- Prints all ID Cards, including make-ups throughout the entire school year.
- Ensures all assignments are given a priority code with 1 being the highest and completes assignments based on priority code.

SUPERVISION AND IMPLEMENTATION
- Ensures that all workstations are running properly, have internet access, have access to a printer nearby, and have all needed software patches.
- Ensures that all workstations are physically clean and in good working order and all printers are connected and installed properly, ink/toner included.
- Troubleshoots any hardware or software problems that may arise.
- Takes charge of all technology equipment and scheduling such as video cameras, digital cameras, VCR's, DVD Players, TV's, ensuring they are in good condition and have charged batteries
- Removes irrelevant OEM installed software such as Outlook Express, Instant Messenger, MSN Explorer, Dell Help, and any other useless startup programs.
- Sets up and installs any new/used machine and/or printer in the appropriate classroom or office and installs essential software such as antivirus, office suite, PDF reader, firewall client, etc.
- Provides adequate training to onboarding TSA's, reviews and approves timesheets and absence forms and weekly check-up and evaluations as assigned and may be directed by the CTO.

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)
- Attends all Academic events and activities as may be directed by the CTO, such as Parent-Teacher Conferences, open houses, orientations, PTO meetings, athletic meetings, events, and as may be directed
- Attends meetings, seminars, workshops and training as directed and effectively implements new strategies.
- Ensures timely and complete participation in and documentation of meeting and PLOs where applicable.
- Provides staff with training sessions as assigned by the CTO.
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- Keeps ink/toner log for each printer.
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- Complies with all District, school, and departmental policies; upholds the employment and FERPA protections of confidentiality and proper daily operations
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CONFIDENTIALITY OF INFORMATION:

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

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- Oral comprehension & expression skills, written comprehension & expression skills, visual acuity, speech clarity & recognition skills, interpersonal communication skills, organization and planning skills, professionalism, computer literacy, keyboard skills, time management skills, Technical Communication skills, Project Management experience presentation and Technical Writing skills

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

MANAGEMENT AGREEMENT

This Management Agreement ("Agreement") is made and entered into as of the 1st day of July, 2026, by and between **HAMADEH EDUCATIONAL SERVICES, INC.**, a Michigan corporation ("Hamadeh"), and **STAR INTERNATIONAL ACADEMY**, a Michigan nonprofit corporation and public-school academy (the "Academy") formed under Part 6A of the Revised School Code (the "Code"), as amended, being Sections 380.501 to 380.507 of the Michigan Complied Laws.

RECITALS

The Academy is a charter school organized as a public-school academy under the Code. The Academy has been issued a charter contract, dated July 1, 2026 (the "Contract"), by the **Bay Mills Community College** Board of Regents (the "Authorizer") to organize and operate the Academy. The Authorizer is the statutory authorizing body. The Code permits a public-school academy to contract with persons and entities for the operation and management of the public-school academy.

The Academy and Hamadeh desire to work together to develop and bring about a system of educational excellence and innovation at the Academy based, in part, on Hamadeh's school design, comprehensive educational program, and management principles.

The Academy desires that the selection and acquisition of instructional materials, equipment and supplies, all matters of compensation, fringe benefits, sick leave, long and short-term disability, and all matters pertaining to the daily work schedule for teachers and staff, as well as the employment of same, become the exclusive responsibility of Hamadeh, to the extent permitted by law.

THEREFORE, in order to operate the Academy for the term of this Agreement, and to implement and maintain an innovative educational program at the Academy, the parties desire to establish this arrangement for the management and operation of the Academy, the Academy and Hamadeh mutually agree as follows:

ARTICLE I. CONTRACTUAL RELATIONSHIP

1.1 **Authority.** The Academy represents that it is authorized by law to enter into a contract with a private entity for the provision of educational management services to the Academy. The Academy further represents that it has been granted a Contract by BMCC to organize and operate a public-school academy pursuant to the Code and applicable law. The Academy is authorized by BMCC to supervise and control the Academy, and is invested with all powers necessary or desirable for carrying out the Educational Program, as hereinafter defined and contemplated in this Agreement.

1.2 Contract. The parties agree that Hamadeh, to the extent permitted by law, shall provide all employees, materials and supervision necessary for the provision of educational services to students of the Academy, and shall provide for the management, operation and maintenance of the Academy in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy and criteria, school calendar and school day schedule, and age and grade range of pupils to be enrolled, educational goals, and methods to be used to monitor compliance with performance of targeted educational outcomes, all as previously adopted by the Board of Directors of the Academy (the "Academy Board"), included in the Contract, as the same may be amended and supplemented from time to time by the Academy Board (the "Educational Program").

1.3 Status of the Parties. Hamadeh is not a division or any part of the Academy. The Academy is a body corporate and governmental entity authorized under the Code and is not a division or a part of Hamadeh. The relationship between the parties hereto was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement and those of any amendments executed pursuant to Section 16.7 hereof, that may exist from time to time.

1.4 Independent Contractor Status. The parties to this Agreement intend that the relationship between them created by this Agreement is that of an independent contractor, and not employer-employee, partner or agent. Hamadeh is not the agent of the Academy. No agent or employee of Hamadeh shall be determined to be the agent or employee of the Academy except as expressly acknowledged in writing by the Academy. Notwithstanding the foregoing, Hamadeh and its employees are designated as agents of the Academy for the limited purpose of allowing them access to educational records under the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g, provided such employees are designated as "school officials" under 34 CFR § 99.31(a)(1)(i)(B). Hamadeh shall be solely responsible for its acts and the acts of its agents, employees, and subcontractors, whether or not those agents, employees or subcontractors are deemed to be acting as agents of the Academy.

1.5 Access. The Academy hereby grants to Hamadeh all access and occupancy to the Academy school building as necessary or convenient to Hamadeh for the purpose of fulfilling its responsibilities under this Agreement.

ARTICLE II. TERM

2.1 Term. This Agreement shall become effective as of July 1st, 2026 and end on June 30, 2036 (the "Initial Term"). The term of this Agreement shall not exceed the length of the 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, terminated or expires without further action of the parties.

ARTICLE III. DUTIES AND RESPONSIBILITIES OF HAMADEH

3.1 Responsibility. Hamadeh shall be responsible and accountable to the Academy Board for the administration, operation and performance of the Academy in accordance with the Contract and consistent with the implementation of the Educational Program. Neither Hamadeh nor the Academy shall be permitted to expend Academy funds on services in excess of the amount set forth in the Academy's annual budget approved and as amended from time to time by the Academy Board.

3.2 Educational Goals and Programs. Hamadeh agrees to implement the Educational Program. Should Hamadeh determine that it is necessary to modify the Educational Program, Hamadeh will make a recommendation to the Academy Board for the proposed changes. As required by the Contract, Hamadeh may implement such changes to the Educational Program only after they have been approved by the Academy Board and when required, the Authorizer.

3.3 Specific Duties. To the extent permitted by law and consistent with the Contract, Hamadeh shall be responsible for all of the management, operation, administration, and education at the Academy. Such duties include, but are not limited to:

(a) Implementation and administration of the Educational Program, including administration of any and all extra-curricular and co-curricular activities and programs;

(b) Selection and acquisition of instructional materials, equipment and supplies. Equipment and supplies provided, or caused to be provided, to the Academy by Hamadeh with funds Hamadeh has received from sources other than the Academy under Sections 5.1 or 5.3 shall remain the property of Hamadeh or the providing entity unless agreed in writing to the contrary;

(c) Hiring, management and supervision of all personnel, including provision of professional development for all instructional personnel and the personnel functions outlined in Article IX of this Agreement;

(c) Operation and maintenance of the school building to the extent consistent with any and all leases pertaining to the Academy site, and the installation of technology integral to the school design;

(d) Management of all aspects of the business administration of the Academy, including receiving, depositing, accounting for all funds belonging to the Academy, from any and all sources;

(e) Any provision of transportation or food service, for the Academy as the Academy Board decides shall be implemented pursuant to the Contract; and

(f) Any other function necessary or expedient for the administration of the Academy and implementation of the Educational Program.

3.4 Subcontracts. Subject to this Agreement, Hamadeh may subcontract the services it agrees to provide to the Academy, including, but not limited to transportation and/or food service. However, Hamadeh shall not subcontract the management, oversight or operation of the teaching and instructional program, or any other service for which the subcontractor would be paid twenty percent (20%) or more of the fee paid to Hamadeh pursuant to Section 5.1, except as specifically permitted and approved by the Academy Board.

3.5 Place of Performance. Hamadeh shall implement the instruction portion of the Educational Program at the Academy's school buildings. Hamadeh may perform functions other than instruction, such as purchasing, professional development, and administrative functions, at any Hamadeh office, if any, unless prohibited by state or local law. Student records and financial books and records belonging to the Academy shall be maintained at the Academy school building in accordance with the Contract and in compliance with the Code and other applicable law.

3.6 Student Recruitment. The Academy Board shall establish recruitment and admission policies. Hamadeh shall implement such policies. Students shall be selected in accordance with the procedures set forth in the Contract and in compliance with the Code and other applicable law.

3.7 Due Process Hearings. The Academy Board shall establish student discipline policies and procedures. Hamadeh shall implement such policies and procedures, which shall include, but not be limited to, providing students with due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to records. The Academy Board shall provide students with a right to appeal directly to the Academy Board for any matter of discipline that includes the possibility of expulsion. The Academy Board hereby retains the right to provide due process, as required by law.

3.8 Other Legal Requirements. Hamadeh shall provide educational services that meet federal, state, and local requirements, and the requirements imposed under the Code, the Educational Program and the Contract.

3.9 Rules and Procedures. Hamadeh shall recommend reasonable rules, regulations and procedures applicable to the Academy and is authorized and directed to enforce such rules, regulations and procedures as are approved by the Academy Board.

3.10 School Year and School Day. The school year and the school day shall be as provided in the Contract. The number of days of pupil instruction and the number of hours of pupil instruction shall not be extended by the Academy Board beyond the minimum number of hours and days of pupil instruction required under applicable law unless Hamadeh consents to such extension. If any extension is mandated by applicable state or federal law, Hamadeh shall implement those requirements.

3.11 Reporting. Hamadeh shall be responsible for and accountable to the Academy Board for student academic performance and the performance of Hamadeh's responsibilities as set forth herein. Hamadeh shall provide student academic performance information to the Academy Board on a quarterly basis to enable the Academy Board to reasonably monitor the students' academic performance and Hamadeh's performance under this Agreement.

3.12 Student and Financial Records. Notwithstanding anything in Section 3.5 to the contrary, all student, educational, and financial books and records pertaining to the Academy are Academy property and 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. Except as permitted under the Contract and applicable law, nothing in this Agreement shall restrict the Authorizer's or the public's access to the Academy's records.

3.13 Pupil Performance Standards and Evaluation. Hamadeh shall implement pupil performance evaluations that permit evaluation of the educational progress of each Academy student. Hamadeh shall be responsible for and accountable to the Academy Board for the performance of students who attend the Academy. At a minimum, Hamadeh will utilize assessment strategies required by the Contract and the Educational Program. The Academy Board and Hamadeh will cooperate in good faith to identify other measures of and goals for students and school performance, including but not limited to parent satisfaction.

3.14 Services to Disabled Students and Special Education. Hamadeh shall provide special education services to students who attend the Academy in conformity with the requirements of state and federal law. Hamadeh may subcontract as necessary and appropriate, with the approval of the Academy Board and subject to the provisions of Section 3.4 for the provision of services to students who special needs cannot be met

within the Educational Program. Such services shall be provided in a manner that complies with local, state, and federal laws and applicable regulations and policies.

3.15 **Additional Programs and Services.** The services provided by Hamadeh to the Academy under this Agreement consist of the Educational Program during the school year and school day, and age and grade levels, as set forth in the Contract, as such school year, school day, and age and grade levels may change from time to time. Hamadeh may, in its discretion and with prior Academy Board approval, provide additional programs, including, but not limited to pre-kindergarten, summer school, academic camps and latch-key programs. In such event and consistent with applicable law, Hamadeh may retain the full amount of any and all revenue collected from or for such additional programs, and Hamadeh shall be responsible for the full cost of providing such additional programs, including, but not limited to the costs of any additional liability insurance or costs incurred for personal injury lawsuits filed in connection with the provision of such additional programs.

3.16 **Contract Between the Academy and BMCC.** Hamadeh will not act in a manner which will cause the Academy to be in breach of the Contract.

ARTICLE IV. OBLIGATIONS OF THE ACADEMY BOARD

Subject to constraints of applicable law, requirements of the Contract, and its fiduciary obligations to the Academy, the Academy Board shall exercise good faith in considering the recommendations of Hamadeh, including but not limited to, Hamadeh's recommendations concerning policies, rules, regulations, procedures, curriculum, and budgets. Hamadeh shall not adopt or implement such recommendations without obtaining Academy Board approval. The Academy Board shall retain any authority it may possess to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Academy, including regulations relative to the conduct of pupils while in attendance at the Academy or en route to and from the Academy. The Academy Board shall further retain the obligations, as provided in Section 1274 of the Code, to adopt written policies governing the procurement of supplies, materials, and equipment; nevertheless, unless otherwise prohibited by the Contract or law, all procurement of supplies, materials, and equipment shall be through Hamadeh, provided that Hamadeh complies with Section 1274 of the Code and the Academy Board's policies promulgated pursuant to Section 1274.

ARTICLE V. COMPENSATION AND PAYMENT OF COSTS

5.1 Compensation for Services.

(a) For the term of this Agreement, the Academy Board shall pay Hamadeh an annual management fee, based upon the state school aid that the Academy receives, directly or indirectly, from the State of Michigan pursuant to the State School Aid Act of 1979, as amended (the "State Aid Act"), for the particular students enrolled in the Academy ("SSA") as well as any additional funds ("Funds") the Academy receives, directly or indirectly as a result of Hamadeh's services that are not otherwise restricted (collectively, "Receipts"). The SSA will change according to annual amendments to the State Aid Act. For each school year, Hamadeh shall receive as compensation for its services a fee equal to fourteen percent (14%) of the Receipts.

(b) Hamadeh's compensation under this Agreement is reasonable compensation for services rendered. Hamadeh's compensation for services under this Agreement will not be based, in whole or in part, on a share of net profits from the operation of the Academy. The Academy Board's operation of the Academy is not-for-profit.

5.2 No Related Parties or Common Control. As stated in Section 1.4 hereof, the relationship between the parties is that of independent contractor. Hamadeh does not have any role or relationship with the Academy that in any way limits the Academy's ability to exercise its rights, including cancellation rights, under this Agreement. The Academy Board may not include any director, officer or employee of Hamadeh. It is agreed between the Academy and Hamadeh that none of the voting power of the governing body of the Academy will be vested in Hamadeh or its directors, members, managers, officers, shareholders, and employees, and none of the voting power of the governing body of Hamadeh will be vested in the Academy or its directors, members, managers, officers, shareholders, and employees. Further, the Academy and Hamadeh will not be members of the same controlled group, as defined in Section 1.150-1(f) of the regulations under the Internal Revenue Code of 1986, as amended, or related persons, as defined in Section 144(a)(3) of the Internal Revenue Code of 1986, as amended.

5.3 Payment of Costs. In addition to the fee described in Section 5.1, the Academy shall reimburse Hamadeh for such costs that are consistent with each Academy annual budget approved by the Academy Board and incurred and expended by Hamadeh in providing the Educational Program and other goods and services pursuant to Articles III and Article IX of this Agreement. Such costs include, but are not limited to, salaries of Hamadeh non-executive employees providing direct services at or in connection with the Academy, employee benefits, professional development costs, and subcontract services, recruitment, advertising, printing, legal fees, insurance, taxes, technology services, cur-

riculum and instructional materials, textbooks, library books, computer and other equipment, software and computer applications, supplies, food service, transportation, special education, psychological services, athletic program services, and medical services for students, if any. Hamadeh shall submit an invoice for reimbursement by the Academy in a form satisfactory to the Academy Board (the "Statement of Costs"). In any event, no such costs shall be reimbursed unless the cost constitutes an actual and direct expense paid by Hamadeh to an unrelated party within the meaning of Internal Revenue Service Revenue Procedure 97-13. The Academy shall reimburse Hamadeh for any such costs incurred or paid by Hamadeh as a result of services provided or actions taken pursuant to Articles IV, VII, VIII, IX, X, and XIII (except as otherwise specifically indicated) of this Agreement. All acquisitions made by Hamadeh for the Academy with funds Hamadeh received pursuant to this Section 5.3 including, but not limited to, instructional materials, equipment, supplies, furniture, computers and other technology, shall be owned by and remain the property of the Academy.

5.4 Time and Priority of Payments. The fee due to Hamadeh pursuant to Section 5.1 shall be calculated for each school year at the same time as the State of Michigan calculates the SSA, and adjustments to such calculation shall occur at the same time as the State of Michigan makes adjustments to the SSA. Hamadeh shall receive its fee under Section 5.1, as calculated pursuant to the preceding sentence, in such monthly installments as provided in the State Aid Act for the payment of SSA to the Academy. Installment amounts shall be due and payable within ten (10) days of receipt by the Academy of its monthly SSA.

(a) Payments of all costs listed in a Statement of Costs that has been delivered as provided in Section 5.3 shall be made by the Academy to Hamadeh on the last day of each month.

(b) The Academy shall satisfy its payment obligations under this Article to Hamadeh in the following order of priority: (1) to reimburse Hamadeh pursuant to Section 5.3 for sums due and owing for previous months; (2) to reimburse Hamadeh pursuant to Section 5.3 for sums due and owing for the current month; (3) to pay Hamadeh for installment payments due and owing pursuant to Section 5.1 for previous months; and (4) to pay Hamadeh for installment payments due and owing pursuant to Section 5.1 for the current month.

ARTICLE VI. REVENUE OF THE ACADEMY

6.1 Revenue Sources. In order to supplement and enhance the school aid payments received from the State of Michigan, and improve the quality of education at the Academy, the Academy Board and Hamadeh shall endeavor to obtain revenue from other sources. In this regard and with prior Academy Board approvals as necessary:

(a) The Academy and/or Hamadeh shall solicit and receive grants and donations consistent with the mission of the Academy;

(b) Academy and/or Hamadeh may apply for and receive grant money, in the name of Hamadeh or the Academy;

(c) To the extent permitted under the Code, Hamadeh may charge fees to students for extra services such as summer and after school programs, athletics, and charge non-Academy students who participate in such programs; and

(d) All funds received by the Academy or by Hamadeh on behalf of the Academy from such other revenue sources shall inure to and be deemed the property of the Academy and shall be held in the custody and care of Hamadeh as provided in Subsection 3.3(e) hereof.

ARTICLE VII. AGREEMENTS WITH OTHER EDUCATIONAL INSTITUTIONS

The Academy acknowledges that Hamadeh may enter into similar management agreements with other public or private schools or educational institutions ("Other Institutions"). Hamadeh shall maintain separate accounts for all of the Academy funds and reimbursable expenses incurred on behalf of the Academy. If Hamadeh incurs authorized reimbursable expenses on behalf of Academy and Other Institutions which are not capable of precise allocation between the Academy and such Other Institutions, then Hamadeh shall allocate such expenses among all such Other Institutions and the Academy, on a pro-rata basis based upon the number of students enrolled at the Academy and the Other Institutions, or upon such other equitable basis as is acceptable to the parties. All grants or donations received by the Academy, or by Hamadeh for the specific benefit of the Academy, shall be maintained in separate accounts and used solely for the Academy.

ARTICLE VIII. REPORTING

8.1 Financial Reporting. Hamadeh shall provide the Academy Board with:

(a) A projected annual budget for the Academy prior to each school year in accordance with the terms of the Contract.

(b) Monthly financial statements that must include: a balance sheet; an object-level detailed statement of revenues, expenditures and changes in fund balance that includes a comparison of budget-to-actual information and an explanation of variances; and a check register. The foregoing presentations shall be in a form and format acceptable to the Academy Board and are to be provided to all Academy Board members not less than five (5) working days prior to the Academy Board meeting at which the information will be presented and discussed.

(c) Monthly Statements of Costs as provided in Section 5.3 of this Agreement.

(d) Annual audited financial statements in compliance with state law and regulations showing the manner in which funds are spent at the Academy. Fees incurred and expended by Hamadeh for annual audits shall be reimbursed by the Academy. The Academy Board shall select the independent auditor.

(e) Any other fiscal or student performance reports required by the Academy, the Authorizer, or the Michigan Department of Education, or as otherwise provided by law.

8.2 **Reports on Academy Operations and Student Performance.** Hamadeh shall provide, upon the request of the Academy, the Authorizer, or the State of Michigan, or on quarterly basis, operations and student performance reports.

8.3 **Other Information.** Hamadeh shall provide the Academy other information on a periodic basis to enable the Academy Board to monitor Hamadeh's educational performance and the efficiency of its operations of the Academy, including such information as necessary to enable the Academy to comply with all applicable law.

8.4 **Access to Records.** Hamadeh shall keep accurate financial records pertaining to its operation of the Academy, together with all Academy financial records prepared by or in the possession of Hamadeh, and retain all of said records for a period of seven (7) years from the close of the fiscal year to which such books, accounts and records relate, unless a longer period is required by the relevant Michigan record retention schedules applicable to public schools. Hamadeh and the Academy shall maintain the proper confidentiality of personnel, students and other records as required by law. All Academy financial records retained by Hamadeh pertaining to the Academy shall be available to either the Academy or the Authorizer for inspection and copying upon reasonable request.

8.5 **Review of Budget.** The Academy Board shall be responsible for reviewing, revising, and approving the annual budget of the Academy as proposed by Hamadeh.

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

8.7 **Compliance with Section C.2 of ESP Policy.** Hamadeh shall make information concerning the operation and management of the Academy, including, without limitation the information in the Contract, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under the Contract and the Authorizer's Educational Service Provider Policy.

ARTICLE IX. PERSONNEL AND TRAINING

9.1 **Personnel Responsibility.** Subject to the Contract and Academy Board policies and budget, Hamadeh shall determine staffing levels, and to select, hire, evaluate, assign, discipline, terminate, and transfer personnel, consistent with state and federal law, and consistent with the parameters adopted and included within the Educational Program.

9.2 **Principal.** Because the accountability of Hamadeh to the Academy is an essential foundation of this Agreement, and because the responsibility of a principal ("Principal") is critical to its success, the Principal will be an employee of Hamadeh and Hamadeh will have the authority, consistent with state law, to select and supervise the Principal and to hold him or her accountable for the success of the Academy. The employment contract with the Principal and the duties and compensation of the Principal shall be determined by Hamadeh, subject to Section 9.8 below. The Principal and Hamadeh, in turn, will have similar authority to select and hold accountable the teachers assigned to work at the Academy. Although the Principal will be a Hamadeh employee, Hamadeh agrees to consult with the Academy Board prior to hiring the Principal. If, at any time, the Academy Board is dissatisfied with the performance of the Principal, Hamadeh will remove the Principal from the Academy.

9.3 **Teachers.** Hamadeh shall determine the number of teachers, and the applicable grade levels and subjects, required for the operation of the Academy. Hamadeh shall provide the Academy with such teachers, qualified in the grade levels and subject required, as are required by the Academy. The curriculum taught by such teachers shall be the curriculum prescribed by the Academy. Such teachers may, in the discretion of Hamadeh, work at the Academy on a full or part time basis. If assigned to the Academy on a part time basis, such teachers may also work at other schools managed or operated by Hamadeh. Each teacher assigned or retained to work at the Academy shall hold a valid teaching certificate and/or qualification issued by the State Board of Education under the Code, to the extent required under the Code, and have undergone a criminal background check and unprofessional conduct check, as required under the Code. Such criminal and unprofessional conduct background checks shall be performed by Hamadeh prior to the first day of work at the Academy for every teacher and all other staff assigned by Hamadeh to work at the Academy school building.

9.4 **Support Staff.** Hamadeh shall determine the number and functions of support staff required for the operation of the Academy. The parties anticipate that such support staff may include clerical staff, administrative assistants to the Principal, a bookkeeping staff, maintenance personnel, and the like. Hamadeh shall provide the Academy with such support staff, qualified in the areas required, as are required by the Academy. Such support staff may, in the discretion of Hamadeh, work at the Academy on a full or part time basis. If assigned to the Academy on a part time basis, such support staff may also work at other schools managed or operated by Hamadeh.

9.5 **Employer of Personnel.** Except as specified in this Agreement, all teaching, Support Services, and other non-teaching personnel performing functions on behalf of the Academy shall be employees or subcontractors of Hamadeh. Compensation of all employees of Hamadeh shall be paid by Hamadeh. For purposes of this Agreement, "Compensation" shall include salary, fringe benefits, and state, federal, local, and social security tax withholdings. Hamadeh shall be responsible for paying social security, unemployment, and any other taxes required by law to be paid on behalf of its employees. Hamadeh is responsible for paying employees leased to the Academy or working on Academy operations irrespective of whether Hamadeh receives an advancement of its costs or the payment of services from the Academy. Unless required by applicable statute, court or administrative decision, or Attorney General's opinion, Hamadeh shall not make payments to the Michigan Public School Employees' Retirement System or any other public retirement system on behalf of its employees. Hamadeh shall be responsible for conducting criminal background checks and unprofessional conduct checks on its employees, as if it were a public-school academy under the Code. Teachers employed by Hamadeh shall not be considered teachers for purposes of continuing tenure under MCLA §38.71 et seq. Hamadeh or the Academy Board may remove the Principal or any teacher if the Academy Board is dissatisfied with their performance at the end of a fiscal year.

Hamadeh accepts full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for its employees leased to the Academy or working on Academy operations.

9.6 **Training.** Hamadeh shall provide training in its methods, curriculum, program, and technology, to all teaching personnel on a regular and continuous basis. In addition to outside training, Hamadeh's teaching staff shall utilize their own professional abilities to provide in-service training to each other. Non-instructional personnel shall receive such training as Hamadeh determines as reasonable and necessary under the circumstances.

9.7 **Educational Consultant.** At any time during the term of this Agreement, the Academy Board may contract with an educational consultant to review the operations of the Academy and the performance of Hamadeh under this Agreement. Such educational consultant shall be selected by the Academy Board and may be a member of the Academy Board. Hamadeh shall cooperate with such educational consultant in the performance of his or her responsibilities to the Academy Board. Notwithstanding anything contained in this Article IX or elsewhere in this Agreement to the contrary, Hamadeh shall have no authority to select, evaluate, assign, supervise or control any educational consultant selected by the Academy Board. The performance evaluation of Hamadeh shall be reviewed at an Academy Board meeting and shall be submitted to the Authorizer in accordance with the Master Calendar of Reporting Requirements schedule.

9.8 Academy Employees. Nothing in this Article IX shall be read or construed to preclude the Academy from hiring employees, who shall report and be accountable to the Academy Board. Hamadeh shall cooperate with such employee(s) in the performance of his or her responsibilities to the Academy Board. Notwithstanding anything contained in this Article IX or elsewhere in this Agreement to the contrary, Hamadeh shall have no authority to select, evaluate, assign, supervise or control any person employed by the Academy Board. In the event the Academy hires employees, the Academy shall maintain a separate roster setting forth the name and position for each employee, and shall be solely responsible for all matters relating to each employee, including hiring, firing, evaluation, instruction, training, and compensation. In the event the Academy hires employees, the Academy, to the extent permitted by law, agrees to indemnify, defend and hold harmless Hamadeh and its members, officers, employees, agents and representatives from all claims, demands, or liability, including attorney fees, and related expenses, which arise out of or are in any manner connected with this Section 9.8. No personnel assigned to the Academy shall be subject to any covenant not to compete or other employment restriction as part of the terms of his or her employment with Hamadeh under this Agreement that would prohibit or restrict the Academy from hiring instructional staff that perform work at the Academy.

ARTICLE X. TERMINATION OF AGREEMENT

10.1 Termination.

(a) By Hamadeh. Subject to Section 10.3, Hamadeh may terminate this Agreement prior to the end of the terms specified in Article II in the event the Academy Board fails to remedy a material breach within 60 days after receiving written notice from Hamadeh. A material breach includes, but is not limited to, Hamadeh's failure to receive any fee or reimbursement as required by the terms of Article V of this Agreement. Subject to Section 10.3, Hamadeh may also terminate this Agreement if the Academy makes decisions regarding the personnel, curriculum, or program substantially inconsistent with the recommendations of Hamadeh. Termination shall not relieve the Academy of any obligations for payments outstanding to Hamadeh as of the date of termination.

(b) By Academy.
Subject to Section 10.3, the Academy may terminate this Agreement prior to the end of the terms specified in Article II in the event that Hamadeh shall fail to remedy a material breach within 60 days after receiving written notice from the Academy Board. Material breach includes, but is not limited to: (1) failure to account for its expenditures or to pay Academy operating costs as required under this Agreement (provided funds are available to do so), (2) failure to substantially follow policies, procedures, rules, regulations or curriculum duly adopted by the Academy Board which are not in violation of the Contract, this Agreement, or law, (3) any action or inaction by Hamadeh which leads to the revocation of the Contract

by the Authorizer, or (4) failure to abide by and meet educational goals set forth in the Contract.

(c) Termination by Either Party. If Hamadeh and the Academy Board are unable to agree on changes to the Educational Program or other policies that affect the Academy in a significant way, either party may elect to terminate this Agreement at the end of each fiscal year, subject to Section 10.3 herein, provided the terminating party gives the other party at least ninety (90) days' written notice prior to termination and the opportunity within the ninety (90) day notice period to negotiate an agreement on the educational policies at issue.

(d) 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, Hamadeh shall have no recourse against the Academy or the Authorizer for implementing such site closure or reconstitution.

10.2 Change in Law. If any federal, state or local law or regulation, or court or administrative decision or Attorney General's opinion has a material adverse impact on the ability of either party to carry out its obligations under this Agreement, then either party, upon written notice, may request renegotiation of this Agreement and if the parties are unable or unwilling to renegotiate the terms within 90 days after negotiations begin and after making good faith efforts which shall include the use of a third party arbitrator for alternative dispute resolution pursuant to Article XV, the party requesting the renegotiation may terminate this Agreement as of the end of the academic year.

The Academy may also terminate this Agreement if, at any time, the laws regarding payments to the Michigan Public School Employees' retirement System or any other public retirement system on behalf of employees assigned by Hamadeh to work at the Academy, or the laws regarding tenure, change such that teachers or principals and assistant principals employed by Hamadeh must be covered by such retirement or tenure laws.

10.3 Time of Termination/Expiration and Disposition of Funds and Property.

(a) Effective Date of Termination. In the event this Agreement is terminated by either party prior to the end of the term specified in Article II, the termination shall not take effect until the earlier of (i) an approved agreement by the Academy with another 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 the Authorizer strongly discourages a change in educational service provider (ESP) (or a decision to self-manage) in mid school year 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 Academy without disrupting the Academy's operations.

(b) Personal Property. Upon termination or expiration of this Agreement, for any reason, Hamadeh shall have the option to reclaim any personal property which has been purchased, or leased from a party other than the Academy, with Hamadeh funds, provided Hamadeh was not reimbursed for such funds from the Academy pursuant to Section 5.3. All personal property purchased or leased by Hamadeh with funds received pursuant to Section 5.3 shall remain the personal property of the Academy.

(c) Reserved.

(d) Future Advances/Out-of-Pocket Expenses. Upon termination or expiration of this Agreement, for any reason, all future advances or out-of-pocket expenses paid by Hamadeh with Hamadeh's own funds, which were incurred on or before receipt of notice of termination and with Academy Board approval, shall be immediately repaid by the Academy unless otherwise agreed in writing by Hamadeh, provided such advances and expenses relate to Hamadeh's services and performance under this Agreement, as specified in Section 5.3. The Academy shall not be responsible for repayment of any amounts paid by Hamadeh, for any purpose, which are incurred after Hamadeh receives a termination notice, except those costs that Hamadeh may incur in connection with Section 10.4 below.

10.4 Transition. Upon termination or expiration of this Agreement, or when this Agreement is terminated due to a Contract revocation, reconstitution, termination or nonrenewal, Hamadeh 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 Hamadeh, if any; (v) the amount owed by Hamadeh 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 employee compensation, benefit and tax obligations related to services provided by the ESP to the Academy.**ARTICLE XI. PROPRIETARY INFORMATION**

11.1 Required Disclosure. The Academy shall be permitted to report any new teaching techniques or methods or significant revisions to known teaching techniques or methods to the Authorizer and to the State Board of Education, which teaching techniques or methods may thereafter be made available to the public, as provided in Section 505(3) of the Code. To the extent required under the Code and the Freedom of Information Act, MCLA §15.231 et seq., Hamadeh's educational materials and teaching techniques used at the Academy are subject to public disclosure.

ARTICLE XII. INDEMNIFICATION

12.1 Indemnification of Hamadeh. To the extent permitted by law, the Academy shall indemnify and save and hold Hamadeh and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by the Academy with any agreements, covenants, warranties or undertakings of the Academy contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the Academy contained in or made pursuant to this Agreement. In addition, the Academy shall reimburse Hamadeh for any and all legal expenses and costs associated with the defense of any such claim, demand or suit.

12.2 Limitations of Liabilities. The Academy may assert all immunities and statutory limitations of liability in connection with any claims arising under this Agreement.

12.3 Indemnification of Academy. Hamadeh shall indemnify and save and hold the Academy and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by Hamadeh with any agreements, covenants, warranties or undertakings of Hamadeh contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of Hamadeh contained in or made pursuant to this Agreement. In addition, Hamadeh shall reimburse the Academy for any and all legal expenses and costs associated with the defense of any such claim, demand or suit.

12.4 Indemnification of Bay Mills Community College. The parties acknowledge and agree that the Bay Mills Community College Board of Regents, Bay Mills Community College and its respective members, officers, employees, agents or representatives (for purposes of this paragraph, 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, Hamadeh 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, Hamadeh's preparation for and operation of the Academy, or which are incurred as a result of the reliance by Bay Mills Community College upon information supplied by Hamadeh, or which arise out of the failure of Hamadeh to perform its obligations under the Contract, the 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 Hamadeh to enforce its rights as set forth in this Agreement.

12.5 Indemnification for Negligence. To the extent permitted by law, the Academy shall indemnify and hold harmless Hamadeh, and Hamadeh's board of directors, partners, officers, employees, agents and representatives, from any and all claims and liabilities which Hamadeh may incur and which arise out of the negligence of the Academy's directors, officers, employees, agents or representatives. Hamadeh shall indemnify and hold harmless the Academy, the Academy Board and its officers, employees, agents and representatives, from any and all claims and liabilities which the Academy may incur and which arise out of the negligence of Hamadeh's directors, officers, employees, agents or representatives.

ARTICLE XIII. INSURANCE

13.1 Insurance Coverage. The Academy shall maintain such policies of insurance as required by the Contract and the Michigan Universities Self-Insurance Corporation ("M.U.S.I.C.") and that in the event the University or M.U.S.I.C. requests any change in coverage, the Academy agrees to comply with any change in the type of or amount of coverage, as requested, within thirty (30) days after notice of the insurance coverage change. The Academy's insurance is separate from and in addition to the insurance Hamadeh is required to obtain under the Contract. Hamadeh shall be listed as an additional insured on the Academy's general liability insurance and umbrella insurance coverages in the amounts required by the Contract. Hamadeh shall comply with any information or reporting requirements applicable to the Academy under the Academy's policy with its insurer(s), to the extent practicable. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Article XIII.

13.2 Hamadeh Insurance Coverage. Hamadeh shall maintain such policies of insurance as required by the Contract and the Michigan Universities Self-Insurance Corporation ("M.U.S.I.C.") and that in the event the University or M.U.S.I.C. requests any change in coverage by ESPs, Hamadeh agrees to comply with any change in the type of

or amount of coverage, as requested, within thirty (30) days after notice of the insurance coverage change. Hamadeh's insurance is separate from and in addition to the insurance that the Academy is required to obtain under the Contract. Hamadeh shall be listed as an additional insured on the Academy's general liability insurance and umbrella insurance coverages in the amounts required by the Contract. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Article XIII. Hamadeh's cost of procuring insurance coverage under this Agreement is a corporate cost to be paid by Hamadeh.

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

ARTICLE XIV. WARRANTIES AND REPRESENTATIONS

14.1 Academy Warranties and Representations. The Academy represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. The Academy Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

14.2 Hamadeh Warranties and Representations. Hamadeh warrants and represents that it is a corporation in good standing and is authorized to conduct business in the State of Michigan. Hamadeh represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. Hamadeh warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

14.3 Mutual Warranties. Each party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XV. ALTERNATIVE DISPUTE RESOLUTION PROCEDURE

15.1 Disputes. Any and all disputes between the parties concerning any alleged breach of this Agreement, or arising out of or relating to the interpretation of this Agreement or the parties' performance of their respective obligations under this Agreement, shall be resolved by arbitration, and such procedure shall be the sole and exclusive remedy for such matters. Unless the parties agree upon a single arbitrator, a three-person arbitration panel shall be appointed, with each party appointing a single arbitrator, and the third arbitrator chosen by the two so appointed. All three arbitrators shall be neutral,

and the arbitration shall be conducted in accordance with the rules of the American Arbitration Association then in effect, and with such variations as the parties and arbitrator(s) unanimously accept. The arbitrator(s) shall render a written, reasoned award and opinion, which shall be available to the Authorizer upon request. A judgment on the award rendered by the arbitrator(s) may be entered in any court having appropriate jurisdiction. The cost of arbitration, including attorney fees, shall be awarded at the discretion of the arbitrator(s).

ARTICLE XVI. MISCELLANEOUS

16.1 Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the Academy and Hamadeh.

16.2 Force Majeure. Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, flood, embargo, fire, explosion, sabotage, accident, labor strike, or other acts beyond its reasonable control, provided either party may terminate this Agreement under Article X if sufficient grounds exist as required by said Article X.

16.3 State Governing Law. The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Michigan.

16.4 Agreement in Entirety. This Agreement (including any attachments) constitutes the entire agreement of the parties.

16.5 Official Notices. All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the address set forth below. Any changes to the addresses set forth in this section shall be submitted in writing to the other party. Notice may be given by: (1) certified or registered mail, postage prepaid, return receipt requested, or (2) personal delivery. Notice shall be deemed to have been given on the date of personal delivery if given by mail. The address of the parties hereto for the purposes giving notices required by this Agreement shall be:

Star International Academy,
A Michigan public school academy
P.O. Box 1440
Dearborn, MI 48121
Attn: Academy Board President

With a copy to:
Shifman & Carlson, P.C.
Attn: Robert J. Gavin, Esq.
33533 W. 12 Mile Road, Suite 295

Farmington Hills, MI 48331
rgavin@shifmancarlsonlaw.com

And to:
Hamadeh Educational Services, Inc.
37637 Five Mile Road #200
Livonia, MI 48154

With a copy to:
Marine Adams Law PC
Attn: Anthony Adams
21 Kercheval, Suite 225
Grosse Pointe Farms, MI 48236

16.6 Assignment. This Agreement shall not be assigned by Hamadeh without the Academy's prior written consent (which consent shall not be unreasonably withheld) or by the Academy without Hamadeh's prior written consent (which consent shall not be unreasonably withheld), provided that Hamadeh may, without the consent of the Academy, delegate the performance of, but not responsibility for, any duties and obligations of Hamadeh hereunder to any independent contractor, expert or professional adviser, in accordance with the terms of this Agreement. Any assignment of this Agreement will require non-disapproval from the Authorizer.

16.7 Amendment. This Agreement shall not be altered, amended, modified or supplemented except by written memorandum approved by the Academy Board and signed by both the President of the Academy and authorized officer of Hamadeh. Any amendments to this Agreement will also need to be in compliance with the Contract and Authorizer policy and will require non-disapproval from the Authorizer.

16.8 Compliance with Rev. Proc. 2017-13. The Academy has entered into one or more transactions in which the Academy has warranted to comply with Section 103 of the Internal Revenue Code of 1986, as amended, and to take all necessary actions in order to maintain the federal tax exemption of the interest component of payments under such transactions, to this end, the Academy and Hamadeh make the following representations regarding this Agreement:

(A) Hamadeh's compensation under the Agreement is reasonable and is not based, in whole or in part, on a share of the net profits and/or a share of the net losses from the operation of the Academy or upon the disposition, damage or destruction of the Academy's property;

(B) The Agreement does not pass along to Hamadeh the burden of bearing any share of the net losses from the operation of the Academy or upon the disposition, damage or destruction of the Academy's property;

(C) The term of the Agreement is not greater than 30 years or 80 percent of the useful life of the Academy's tax-exempt bond-financed school facility (if shorter) including all renewal options;

(D) The Academy bears the risk of loss upon the disposition, damage or destruction of the Academy's property; and

(E) Hamadeh is not entitled to and will not take any federal tax position that is inconsistent with being a service provider under this Agreement to the Academy.

Further, with regard to governance:

(A) None of the voting power of the governing body of the Academy is vested in the directors, officers, shareholders, partners, members, and employees of the service provider, as such an arrangement would be contrary to Michigan law;

(B) The governing body of the Academy does not include the chief executive officer of the service provider or the chairperson (or equivalent executive) of the service provider's governing body; and

(C) The chief executive officer of the service provider is not the chief executive officer of the Academy or any of the Academy's related parties (as defined in §1.150-1(b)).

16.9 Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

16.10 Severability. The invalidity of any of the covenants, phrases or clauses in this Agreement shall not affect the remaining portions of this Agreement, and this Agreement shall be construed as if such invalid covenant, phrase or clause had not been contained in this Agreement.

16.11 Successors and Assigns. This Agreement shall be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

16.12 No Third-Party Rights. This Agreement is made for the sole benefit of the Academy and Hamadeh. Except as otherwise expressly provided, nothing in this Agreement shall create or be deemed to create a relationship between the parties to this Agreement, or either of them, and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.

16.13 Survival of Termination. All representations, warranties, and indemnities made in this Agreement shall survive termination of this Agreement.

16.14 Delegation of Authority. Nothing in this Agreement shall be construed as delegating to Hamadeh any of the powers or authority of the Academy Board which are not subject to delegation by the Academy Board under Michigan law.

16.15 Compliance with Law. The parties agree to comply with all applicable laws and regulations.

16.16 Compliance with the Contract. Hamadeh agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Contract. The provisions in the Contract shall supersede any competing or conflicting provisions contained in this Agreement.

16.17 **Chief Administrative Officer**. Pursuant to the Uniform Budget and Accounting Act, MCL 141.422b, the Academy Board is responsible for designating the Chief Administrative Officer for the Academy. If the Academy employs a superintendent, then the Board may designate the superintendent as the Chief Administrative Officer of the Academy. If the Academy contracts with a superintendent, then the Academy Board shall designate a Board member as the Chief Administrative Officer of the Academy. Neither Hamadeh nor any owner, officer, director, employee, or agent of Hamadeh shall be designated as the Chief Administrative Officer of the Academy, but a Hamadeh employee may assist an Academy Board member who is the Chief Administrative Officer in carrying out their responsibilities.

ARTICLE XVII. BMCC ESP POLICY PROVISIONS

17.1 Curriculum Ownership. The Academy owns all proprietary rights to curriculum or educational materials that:

(i) are both directly developed and paid for by the Academy; or

(ii) were developed by Hamadeh at the direction of the Academy Board with Academy funds dedicated for the specific purpose of developing such curriculum or materials.

(iii) the parties acknowledge that all educational materials and teaching techniques used by the Academy are subject to disclosure under the Code and the Michigan Freedom of Information Act, Act 442 of 1976, MCL 15.231, et. seq.

17.2 Non-Delegation/Interference with Public Body Obligations. No provision of this Agreement shall be construed to interfere with the Academy Board's constitutional

duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the Academy. No provision of this Agreement shall be construed to prohibit the Academy Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Michigan Open Meetings Act, Act 267 of 1976, MCL 15.261, et. seq.

17.3 Waiver of Governmental Immunity Prohibited. This Agreement does not restrict the Academy Board from waiving its governmental immunity or require the Academy Board to assert, waive, or not waive its governmental immunity.

17.4 Obligations to Invest Academy Funds. This Agreement does not alter the Academy Board Treasurer's legal obligation to direct that the deposit of all funds received by the Academy be placed in the Academy's depository account as required by law. The signatories on the depository account shall solely be Academy Board members properly designated annually by Academy Board resolution. Interest income earned on Academy depository accounts shall accrue to the Academy.

17.5 Availability of Finance and Other Records to Academy's Independent Auditor. All finance and other records of Hamadeh related to the Academy's operations, which the Academy's independent auditor deems necessary for completion of an independent audit will be made available to the Academy's independent auditor.

17.6 Independent Auditor selected by Academy Board. The Agreement does not permit Hamadeh to select, evaluate, replace, or retain an independent auditor for the Academy.

17.7 No Added Fees or Charges for Purchases by ESP on Academy's Behalf. If Hamadeh procures equipment, materials and supplies on behalf of or as the agent for the Academy, Hamadeh shall not include any added fees or charges with the cost of equipment, materials and supplies purchased from third parties. Hamadeh will comply with section 1274 of the Code as if the Academy were making the Hamadeh purchases directly from a third-party supplier, and such equipment, materials and supplies shall be and remain the property of the Academy.

17.8 Marketing and Development Costs Limited to Academy. Marketing and development costs paid by or charged to the Academy shall be limited to those costs specific to the Academy program, and shall not include any costs for the marketing and development of Hamadeh.

17.9 Lease and Loan Agreement Provisions. If the Academy enters into a lease, executes promissory notes or other negotiable instruments, or enters into a lease-purchase agreement or other financing relationships with Hamadeh, then such agreements must be separately documented and not be a part of or incorporated into this Agreement.

17.10 **Budget Reserve.** The Academy Board shall be responsible for determining the budget reserve amount included as part of the Academy's annual budget. The Academy Board is responsible for implementing fiscal policies that will assist the Academy in attaining the stated budget reserve amount.

17.11 **Criminal History Record Information.** The parties shall adopt and implement procedures regarding criminal history record maintenance required by the November 15, 2013 Michigan State Police (MSP) Notice regarding Criminal History Record Information (CHRI) assuring that the Academy building where any Hamadeh contracted employee is placed receives and retains copies of the CHRI responses and that Hamadeh does not and shall not retain any copies of CHRI (electronically or physically) for any employee placed at the Academy by Hamadeh.

17.12 **Data Breach Response.** In the event the Academy experiences a security breach of personally identifiable information from the Academy's education records or other information not suitable for public release, Hamadeh shall assist the Academy, in accordance with MCL 445.72, by taking appropriate action to assess the risk and notify affected individuals whose personal information may have been compromised.

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

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

HAMADEH EDUCATIONAL SERVICES, INC.,
A Michigan corporation

By: _____ 05/20/2026
Ali Y. Bazzi Date
Its: President

STAR INTERNATIONAL ACADEMY,
A Michigan public school academy

By: _____
Fadek Alsaeed Date
Its: President

CONTRACT SCHEDULE 6

PHYSICAL PLANT DESCRIPTION

Physical Plant

Page

Physical Plant Description 6-1

24425 Haas Road Certificate of Occupancy 6-5

24425 Haas Road Floor Plan 6-6

24425 Haas Road Site Plan 6-8

24425 Haas Road Warranty Deed 6-11

24480 George Street Certificate of Occupancy 6-16

24480 George Street Floor Plan 6-17

24480 George Street Site Plan 6-19

Geddes Road Certificate of Occupancy 6-24

Geddes Road Floor Plan 6-25

Geddes Road Site Plan 6-26

Geddes Road Warranty Deed 6-27

6919 Waverly Certificate of Occupancy 6-33

6919 Waverly Floor Plan 6-34

6919 Waverly Site Plan 6-35

6919 Waverly Warranty Deed 6-36

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 Star International Academy ("Academy") is as follows:

Site A:

Address: 24425 Hass
Dearborn Heights, MI

Description: 24425 Hass is a two-story brick facility that contains approximately 124,000 sq. ft. of space. The building contains 49 classrooms, 27 offices, 16 gang restrooms, 12 individual restrooms, two gymnasiums, two computer labs, a cafeteria, full kitchen, library, nurse's room, art room, two music rooms, home economics room, two locker rooms with showers, two staff lounges, seven custodial closets, an elevator and mechanical and electrical rooms.

Term of Use: Term of Contract.

Configuration of Grade Levels: 3rd-12th Grade

Name of School District and Intermediate School District:

Local: Crestwood School District
ISD: Wayne RESA

Site B

Address: 24480 George Street
Dearborn Heights, MI

Description: 24480 George is a two-story brick facility that contains approximately 39,000 sq. ft. The facility contains 19 classrooms, eight offices, four gang restrooms, 12 individual restrooms, gymnasium/cafeteria/multi-purpose room, full kitchen, computer lab, staff lounge, speCial student services, nurse's room, a library, storage, elevator, electrical and mechanical rooms.

Term of Use: Term of Contract.

Configuration of Grade Levels: GSRP and Pre-K to 12

Name of School District and Intermediate School District:

Local: Crestwood School District
ISD: Wayne RESA

Site C

Address: 6163 Fenton
Dearborn Heights, MI

Description: 6163 Fenton (Athletic Field) is a state of the art artificial field with football, soccer, baseball, softball, track, two 2,000 sq. ft. facilities that include a training room, two locker rooms, kitchen/concession, offices, storage, and six individual restrooms.

Term of Use: Term of Contract.

Configuration of Grade Levels: N/A

Name of School District and Intermediate School District:

Local: Crestwood School District
ISD: Wayne RESA

Site D

Address: 45081 Geddes Road, 45165 Geddes Road, 45007 Geddes Road
Canton, MI

Description: The site consists of a one-story facility that contains approximately 30,000 square feet of space located on 12 acres of land. The exterior of the building is brick and has no basement. The facility contains 24 classrooms, 2 girls and 2 boys restrooms, 4 in-class/office restrooms, a sanctuary, storage rooms, and offices. The building will be updated to meet any new school codes and to include a cafeteria in the sanctuary, a new kitchen, a new Gymnasium, additional restroom for boys and girls and all sex restrooms to accommodate the LGBTQ students' needs if any, a science lab, an art room, computer lab, a music room to accommodate up to 700 students and a separate, but onsite 20,000 square foot Adininistrative offices building. Note: The Administrative office building will replace the current Central Office building in Dearborn Heights once constructed. It is the intent to eventually sell the current Central Office building in Dearborn Heights to facilitate the relocation of the Central Offices for Star International Academy to Canton, MI.

Term of Use: Term of Contract.

Configuration of Grade Levels: GSRP and Pre-K to 8

Name of School District and Intermediate School District:

Local: Wayne-Westland School District
ISD: Wayne RESA

Site E

Address: 6919 N. Waverly
Dearborn Heights, MI 48127

Description: Central Office. In addition, the site consists of a one-story facility that contains approximately 12,000 square feet of place located on approximately 2 acres of land. The exterior is constructed of brick and has no basement. The facility contains 5 classroom settings, 22 office spaces, 1 boys and 1 girls restrooms as well as 3 unisex restrooms. In addition to the rooms, the facility does have a staff lounge/kitchen area and 2 storage areas/garages. The building is currently updated to meet all building, school and safety codes.

Term of Use: Term of Contract.

Configuration of Grade Levels: 9-12

Name of School District and Intermediate School District:

Local: Crestwood School District
ISD: Wayne RESA

3. It is acknowledged and agreed that the following information about this Proposed Site is provided on the following pages, or must be provided to the satisfaction of the College Board, before the Academy may operate as a public school in this state.

A. Size of building
B. Floor Plan
C. Description of Rooms
D. Copy of lease or purchase agreement

4. In addition, the Academy and the College Board hereby acknowledge and agree that this Contract is being issued to the Academy with the understanding that the Academy cannot conduct classes as a public school academy in this state until it has obtained the necessary fire, health and safety approvals for the above-described proposed physical facility. These approvals must be provided and be acceptable to the College Board or its designee prior to the Academy operating as a public school. In cases of disagreement, the Academy may not begin operations without the consent of the College Board.

5. If the Proposed Site described above is not used as the physical facilities for the Academy, then Schedule 6 of this Contract between the Academy and the College Board must be amended pursuant to Article IX of the Terms and Conditions of Contract, to designate, describe, and agree upon the Academy's physical facilities. The Academy must submit to the College Board or its designee complete information about the new site to be actually used. This information includes that described in paragraphs 2, 3 and 4 of this Schedule 6. It is acknowledged and agreed that the public school academy cannot conduct classes as a public school in this state until it has submitted all the information described above, to the satisfaction of the College, and the amendment regarding the new site has been executed.

6. The Academy agrees to comply with the single site restrictions contained in this Schedule 6 for the configuration of grade levels identified at the site. Any change in the configuration of grade levels at the site requires an amendment to this Schedule 6 pursuant to Article IX of the Terms and Conditions of Contract set forth above.

Star International Academy

24425 Haas Road Property Documents

CERTIFICATE OF USE AND OCCUPANCY

PERMANENT

RECEIVED
MAR 2 3 2010
THE CARTER CO.

Michigan Department of Energy, Labor & Economic Growth
Bureau of Construction Codes/Building Division
P. O. Box 30254
Lansing, MI 48909
(517) 241-9317

Building Permit No. B028709
Star International Academy/Team Building
24425 Hass Road
Dearborn Heights, Michigan
Wayne County

The above named building of Use Group A3B and Construction Type 3B is approved for use and occupancy.

THIS APPROVAL IS GRANTED UNDER THE AUTHORITY OF SECTIONS 13 OF ACT 230 OF THE PUBLIC ACTS OF 1972, AS AMENDED, BEING §125.1513 OF THE MICHIGAN COMPILED LAWS, AND, IN ACCORDANCE WITH SECTION 110.0 OF THE STATE BUILDING CODE. THIS SHALL SUPERSEDE AND VOID ANY PREVIOUS APPROVAL OF USE AND OCCUPANCY.

Charles E Curtis

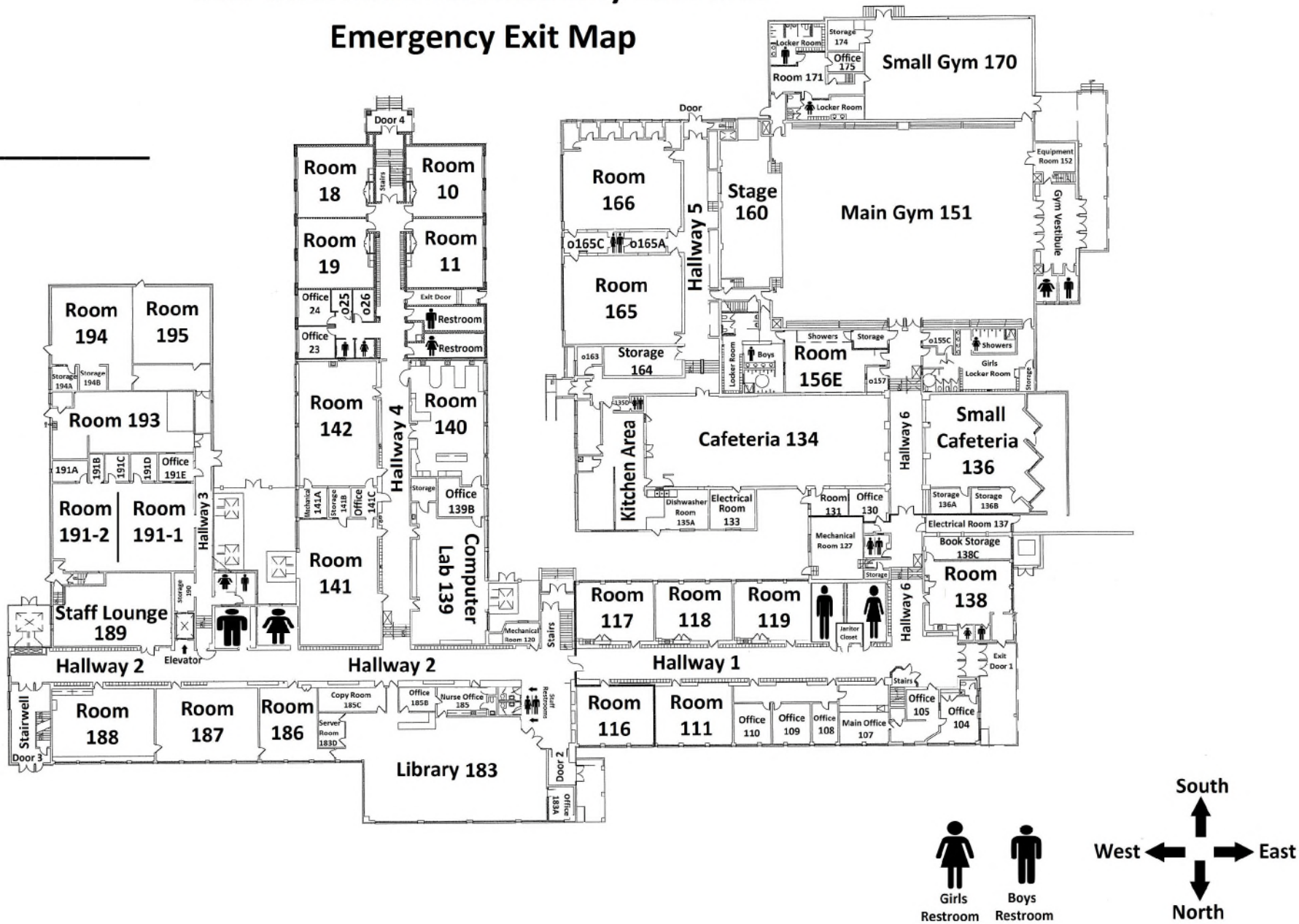
March 18, 2010

Larry Lehman, Chief
Charles E. Curtis, Assistant Chief
Building Division

Star International Academy 1st Floor

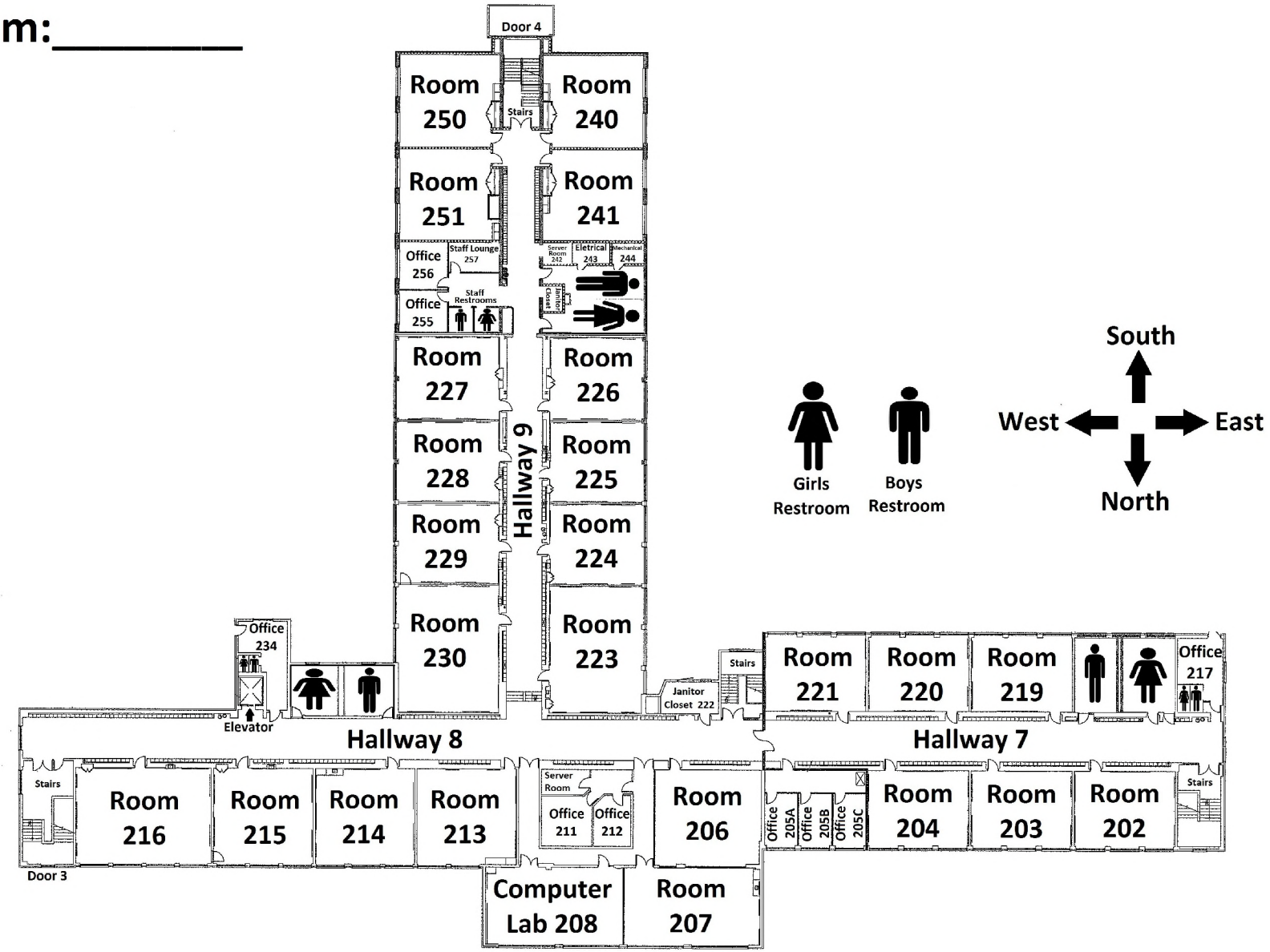
Emergency Exit Map

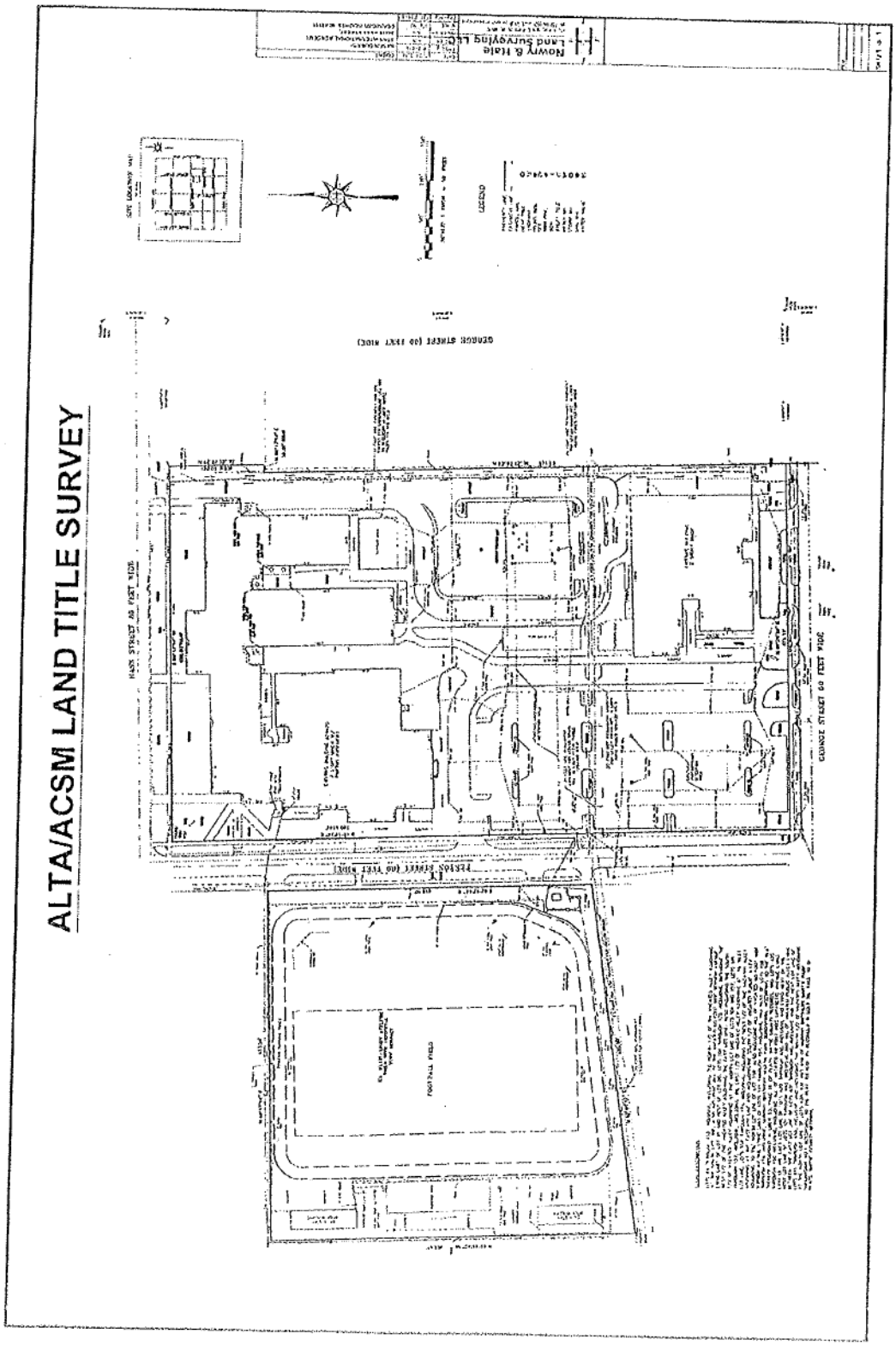
Room: _____

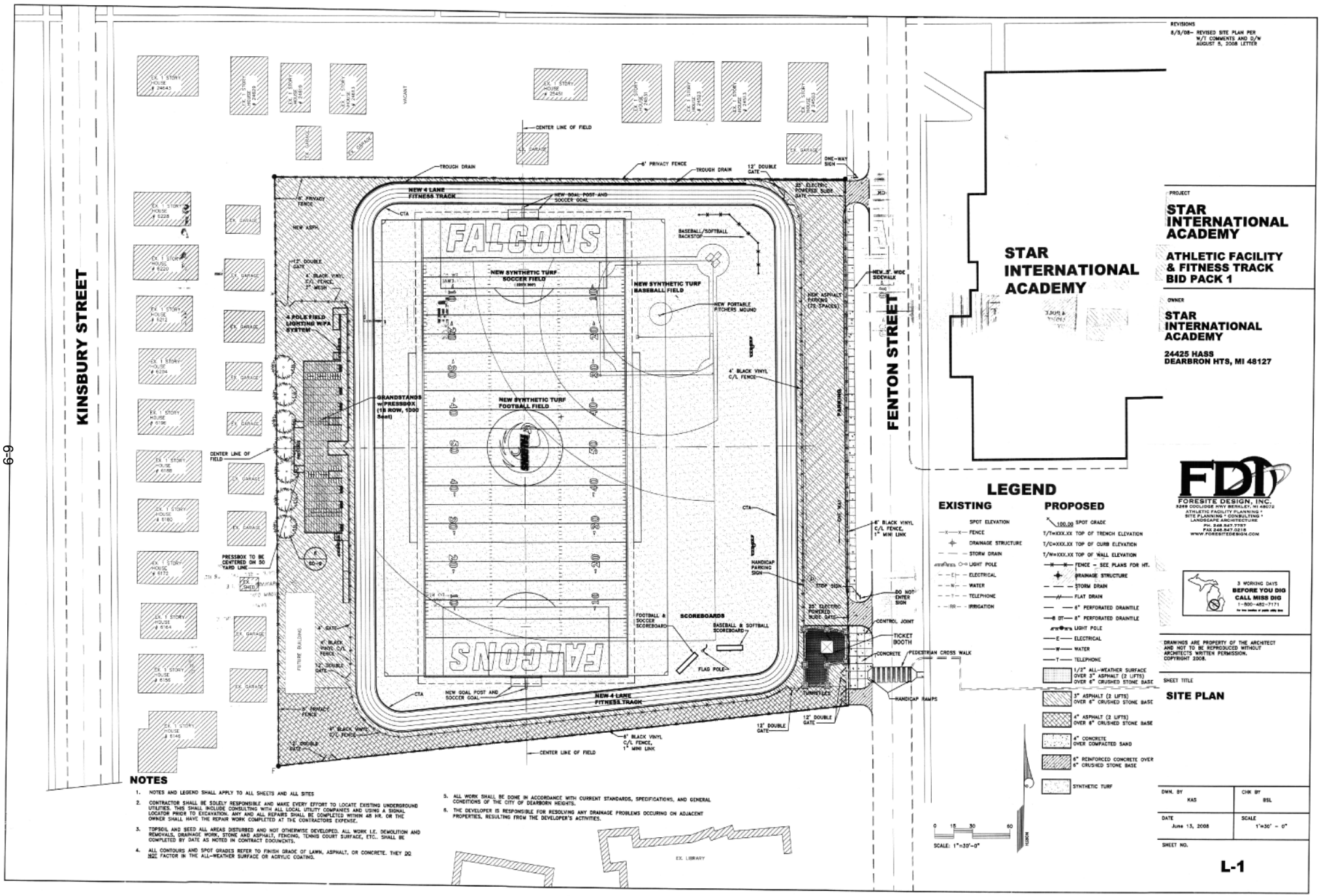


Star International Academy 2nd Floor
Emergency Exit Map

Room:_____




ALTA/ACSM LAND TITLE SURVEY
Nowry & Hale
Land Surveying LLC
LEGEND
GEORGE STREET (66 FEET WIDE)
MAIN STREET (66 FEET WIDE)
GEORGE STREET (66 FEET WIDE)
FOOTBALL FIELD



REVISIONS
8/8/08- REVISED SITE PLAN PER W/T COMMENTS AND D/W AUGUST 5, 2008 LETTER

PROJECT
STAR INTERNATIONAL ACADEMY
ATHLETIC FACILITY & FITNESS TRACK BID PACK 1

OWNER
STAR INTERNATIONAL ACADEMY
24425 HASS
DEARBORN HTS, MI 48127

STAR INTERNATIONAL ACADEMY

LEGEND

EXISTING	PROPOSED
SPOT ELEVATION	100.00 SPOT GRADE
FENCE	T/T=XXX.XX TOP OF TRENCH ELEVATION
DRAINAGE STRUCTURE	T/C=XXX.XX TOP OF CURB ELEVATION
STORM DRAIN	T/W=XXX.XX TOP OF WALL ELEVATION
LIGHT POLE	FENCE - SEE PLANS FOR HT.
ELECTRICAL	DRAINAGE STRUCTURE
WATER	STORM DRAIN
TELEPHONE	FLAT DRAIN
IRRIGATION	6" PERFORATED DRAINTILE
	8" PERFORATED DRAINTILE
	LIGHT POLE
	ELECTRICAL
	WATER
	TELEPHONE
	1/2" ALL-WEATHER SURFACE OVER 3" ASPHALT (2 LIFTS) OVER 6" CRUSHED STONE BASE
	3" ASPHALT (2 LIFTS) OVER 6" CRUSHED STONE BASE
	4" ASPHALT (2 LIFTS) OVER 8" CRUSHED STONE BASE
	4" CONCRETE OVER COMPACTED SAND
	8" REINFORCED CONCRETE OVER 8" CRUSHED STONE BASE
	SYNTHETIC TURF

SCALE: 1"=30'-0"

NOTES

1. NOTES AND LEGEND SHALL APPLY TO ALL SHEETS AND ALL SITES
2. CONTRACTOR SHALL BE SOLELY RESPONSIBLE AND MAKE EVERY EFFORT TO LOCATE EXISTING UNDERGROUND UTILITIES. THIS SHALL INCLUDE CONSULTING WITH ALL LOCAL UTILITY COMPANIES AND USING A SIGNAL LOCATOR PRIOR TO EXCAVATION. ANY AND ALL REPAIRS SHALL BE COMPLETED WITHIN 48 HR. OR THE OWNER SHALL HAVE THE REPAIR WORK COMPLETED AT THE CONTRACTORS EXPENSE.
3. TOPSOIL AND SEED ALL AREAS DISTURBED AND NOT OTHERWISE DEVELOPED. ALL WORK I.E. DEMOLITION AND REMOVALS, DRAINAGE WORK, STONE AND ASPHALT, FENCING, TENNIS COURT SURFACE, ETC.. SHALL BE COMPLETED BY DATE AS NOTED IN CONTRACT DOCUMENTS.
4. ALL CONTOURS AND SPOT GRADES REFER TO FINISH GRADE OF LAWN, ASPHALT, OR CONCRETE. THEY DO NOT FACTOR IN THE ALL-WEATHER SURFACE OR ACRYLIC COATING.
5. ALL WORK SHALL BE DONE IN ACCORDANCE WITH CURRENT STANDARDS, SPECIFICATIONS, AND GENERAL CONDITIONS OF THE CITY OF DEARBORN HEIGHTS.
6. THE DEVELOPER IS RESPONSIBLE FOR RESOLVING ANY DRAINAGE PROBLEMS OCCURING ON ADJACENT PROPERTIES, RESULTING FROM THE DEVELOPER'S ACTIVITIES.

FDI
FORESITE DESIGN, INC.
3269 COOLIDGE HWY BERKLEY, MI 48072
ATHLETIC FACILITY PLANNING • SITE PLANNING • CONSULTING • LANDSCAPE ARCHITECTURE
PH. 248.547.7727
FAX 248.547.0218
WWW.FORESITEDESIGN.COM

3 WORKING DAYS
BEFORE YOU DIG
CALL MISS DIG
1-800-482-7171

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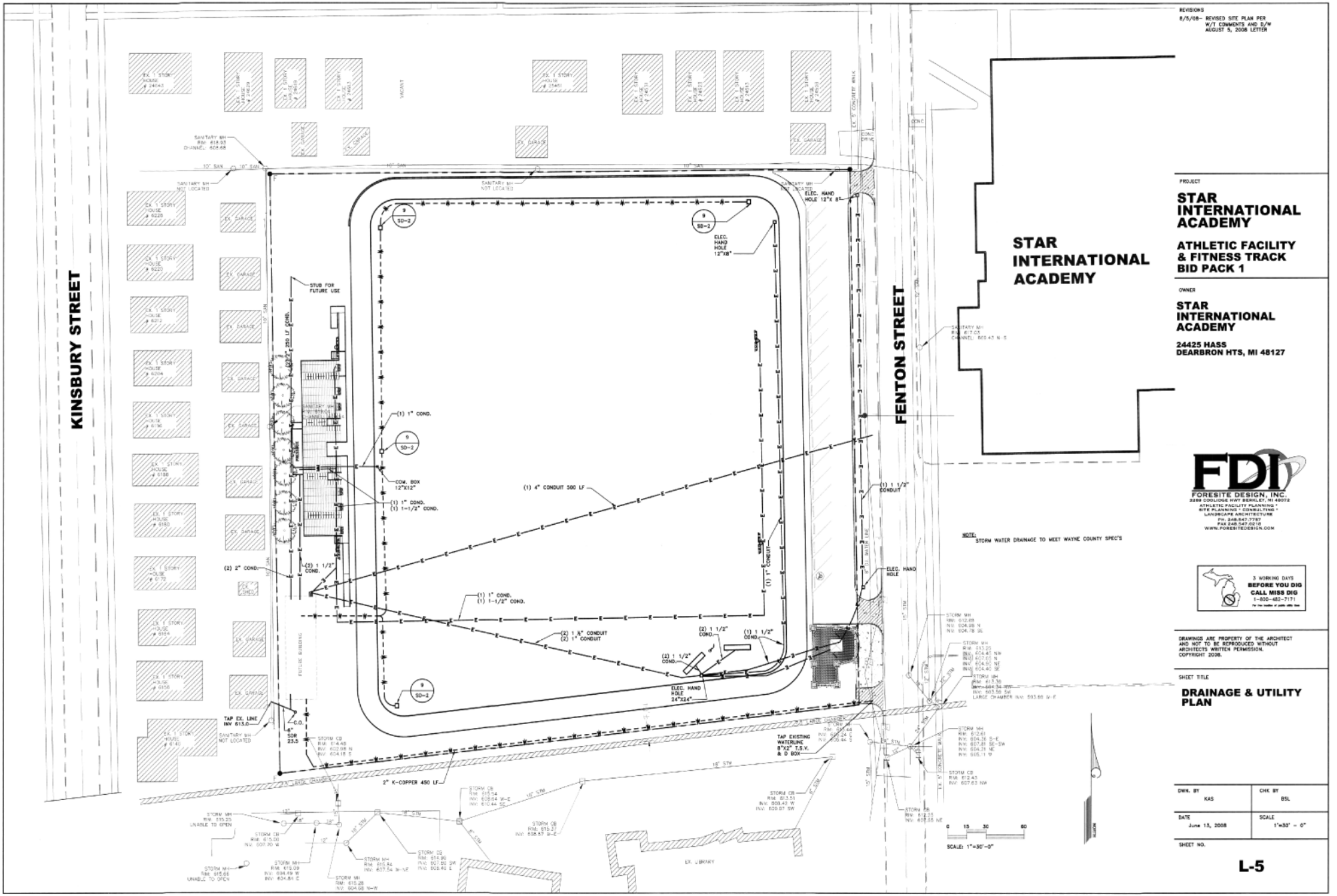
SHEET TITLE
SITE PLAN

DWN. BY	CHK BY
KAS	BSL
DATE	SCALE
June 13, 2008	1"=30' - 0"

SHEET NO.
L-1

6-9



REVISIONS
8/5/08– REVISED SITE PLAN PER W/T COMMENTS AND D/W AUGUST 5, 2008 LETTER

PROJECT

STAR INTERNATIONAL ACADEMY

ATHLETIC FACILITY & FITNESS TRACK BID PACK 1

OWNER

STAR INTERNATIONAL ACADEMY

24425 HASS
DEARBORN HTS, MI 48127

FDI
FORESITE DESIGN, INC.
2280 COOLIDGE HWY BERKLEY, MI 48072
ATHLETIC FACILITY PLANNING * SITE PLANNING * CONSULTING * LANDSCAPE ARCHITECTURE
PH: 248.547.7787
FAX 248.547.9218
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1-800-482-7171

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COPYRIGHT 2008.

SHEET TITLE

DRAINAGE & UTILITY PLAN

DWN. BY	CHK BY
KAS	BSL
DATE	SCALE
June 13, 2008	1"=30' – 0"

SHEET NO.

L-5

First Title Corporation 1005345

MAR 2 0 2003

P.A. 327 OF 1968
AFFIDAVIT FILED

Li-37628 Pg-5
203114231 3/20/2003
Bernard J. Youngblood
Wayne Co. Register of Deeds

$18.00 DEED
Receipt #181963
RECORDED
BERNARD J. YOUNGBLOOD, REGISTER OF DEED
WAYNE COUNTY, MI

S2610-03

WARRANTY DEED

DETROIT WORLD OUTREACH CHURCH, a Michigan ecclesiastical corporation, successor in interest to Detroit World Outreach Assembly of God ("Grantor"), whose address is 23800 West Chicago, Redford, Michigan 48239, CONVEYS AND WARRANTS to Star International Academy, a Michigan public school academy ("Grantee"), whose address is P.O. Box 1440, Dearborn, Michigan, 48121, for the sum of Ten Dollars U.S. ($10.00) and other valuable consideration (see Real Estate Transfer Tax Valuation Affidavit), the receipt of which is hereby acknowledged, the following described premises situated in the City of Dearborn Heights, County of Wayne, State of Michigan:

$4.00 REMONUMENTATION

See Exhibit "A" attached hereto and made a part hereof

together with all and singular the tenements, hereditaments and appurtenances thereto belonging or in anywise pertaining thereto (defined herein as the "Property") subject only to those easements, restrictions and documents set forth in Exhibit "B". This property may be located within the vicinity of farmland or a farm operation. Generally accepted agricultural and management practices which may generate noise, dust, odors and other associated conditions may be used and are protected by the Michigan right to farm act.

This is to certify that there are no tax liens or titles on this property and that taxes are paid for Five Years previous to date of this instrument EXCEPT Not examined 2002
No. 0637 Date 3-18-2003
WAYNE COUNTY TREASURER Clerk

RWD 184R 4pp 5 OK

03-18-2003 22CL0637 DEED* 5 8.00

IN WITNESS WHEREOF, Grantor has caused this Warranty Deed to be executed as of this 12 day of March, 2003.

DETROIT WORLD OUTREACH CHURCH

By: _____

Its: Treasurer/CFO

STATE OF MICHIGAN)
)SS.
COUNTY OF Wayne)

The foregoing instrument was acknowledged before me, this 12th day of March, 2003 by Allen T. Sheffield, the Treasurer/CFO of Detroit World Outreach Church, a Michigan ecclesiastical corporation, on behalf of said corporation.

_____
Signature

DIANNA M. MAKUROF
Notary Public, Macomb County, MI
Acting in Wayne County, MI
My Commission Expires 02/13/2007

Dianna M Makurof
(printed name) Notary Public

_____ County, Canada

My Commission Expires: _____

[Notarial Seal]

This Instrument was Prepared By and When Recorded Returned to:
Dawn Faxon Singer, Esq.
Dickinson Wright PLLC
500 Woodward Avenue, Suite 4000
Detroit, MI 48226
(313) 223-3500

Send Subsequent Tax Bills to:

Star International Academy
P.O. Box 1440
Dearborn, Michigan 48121

EXHIBIT A

Legal Description

Situated in the City of Dearborn Heights, County of Wayne, State of Michigan and more particularly described as:

Lots 84 through 103, inclusive, including the North ½ of the vacated alley adjoining at the South Lot Line; also including all of the vacated 60 foot wide Vernon Avenue lying East of Lot 91 and West of Lot 90; Lots 104 through 120, inclusive, including the West ½ of vacated alley adjoining the East Lot Line; also including the South ½ of vacated alley adjoining at the North Lot Line of Lots 104 and 157; Lots 141 through 157, inclusive, including the East ½ of vacated alley adjoining at the West Lot Line; Lots 158 through 174, inclusive, including the West ½ of the vacated alley adjoining at the East Lot Line and including the South ½ of vacated public alley adjoining at the North Lot Line of Lot 158; also including all of vacated 60 foot wide Vernon Avenue lying East of Lots 141 through 157, inclusive and West of Lots 158 through 174, inclusive; MURPHY BROTHERS MARTIN PARK SUBDIVISION, according to the plat thereof recorded in Liber 53, Page 16 of Plats, Wayne County Records, and Lots 420 through 450 inclusive, including all of vacated 60 foot wide Lafayette Avenue lying East of the East Lot Line of Lots 420 through 430, inclusive and lying West of the West Lot Line of Lots 431 through 440, inclusive, including the East ½ of vacated alley adjoining at the West Lot Line of Lots 420 through 430, inclusive and all of vacated public alley lying between the East Lot Line of Lots 431 through 440, inclusive and the West Lot Line of Lots 441 through 450, inclusive and including the South ½ of vacated alley adjoining at the North Lot Line of Lots 430, 431, and 450 of MURPHY BROTHERS MARTIN PARK SUBDIVISION NO. 1 according to the plat thereof as recorded in Liber 56, Page 70 of Plats, Wayne County Records.

Tax Parcel No: 33-015-03-0420-000 and 33-018-03-0084-000

Commonly known as 24425 Hass, Dearborn Heights, Michigan

EXHIBIT B

1. Right-of-Way in the matter of the LEFLER STORM DRAIN in Liber 15218, Page 156, Liber 15218, Page 150, Liber 15218, Page 153, Liber 15218, Page 105, Page 108, Liber 15218, Page 111, Liber 15218, Page 114, Liber 15218, Page 117, Liber 15218, Page 120, Liber 15218, Page 123, Liber 15218, Page 126, Liber 15218, Page 129.

2. Zoning ordinances.

Star International Academy

24480 George Street Property Documents

CERTIFICATE OF USE AND OCCUPANCY

PERMANENT

Michigan Department of Labor & Economic Growth
Bureau of Construction Codes/Building Division
P. O. Box 30254
Lansing, MI 48909
(517) 241-9317

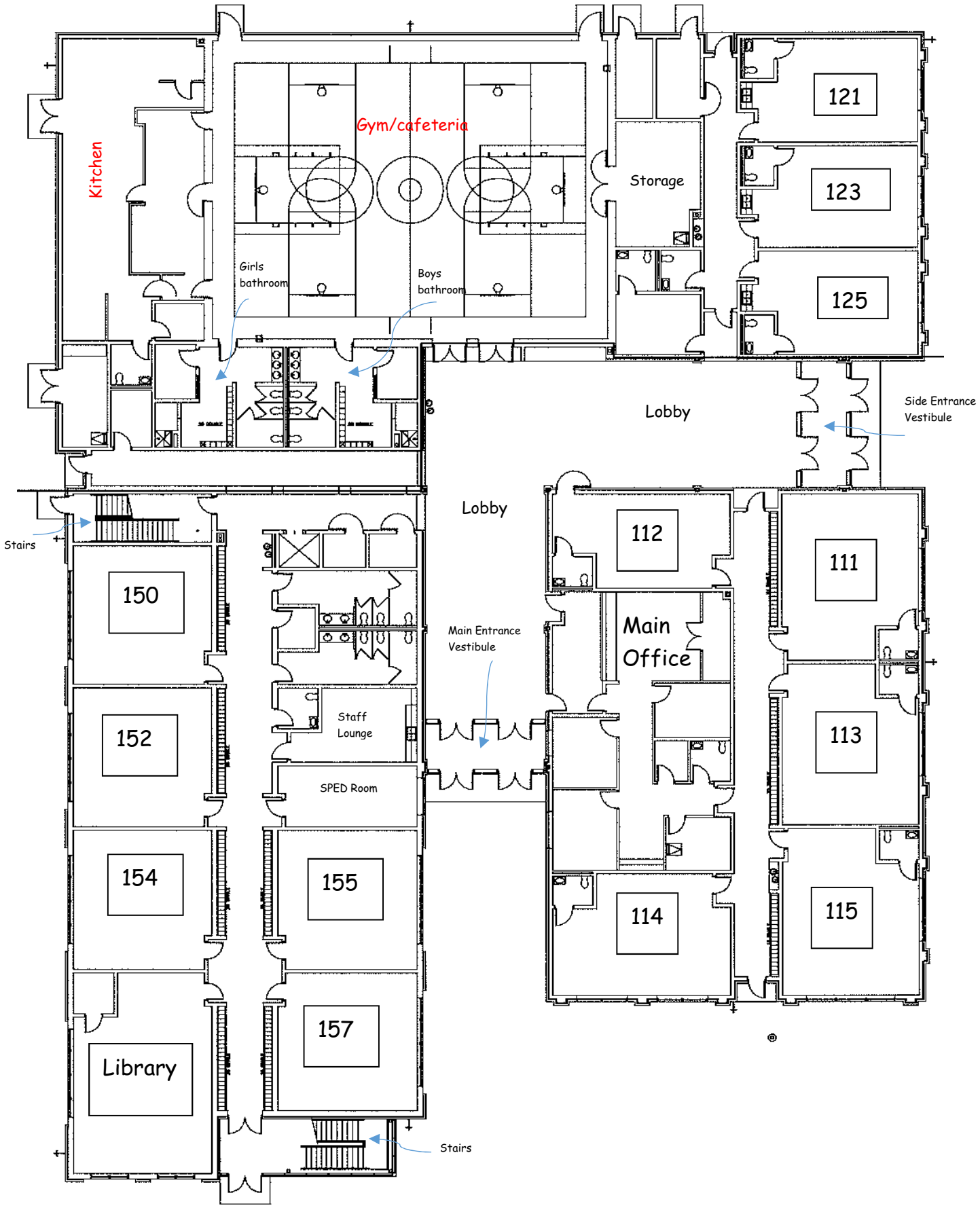
Building Permit No. B024798
Star International Academy
a/k/a Universal Learning Academy
24480 George Street
Dearborn Heights, Michigan
Wayne County

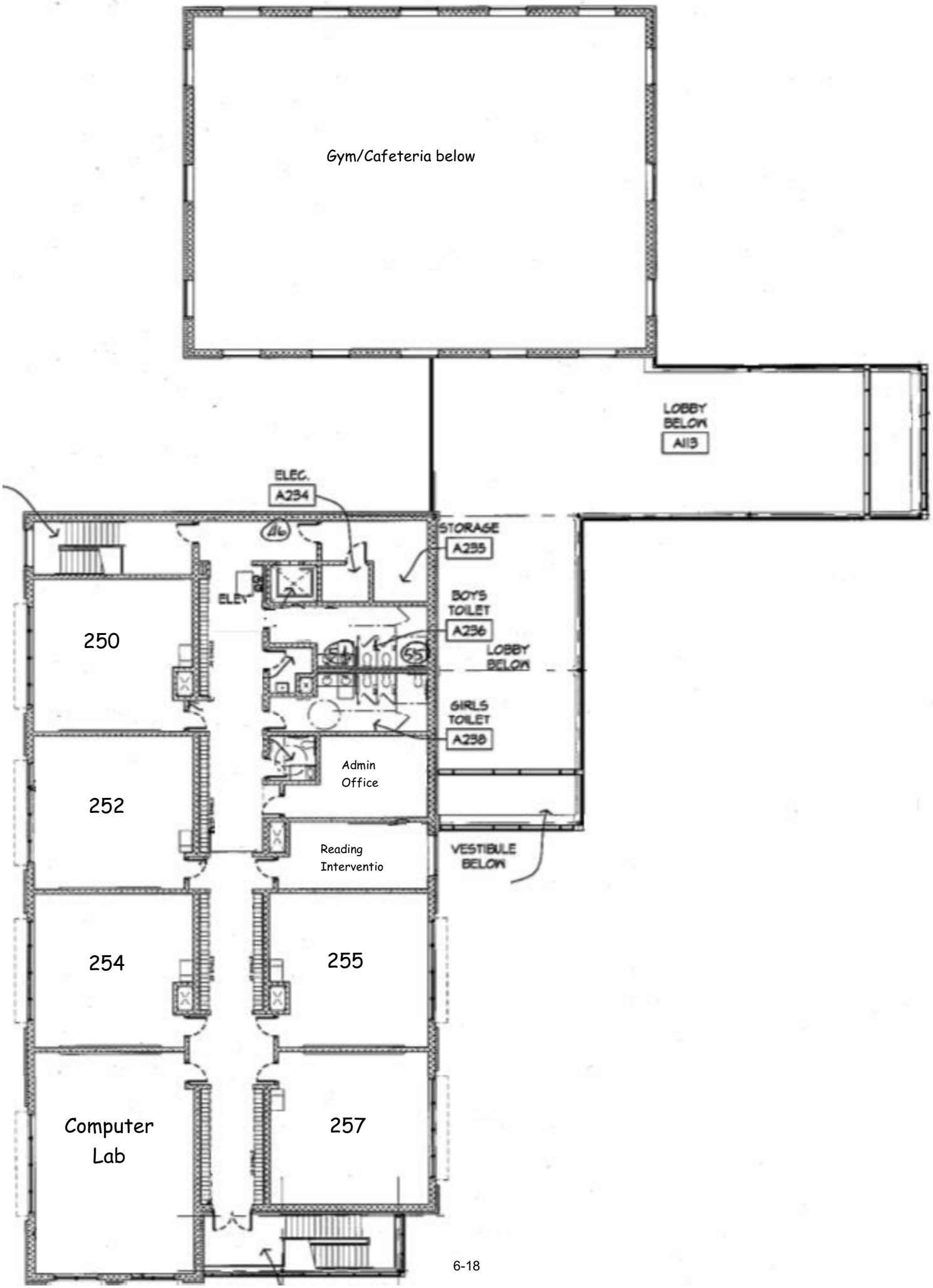
The above named building of Use Group E and Construction Type 2B is approved for use and occupancy.

THIS APPROVAL IS GRANTED UNDER THE AUTHORITY OF SECTIONS 13 OF ACT 230 OF THE PUBLIC ACTS OF 1972, AS AMENDED, BEING §125.1513 OF THE MICHIGAN COMPILED LAWS, AND, IN ACCORDANCE WITH SECTION 110.0 OF THE STATE BUILDING CODE. THIS SHALL SUPERSEDE AND VOID ANY PREVIOUS APPROVAL OF USE AND OCCUPANCY.

April 24, 2008

Larry Lehman, Chief
Charles E. Curtis, Assistant Chief
Building Division


Kitchen
Gym/cafeteria
Storage
121
123
125
Girls bathroom
Boys bathroom
Lobby
Side Entrance Vestibule
Lobby
Stairs
150
152
154
155
157
Library
Staff Lounge
SPED Room
Main Entrance Vestibule
112
111
Main Office
113
114
115
Stairs


Gym/Cafeteria below
LOBBY BELOW A113
ELEC. A234
STORAGE A235
ELEV
BOYS TOILET A236
LOBBY BELOW
GIRLS TOILET A238
250
252
Admin Office
Reading Interventio
VESTIBULE BELOW
254
255
Computer Lab
257

S1A-G

SIGNAGE SCHEDULE

FIRST FLOOR- UNIT "A"

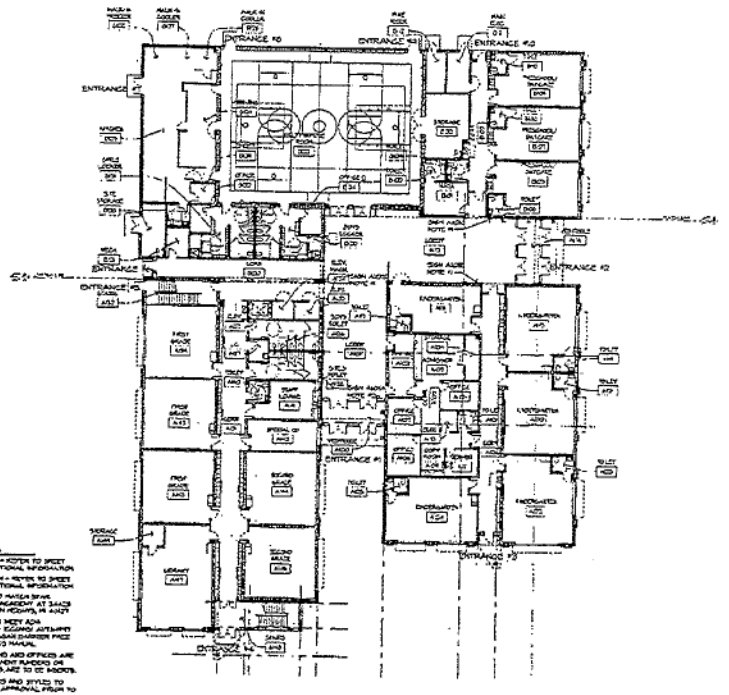
AREA/ RM. NO.	ROOM NAME	DOOR NO.	TEXT	REMARKS
A100	VESTIBULE	0.00		NO SIGNAGE REQUIRED.
A101	VESTIBULE	0.01		NO SIGNAGE REQUIRED.
A102	WAITING	101	MAIN OFFICE	
A103	ADMISSION	100		NO SIGNAGE REQUIRED.
A104	STORAGE	100A	STORAGE ROOM	"STORAGE ROOM" TO BE PERMANENT TEXT.
A105	CORRIDOR	0.05		NO SIGNAGE REQUIRED.
A106	OFFICE	107	DIRECTOR OF EARLY CHILDHOOD	
A107	OFFICE	108	PRINCIPAL	
A108	OFFICE	109	SUPERINTENDENT	
A109	ELEC. ROOM	109	ELECTRICAL ROOM	"ELECTRICAL ROOM" TO BE PERMANENT TEXT.
A110	COPY ROOM	104	COPY ROOM	"COPY ROOM" TO BE PERMANENT TEXT.
A11	SERVER	105	MAIN SERVER ROOM	"MAIN SERVER ROOM" TO BE PERMANENT TEXT.
A112	TOILET	104	STAFF RESTROOM	
A113	VESTIBULE	0.13		NO SIGNAGE REQUIRED.
A114	VESTIBULE	0.14		NO SIGNAGE REQUIRED.
A20	CORRIDOR	0.45		NO SIGNAGE REQUIRED.
A19	KINDERGARTEN	117	KINDERGARTEN A	
A21	TOILET	119A	RESTROOM	
A18	KINDERGARTEN	11	KINDERGARTEN B	
A17	TOILET	11A	RESTROOM	
A200	CHECKIN/OUT	1.5	KINDERGARTEN C	
A12	TOILET	120A	RESTROOM	
A122	KINDERGARTEN	125	KINDERGARTEN D	
A123	TOILET	125A	RESTROOM	
A124	KINDERGARTEN	114	KINDERGARTEN E	
A125	TOILET	114A	RESTROOM	
A126	CORRIDOR	0.26		NO SIGNAGE REQUIRED.
A130	STAIRS	140	STAIRS	NO ROOM NUMBER ON SIGN.
A1330	ELEVATOR	143	ELEVATOR	
A134	ELEC. VENCH ROOM	143	MECHANICAL ROOM	"MACHINE ROOM" TO BE PERMANENT TEXT.
A135	ELECTRICAL ROOM	141	ELECTRICAL ROOM	"ELECTRICAL ROOM" TO BE PERMANENT TEXT.
A136	BOYS TOILET	144	BOYS	
A137	JANITOR'S CLOSET	145	JANITOR STORAGE	"JANITOR STORAGE" TO BE PERMANENT TEXT.
A138	GIRLS TOILET	146	GIRLS	
A139	FIRST GRADE	1301	FIRST GRADE A	
A140	TOILET	130	STAFF RESTROOM	
A141	STAFF LOUNGE	114	STAFF LOUNGE	
A142	SPECIAL ED	113	RESOURCE ROOM	
A143	FIRST GRADE	132	FIRST GRADE B	
A144	SECOND GRADE	133	SECOND GRADE A	
A145	FIRST GRADE	134	FIRST GRADE C	
A146	SECOND GRADE	151	SECOND GRADE B	
A147	LIBRARY	138	LIBRARY	"LIBRARY" TO BE PERMANENT TEXT.
A148	STAIR	150	STAIRS	NO ROOM NUMBER ON SIGN.
A149	STORAGE	139A	STORAGE ROOM	"STORAGE ROOM" TO BE PERMANENT TEXT.

FIRST FLOOR- UNIT "B"

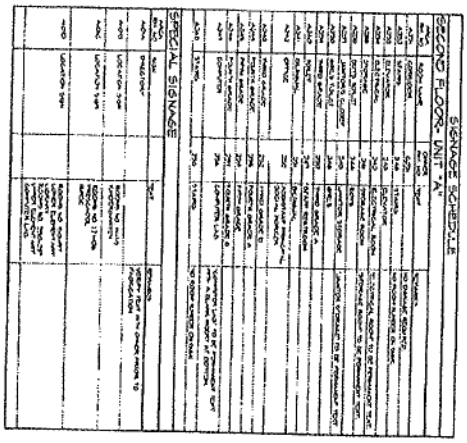
AREA/ RM. NO.	ROOM NAME	DOOR NO.	TEXT	REMARKS
B01	NURSE	170	NURSE	
B02	TOILET	170A	RESTROOM	
B03	CORRIDOR	0.B1		NO SIGNAGE REQUIRED.
B04	TOILET	124	STAFF RESTROOM	
B07	PRESCH-/ DAYCARE	123	PRESCHOOL A	
B08	TOILET	123A	RESTROOM	
B101	PRESCH-/ DAYCARE	122	PRESCHOOL B	
B35	TOILET	135A	RESTROOM	
B04	PRESCH-/ DAYCARE	121	PRESCHOOL C	
B47	TOILET	121A	RESTROOM	
B4	MAIN ELECTRICAL	137	ELECTRICAL ROOM	"ELECTRICAL ROOM" TO BE PERMANENT TEXT.
B41	MAIN ELECTRICAL (EXTERIOR)	139	ELECTRICAL ROOM	"ELECTRICAL ROOM" TO BE PERMANENT TEXT MOUNTED ON EXTERIOR OF BUILDING.
B43	FIRE RISER	136	MECHANICAL ROOM	"MECHANICAL ROOM" TO BE PERMANENT PLATE MOUNTED ON EXTERIOR OF BUILDING.
B430	CORRIDOR	0.B0		
B43	MECHANICAL	140	MECHANICAL ROOM	"MECHANICAL ROOM" TO BE PERMANENT TEXT.
B133	MULTI-PURPOSE ROOM	134	MULTI-PURPOSE ROOM	
B139	STORAGE	150	STORAGE ROOM	"STORAGE ROOM" TO BE PERMANENT TEXT.
B124	SERVING	128	LUNCH SERVING	"LUNCH SERVING" TO BE PERMANENT TEXT.
B125	KITCHEN	127	KITCHEN	
B125	KITCHEN (EXTERIOR)	127	RECEIVING	"RECEIVING" TO BE PERMANENT TEXT.
B126	STORAGE	127A	STORAGE ROOM	"STORAGE ROOM" TO BE PERMANENT TEXT.
B127	WALK-IN COOLER	127B	COOLER	
B128	WALK-IN FREEZER	127C	FREEZER	
B134	OFFICE	150	OFFICE	
B130	TOILET	131B	STAFF RESTROOM	
B46	BIKE LOCKERS	154	BOYS LOCKERS	
A210	OFFICE	210	OFFICE	
B429	BOYS LOCKERS	03	BOYS LOCKERS	
B034	OFFICE	155	OFFICE	
B435	SOILED STORAGE	154	STORAGE	"STORAGE" TO BE PERMANENT TEXT.

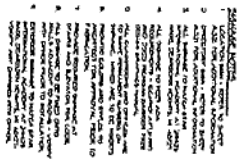
SIGNAGE NOTES:

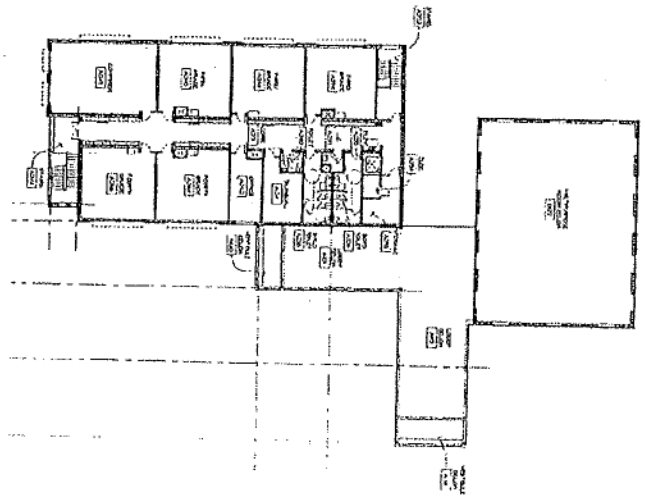
1. LOCATION SHOWN = REFER TO SHEET A.320 FOR ADDITIONAL INFORMATION.
2. DIRECTORY SIGN = REFER TO SHEET A.320 FOR ADDITIONAL INFORMATION.
3. ALL SIGNAGE TO MATCH STAR INTERNATIONAL ACADEMY AT SAUER HAWK DEARBORN HEIGHTS, MI 48127
4. ALL SIGNAGE TO MEET ADA REQUIREMENTS + EQUIVALENT ANSI 2009 MICHIGAN BARRIER FREE DESIGN (MBFRD) MANUAL
5. ALL CLASSROOMS AND OFFICES ARE TO HAVE PERMANENT PLAQUES OR SIGNAGE. NAMES ARE TO BE INSERTS.
6. PROVIDE COLORS AND STYLES TO ARCHITECT FOR APPROVAL PRIOR TO FABRICATION.
7. PROVIDE REQUIRED SIGNAGE AT STAIRS AND ELEVATOR PER CODE.
8. ALL SIGNAGE TO BE FIXED ONTO WALLS ADJACENT TO DOORS + VERIFY WITH OWNER PRIOR TO INSTALLATION.
9. EXTERIOR SIGNAGE TO MATCH STAR INTERNATIONAL ACADEMY AT SAUER HAWK DEARBORN HEIGHTS, MI 48127. VERIFY ANY CHANGES WITH OWNER.



S1A-R







SOUTH SECOND FLOOR PLAN

S1A-R

STAR INTERNATIONAL ACADEMY - UNIVERSAL LEARNING ACADEMY
(PRE-K, K - 5)
24425 HASS STREET
DEARBORN HEIGHTS, MI 48127

S1A-C

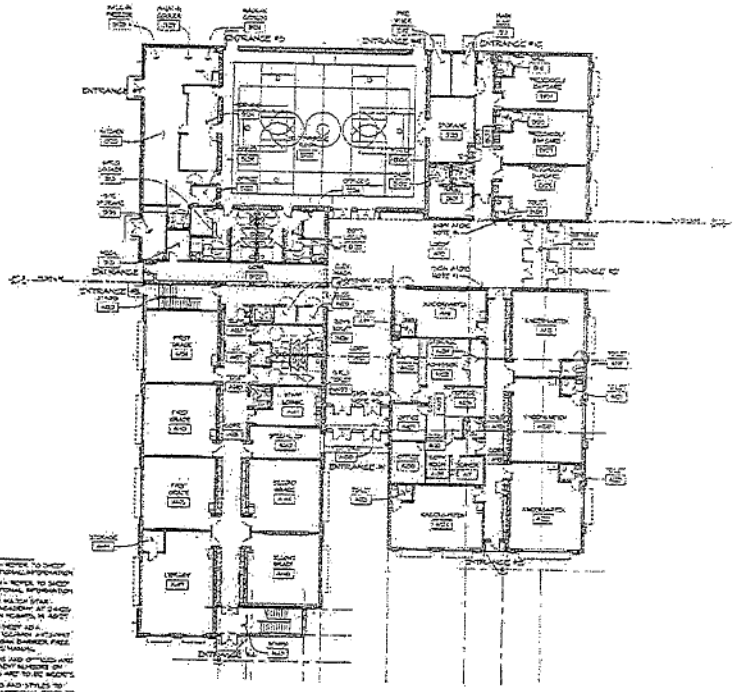
SIGNAGE SCHEDULE

FIRST FLOOR- UNIT "A"

AREA ID #	ROOM NAME	ROOM NO.	TYP.	REMARKS
A102	VESTIBULE	0250		
A101	CORRIDOR	0251		NO SIGNAGE REQUIRED
A100	VESTIBULE	0252		NO SIGNAGE REQUIRED
A102	WAITING	101	1 MAIN OFFICE	
A103	RECEPTION	102		NO SIGNAGE REQUIRED
A104	STORAGE	103A	1 STORAGE ROOM	"STORAGE ROOM" TO BE PERMANENT TEXT.
A105	CORRIDOR	0253		NO SIGNAGE REQUIRED
A106	OFFICE	102	DIRECTOR OF EARLY CHILDHOOD	
A107	OFFICE	103	PRINCIPAL	
A108	OFFICE	121	SUPERINTENDENT	
A109	ELECTRICAL	123	ELECTRICAL ROOM	"ELECTRICAL ROOM" TO BE PERMANENT TEXT
A110	COPY ROOM	124	1 COPY ROOM	"COPY ROOM" TO BE PERMANENT TEXT
A111	SERVER	125	1 VOIP SERVER ROOM	"VOIP SERVER ROOM" TO BE PERMANENT TEXT
A112	BREAK	104	1 STAFF RESTROOM	
A113	VESTIBULE	0245		NO SIGNAGE REQUIRED
A114	VESTIBULE	0246		NO SIGNAGE REQUIRED
A115	CORRIDOR	0247		NO SIGNAGE REQUIRED
A116	KINDERGARTEN	107	1 KINDERGARTEN A	
A117	TOILET	107A	RESTROOM	
A118	KINDERGARTEN	108	1 KINDERGARTEN B	
A119	TOILET	108A	RESTROOM	
A120	KINDERGARTEN	109	1 KINDERGARTEN C	
A121	TOILET	109A	RESTROOM	
A122	KINDERGARTEN	110	1 KINDERGARTEN D	
A123	TOILET	110A	RESTROOM	
A124	KINDERGARTEN	111	1 KINDERGARTEN E	
A125	TOILET	111A	RESTROOM	
A126	CORRIDOR	0231		NO SIGNAGE REQUIRED
A127	STAIRS	148	STAIRS	NO ROOM NUMBER OR SIGN
A128	ELEVATOR	145	1 ELEVATOR	
A134	ELEV. MACH. ROOM	142	1 MACHINE ROOM	"MACHINE ROOM" TO BE PERMANENT TEXT.
A135	ELECTRICAL ROOM	141	1 ELECTRICAL ROOM	"ELECTRICAL ROOM" TO BE PERMANENT TEXT.
A136	BOYS TOILET	144	BOYS	
A137	JANITOR'S CLOSET	147	1 JANITOR STORAGE	"JANITOR STORAGE" TO BE PERMANENT TEXT
A138	GIRLS TOILET	146	GIRLS	
A139	FIRST GRADE	139	1 FIRST GRADE A	
A140	TOILET	139	1 STAFF RESTROOM	
A141	STAFF LOUNGE	138	1 STAFF LOUNGE	
A142	SPECIAL ED	137	1 RESOURCE ROOM	
A143	FIRST GRADE	132	1 FIRST GRADE B	
A144	SECOND GRADE	136	1 SECOND GRADE A	
A145	FIRST GRADE	134	1 FIRST GRADE C	
A146	SECOND GRADE	133	1 SECOND GRADE B	
A147	LIBRARY	131	1 LIBRARY	"LIBRARY" TO BE PERMANENT TEXT.
A148	STAIRS	149	STAIRS	NO ROOM NUMBER OR SIGN
A149	STORAGE	0244	1 STORAGE ROOM	"STORAGE ROOM" TO BE PERMANENT TEXT.

FIRST FLOOR- UNIT "B"

AREA ID #	ROOM NAME	ROOM NO.	TYP.	REMARKS
B101	LOBBY	129	LOBBY	
B102	TOILET	129A	RESTROOM	
B103	CORRIDOR	0232		NO SIGNAGE REQUIRED
B104	TOILET	127	STAFF RESTROOM	
B105	PRESCHOOL / DAYCARE	128	1 PRESCHOOL A	
B106	TOILET	128A	RESTROOM	
B107	PRESCHOOL / DAYCARE	126	1 PRESCHOOL B	
B108	TOILET	126A	RESTROOM	
B109	PRESCHOOL / DAYCARE	125	1 PRESCHOOL C	
B110	TOILET	125A	RESTROOM	
B111	MAIN ELECTRICAL	122	ELECTRICAL ROOM	"ELECTRICAL ROOM" TO BE PERMANENT TEXT.
B112	MAIN ELECTRICAL (EMERGENCY)	120	ELECTRICAL ROOM	"ELECTRICAL ROOM" TO BE PERMANENT TEXT MOUNTED ON EXTERIOR OF BUILDING.
B113	FIRE RISER	150	MECHANICAL ROOM	"MECHANICAL ROOM" TO BE PERMANENT TEXT MOUNTED ON EXTERIOR OF BUILDING.
B120	CORRIDOR	0230		
B121	MECHANICAL	140	MECHANICAL ROOM	"MECHANICAL ROOM" TO BE PERMANENT TEXT
B122	MULTI-PURPOSE ROOM	151	1 MULTI-PURPOSE ROOM	
B123	STORAGE	152	1 STORAGE ROOM	"STORAGE ROOM" TO BE PERMANENT TEXT.
B124	SERVING	153	LUNCH SERVING	"LUNCH SERVING" TO BE PERMANENT TEXT.
B125	KITCHEN	154	KITCHEN	
B126	KITCHEN (EXPANSION)	155	KITCHEN	
B127	RECEIVING	157	RECEIVING	"RECEIVING" TO BE PERMANENT TEXT.
B128	STORAGE	157A	1 STORAGE ROOM	"STORAGE ROOM" TO BE PERMANENT TEXT.
B127	MAILBOX/LOCKER	1970	LOCKER	
B128	MAILBOX/LOCKER	197C	MAILBOX	
B124	OFFICE	120	OFFICE	
B129	TOILET	1970	STAFF RESTROOM	
B30	GIRLS LOCKERS	174	1 GIRLS LOCKERS	
B172	OFFICE	175	1 OFFICE	
B173	BOYS LOCKERS	173	BOYS LOCKERS	
B154	OFFICE	159	OFFICE	
B155	BOYS STORAGE	154	STORAGE	"STORAGE" TO BE PERMANENT TEXT.



SIGNAGE NOTES:

1. LOCATION SHOWN – REFER TO CHIEF ARCHITECT FOR ADDITIONAL INFORMATION
2. ELEVATOR SIGNAGE – REFER TO CHIEF ARCHITECT FOR ADDITIONAL INFORMATION
3. ALL SIGNAGE TO MATCH STAR INTERNATIONAL ACADEMY AT 24435 HASS, DEARBORN HEIGHTS, MI 48127
4. ALL SIGNAGE TO MEET ADA REQUIREMENTS – UNLESS OTHERWISE NOTED ON DRAWINGS, SIGNAGE TO BE ADA COMPLIANT
5. ALL CLASSROOMS AND OFFICES ARE TO HAVE PERMANENT NUMBERS ON SIGNAGE. WHICH ARE TO BE ADA COMPLIANT
6. PROVIDE COLORS AND STYLES TO ARCHITECT FOR APPROVAL PRIOR TO FABRICATION
7. PROVIDE REQUIRED SIGNAGE AT STAIRS AND ELEVATOR DOORS
8. ALL SIGNAGE TO BE FIXED UNTO WALLS ADJACENT TO PUSH + VERIFY WITH OFFICE PRIOR TO INSTALLATION
9. EXTERIOR SIGNAGE TO MATCH STAR INTERNATIONAL ACADEMY AT 24435 HASS, DEARBORN HEIGHTS, MI 48127. VERIFY NOT CHANGED WITH OWNER.

COMPOSITE FIRST FLOOR PLAN

KEY PLAN

S1A-C

ARCHITECTURAL DESIGN
RESIDENTIAL
EDUCATIONAL
INDUSTRIAL

HAMADEH EDUCATIONAL SERVICES, INC.
PO BOX 1442
DEARBORN, MI 48121
313.581.6606

STAR INTERNATIONAL ACADEMY - UNIVERSAL LEARNING ACADEMY
(PRE-K, K - 5)
24435 HASS STREET
DEARBORN HEIGHTS, MI 48127

NO.	ISSUED	BY
01		

SCALE: 1/8" = 1'-0"
FILE NAME: EDUCATIONAL
JOB #: 2020-05
SHEET TITLE: FIRST FLOOR SIGNAGE PLAN
SHEET #: A320

SIA-8

STAR INTERNATIONAL ACADEMY -
UNIVERSAL LEARNING ACADEMY
24429 PASO STREET
DEARBORN HEIGHTS, MI 48127

ARCHITECTURAL DESIGN

A.32

COMPOSITE SECOND FLOOR PLAN

KEY PLAN

SIGNAGE SCHEDULE

SECOND FLOOR- UNIT "A"

SIGN #	SIGN NAME	SIGN TYPE	SIGN SIZE	MOUNTING
A01	LOBBY/ENTRY	ID	24" x 24"	WALL MOUNTED
A02	STAIR 8	ID	12" x 60"	ON DOOR JAMB OR WALL
A03	ELEVATOR	ID	12" x 12"	ON DOOR
A04	ELEVATOR	ID	12" x 12"	ON DOOR
A05	RESTROOM	ID	12" x 12"	ON DOOR
A06	RESTROOM	ID	12" x 12"	ON DOOR
A07	JANITOR CLOSET	ID	12" x 12"	ON DOOR
A08	STAIR 8	ID	12" x 12"	ON DOOR
A09	THIRD GRADE 1	ID	12" x 12"	ON DOOR
A10	THIRD GRADE 2	ID	12" x 12"	ON DOOR
A11	OFFICE	ID	12" x 12"	ON DOOR
A12	THIRD GRADE 3	ID	12" x 12"	ON DOOR
A13	FOURTH GRADE 1	ID	12" x 12"	ON DOOR
A14	FOURTH GRADE 2	ID	12" x 12"	ON DOOR
A15	FOURTH GRADE 3	ID	12" x 12"	ON DOOR
A16	CONFERENCE	ID	12" x 12"	ON DOOR
A17	STAIR 8	ID	12" x 12"	ON DOOR

SPECIAL SIGNAGE

SIGN #	SIGN NAME	SIGN TYPE	SIGN SIZE	MOUNTING
A18	EVACUATION PLAN			
A19	LOCATION SIGN			
A20	LOCATION SIGN			
A21	LOCATION SIGN			

Star International Academy

Geddes Road Property Documents

CERTIFICATE OF USE AND OCCUPANCY

PERMANENT

Michigan Department of Licensing and Regulatory Affairs
Bureau of Construction Codes/Building Division
P.O. Box 30254
Lansing, MI 48909
Authority: 1972 PA 230
(517) 241-9317

Building Permit No: BLDG19-01107

45081 GEDDES RD
CANTON, MI 48188
COUNTY: WAYNE

The above named building of Use Group E, Education and Construction Type 2B is approved for use and occupancy.

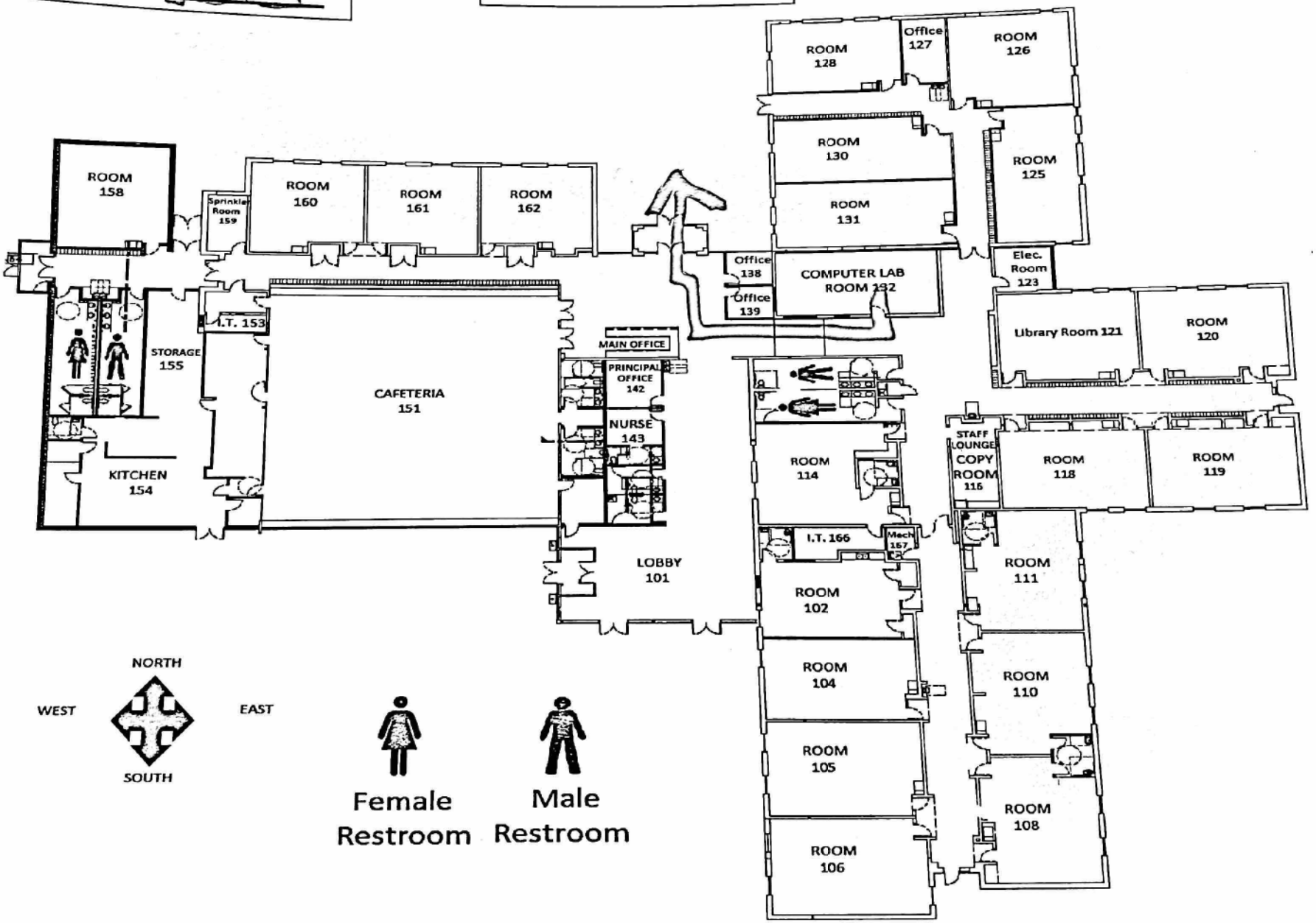
THIS APPROVAL IS GRANTED UNDER THE AUTHORITY OF SECTIONS 13 OF ACT 230 OF THE PUBLIC ACTS OF 1972, AS AMENDED, BEING §125.1513 OF THE MICHIGAN COMPILED LAWS, AND, IN ACCORDANCE WITH SECTION 111.0 OF THE STATE BUILDING CODE. THIS SHALL SUPERSEDE AND VOID ANY PREVIOUS APPROVAL OF USE AND OCCUPANCY.

Print Date: 10/15/2020

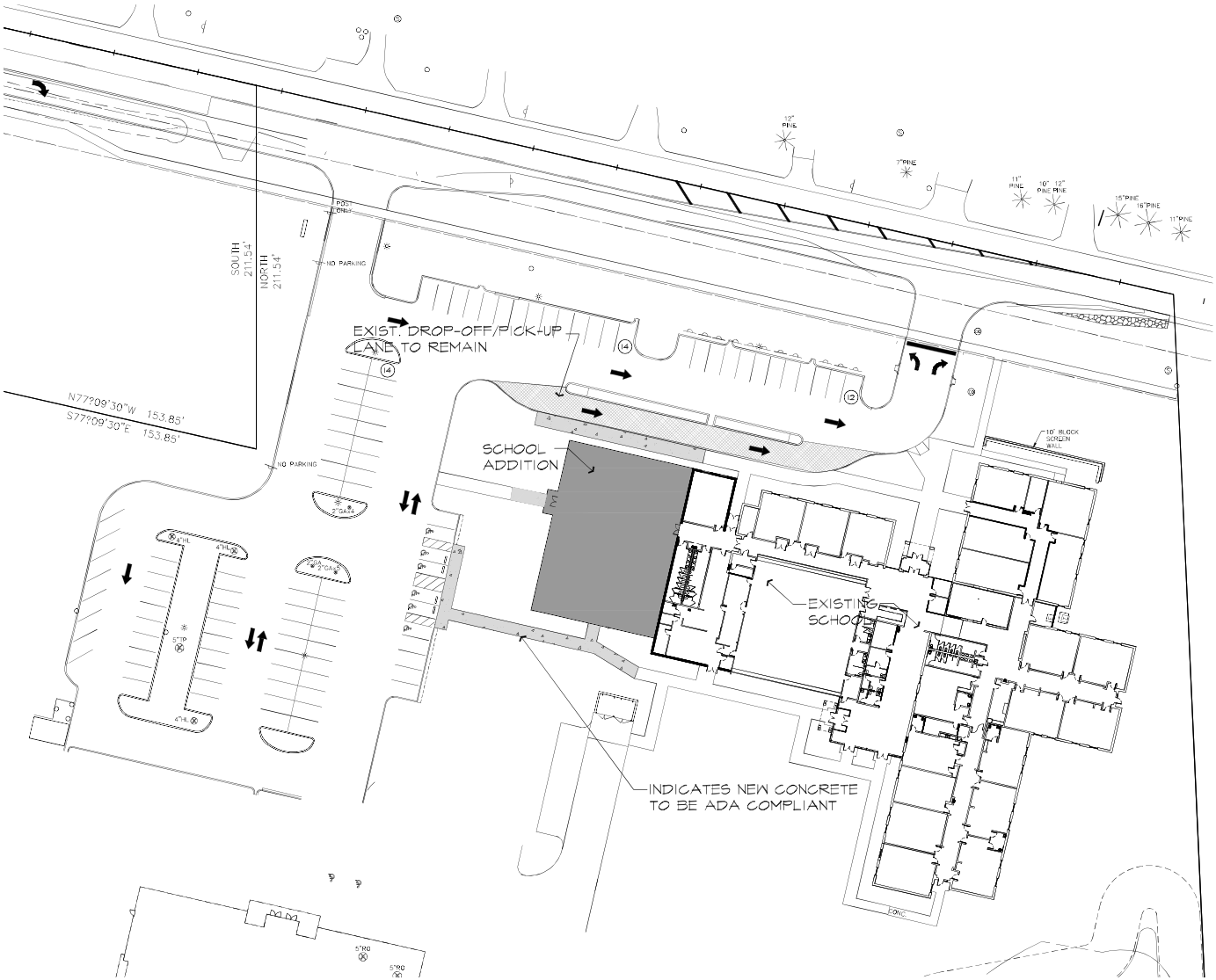
STAR INTERNATIONAL ACADEMY - CANTON FLOOR MAP

Room: 132

Emergency Exit Map



6-25



NORTH

PROPOSED ARCHITECTURAL SITE PLAN - PHASE 2

SCALE: 1" = 40'-0"

PROJECT DESCRIPTION:

ADDITION TO AN EXISTING BUILDING (SCHOOL). (7) SEVEN CLASSROOMS, 4 OFFICES STORAGE ROOM AND MECHANICAL ROOM

PROJECT DATA:

ZONING:	O-1, OFFICE		
PROPOSED USE:	SCHOOL ADDITION (7,408) S.F.)		
SITE AREA:	10.76 ACRES (468,587 S.F.) GROSS 9.74 ACRES (LESS 60 FOOT OF ROAD R.O.W.)		
CONSTRUCTION CLASSIFICATION:	2B		
MAX. BUILDING HEIGHT ALLOWED:	30'-0" (2 STORIES)		
PROPOSED ADDITION HEIGHT:	SCHOOL:	16'-0"T.O. PARAPET (MATCH EXIST.)	
BUILDING FOOTPRINT AREA:	SCHOOL:	37,510 S.F. 7,521 S.F. 45,087 S.F.	EXISTING ADDITION TOTAL

O-1 ZONING DISTRICT:		
MIN. FRONT SETBACK (NORTH):	35'-0"	REQUIRED
FRONT SETBACK (EXISTING SCHOOL):	61'-4 1/4"	PROVIDED
MIN. REAR SETBACK (SOUTH):	30'-0"	REQUIRED
REAR SETBACK (OFFICE BUILDING):	38'-0 3/8"	PROVIDED
SIDE SETBACK (EAST):	15'-0"	REQUIRED
EAST SIDE SETBACK (EXISTING SCHOOL):	30'-10 1/2"	PROVIDED
SIDE SETBACK (WEST):	15'-0"	REQUIRED
WEST SIDE SETBACK (OFFICE BUILDING):	164'-11 1/4"	PROVIDED

NOTES:

1. ALL SIGNAGE (ON BUILDING AND/OR GROUND) SHALL BE IN COMPLIANCE WITH THE CITY OF CANTON REQUIREMENTS.
2. EXTERIOR PARKING LOT LIGHTING IS EXISTING. REPLACE EXISTING FIXTURES, IF NECESSARY, IF NOT DIRECTED DOWNWARD AND SHIELDED PER CITY REQUIREMENTS. LIGHTING LEVELS SHALL NOT EXCEED CITY REQUIREMENTS.
3. THIS PROJECT SHALL HAVE PHASED CONSTRUCTION (CURRENT IS PHASE 2).
4. LANDSCAPING SHALL CONFORM TO THE CANTON TOWNSHIP ZONING REQUIREMENTS.
5. OWNER AGREES TO PICK-UP DEBRIS WITHIN PROPERTY LIMITS.
6. PAVING SURFACES, WALK WAYS, SIGNS, LIGHTING AND OTHER STRUCTURES AND SURFACES SHALL BE MAINTAINED IN A SAFE, ATTRACTIVE CONDITION AS ORIGINALLY DESIGNED AND CONSTRUCTED. PARKING LOT STRIPING AND MARKINGS SHALL BE MAINTAINED IN A CLEARLY VISIBLE MANNER.
7. ALL LIGHTING SHALL BE DIRECTED AWAY FROM ADJACENT PROPERTIES AND RIGHTS-OF-WAY.
8. FIRE ACCESS TO BE MAINTAINED DURING CONSTRUCTION.
9. ON-SITE HYDRANT LOCATIONS SHALL BE APPROVED BY THE FIRE MARSHALL PRIOR TO ENGINEERING APPROVAL. ON-SITE HYDRANTS MAY BE REQUIRED.
10. EXISTING BUILDING AND ADDITIONS ('E' USE - SCHOOL) TO COMPLY WITH MBC 2021 SECTION 305 AND NFPA 2012.
11. ALL STUDENT DROP-OFF AND PICK-UP IS EXISTING ALONG FRONT OF SCHOOL, PARALLEL TO GEDDES ROAD AND WILL NOT BE ALTERED OR CHANGED.

ISSUED FOR	DATE
OWNER / CM REVIEW	6-04-2025
PERMITS	6-17-2025

ARCHITECTURAL DESIGN
RESIDENTIAL
COMMERCIAL
INDUSTRIAL

G.A.V. ASSOCIATES, INC
31061 ORCHARD LAKE RD., STE. 100A
FARMINGTON, MICHIGAN 48334
PH: (248) 855-0101
WEB: WWW.GAVASSOCIATES.COM

GAV ASSOCIATES

STAR INTERNATIONAL ACADEMY
24435 HASS
DEARBORN HEIGHTS, MICHIGAN
48127

PROPOSED ADDITION FOR:
STAR INTERNATIONAL ACADEMY
45081 GEDDES ROAD
CANTON, MICHIGAN 48188

DRAWN:	DESIGNED:	CHECKED:
DG	DG	DG

SCALE : 1" = 40'-0"

FILE NAME : 25025_SP101

JOB #: 25025

SHEET TITLE
PROPOSED
ARCHITECTURAL
SITE PLAN
SHEET #
SP.101

STATE OF MICHIGAN
SAMER M KAWM
ARCHITECT
No. 1301039452
REGISTERED ARCHITECT

'18 JUL-5 PM12:33

Bernard J. Youngblood
Wayne County Register of Deeds
2018213091 L: 54489 P: 1045
07/05/2018 12:21 PM WD Total Pages: 3

P.A. 327 OF 1968
AFFIDAVIT FILED

WARRANTY DEED

KNOW ALL MEN BY THESE PRESENTS: That grantor, TRIUMPH CHURCH, a Michigan nonprofit corporation, with an address of 2760 E. Grand Boulevard, Detroit, MI 48211 ("Seller")

Convey(s) and Warrant(s) to grantee STAR INTERNAITONAL ACADEMY, a Michigan nonprofit corporation, with an address of 24425 Hass Street, Dearborn Heights, Michigan 48127 ("Purchaser")

the following described premises situated in the City of Canton, Wayne County, Michigan, to wit:

SEE ATTACHED EXHIBIT A

together with all tenements, hereditaments, improvements and appurtenances thereto belonging or in anywise appertaining thereto for and in consideration of One Dollar ($1.00) and other good and valuable consideration, the receipt of which is hereby acknowledged.

The grantor grants to the grantee the right to make all available divisions relating to the property under section 108 of the land division act, Act No. 288 of the Public Acts of 1967. This property may be located within the vicinity of farmland or a farm operation. Generally accepted agricultural and management practices which may generate noise, dust, odors, and other associated conditions may be used and are protected by the Michigan Right to Farm Act.

Dated and effective as of June 27, 2018.

Grantor
TRIUMPH CHURCH.
By: Solomon Kinloch Jr
Solomon Kinloch Jr.
Its: President

This is to certify that there are no delinquent property taxes owed to our office on this property for five years prior to the date of the instrument. No representation is made as to the status of any tax liens or titles owed to any other entities.
No. 18693 _____ Not Examined
Date 7/9/18 WAYNE COUNTY TREASURER Clerk CB

MICHIGAN REAL ESTATE TRANSFER TAX
Wayne County Tax Stamp #485915
07/05/2018
Receipt# 18-191858 L: 54489 P: 1045
State Tax: $1650.00 County Tax: $2420.00

STATE OF MICHIGAN }
} SS
COUNTY OF WAYNE }

The foregoing instrument was acknowledged before me this June 27, 2018 by, Solomon Kinloch, Jr. the President of Triumph Church, on behalf of the corporation is either personally known to me or presented satisfactory evidence of identity to me.

Notary Public,
Acting in Oakland County, Michigan
My commission expires:

STEPHANIE C MITCHELL
Notary Public - State of Michigan
County of Oakland
My Commission Expires Nov 8, 2022
Acting in the County of Oakland

	City Treasurer's Certificate	
When Recorded Return To: Intesar A. Elder, Esq. Lewis & Munday, P.C. 535 Griswold, Suite 2300 Detroit, MI 48226	Send Subsequent Tax Bills To: Grantee Star International Academy 24425 Hass Street Dearborn Heights, MI 48127	Drafted By: Intesar A. Elder, Esq. Lewis & Munday, P.C. 535 Griswold, Suite 2300 Detroit, MI 48226
Tax Parcel # See Attached Exhibit A Transfer Tax		Recording Fee

(Attached to and becoming a part of document dated: June 27, 2018)

EXHIBIT A

Land situated in the Township of Canton, County of Wayne, State of Michigan, is described as follows:

PARCEL 1:
Beginning at a point due South 590.73 feet and South 77 degrees, 09 minutes, 30 seconds, East 430.94 feet from the Northwest corner of Section 34, Town 2 South, Range 8 East, Canton Township, Wayne County, Michigan, thence South 77 degrees, 09 minutes, 30 seconds East along the center line of Geddes Road 153.85 feet; thence due South 211.54 feet; thence North 77 degrees, 09 minutes, 30 seconds West 153.85 feet; thence due North 211.54 feet to the point of beginning.

ALSO DESCRIBED AS:
That part of the Northwest 1/4 of Section 34, Town 2 North, Range 8, described as beginning at a point on the center line of Geddes Road, distance due South 590.73 feet and South 77 degrees 09 minutes 30 seconds East 430.94 feet from the Northwest corner of Section 34, thence South 77 degrees 09 minutes 30 seconds East along said line 153.85 feet, due South 211.54 feet, thence North 77 degrees 09 minutes 30 seconds West 153.85 feet, thence due North 211.54 feet to the point of beginning.

PARCEL 2:
Part of the Northwest one-quarter of Section 34, Town 2 South, Range 8 East, Canton Township, Wayne County, Michigan, described as follows: Commencing at a point in the center of Geddes Road, which point is South 590.70 feet and South 77 degrees 09 minutes 30 seconds East 1163.07 feet from the Northwest corner of Section 34; thence South 02 degrees 34 minutes 30 seconds East 304.0 feet to a point, thence South 88 degrees 26 minutes East 192.50 feet to a point, thence North 2 degrees 04 minutes East 260 feet to the center of Geddes Road, thence North 77 degrees 09 minutes 30 seconds West 221.0 feet along the center of Geddes Road to the place of beginning, except any part used for highway purposes.

PARCEL 3:
All that part of the Northwest 1/4 of Section 34, Town 2 South, Range 8 East, Canton Township, Wayne County, Michigan, described as: Beginning at a point in the centerline of Geddes Road, 66 feet wide, which point is distant due South 590.73 feet along the West line of Section 34 and South 77 degrees 09 minutes 30 second East, 584.79 feet along the centerline of Geddes Road from the Northwest corner of Section 34, Town 2 South, Range 8 East, Michigan; thence along the centerline of Geddes Road South 77 degrees 09 minutes 30 seconds East, 547.16 feet; thence South 02 degrees 34 minutes 30 seconds East, 566.37 feet; thence North 87 degrees 25 minutes 30 seconds East 221.12 feet; thence South 02 degrees 21 minutes 55 seconds East, 38.91 feet; thence South 15 degrees 06 minutes West 22.13 feet; thence South 87 degrees 25 minutes 30 seconds West, 214.26 feet; thence North 02 degrees 34 minutes 30 seconds West 5.30 feet; thence due West 201.36 feet; thence due North 60 feet; thence due West 510.00 feet; thence due North 504.70 feet; thence South 77 degrees 09 minutes 30 seconds East 153.85 feet; thence due North 211.54 feet to the place of beginning.

Tax Parcel Number(s): 71-134-99-0009-000 and 71-134-99-0022-000 and 71-134-99-0018-000

Michigan Department of Treasury
2765 (Rev. 01-16)

Received
JUL – 6 2018
Canton Township Treasurer's Office

L-4260

Property Transfer Affidavit

This form is issued under authority of P.A. 415 of 1994. Filing is mandatory.

This form must be filed whenever real estate or some types of personal property are transferred (even if you are not recording a deed). **The Affidavit must be filed by the new owner with the assessor for the city or township where the property is located within 45 days of the transfer.** The information on this form is NOT CONFIDENTIAL.

1. Street Address of Property	2. County	3. Date of Transfer (or land contract signed)
45165, 45007 and 45081 Geddes Road, Canton, MI 48188	Wayne	June 27, 2018

4. Location of Real Estate (Check appropriate field and enter name in the space below.)	5. Purchase Price of Real Estate
☐ City ☒ Township ☐ Village Township of Canton	2,200,000.00
	6. Seller's (Transferor) Name Triumph Church
7. Property Identification Number (PIN). If you don't have a PIN, attach legal description. **PIN.** This number ranges from 10 to 25 digits. It usually includes hyphens and sometimes includes letters. It is on the property tax bill and on the assessment notice. 71-134-99-0009-000; 71-134-99-0022-000; 71-134-99-0018-000	8. Buyer's (Transferee) Name and Mailing Address Star International Academy 24425 Hass Street, Dearborn Heights, MI 48127
	9. Buyer's (Transferee) Telephone Number (313)590-7663

Items 10 - 15 are optional. However, by completing them you may avoid further correspondence.

10. Type of Transfer. **Transfers** include deeds, land contracts, transfers involving trusts or wills, certain long-term leases and interest in a business. See page 2 for list.
☐ Land Contract ☐ Lease ☒ Deed ☐ Other (specify) _____

11. Was property purchased from a financial institution?	12. Is the transfer between related persons?	13. Amount of Down Payment
☐ Yes ☐ No	☐ Yes ☐ No	

14. If you financed the purchase, did you pay market rate of interest?	15. Amount Financed (Borrowed)
☐ Yes ☐ No	

EXEMPTIONS

Certain types of transfers are exempt from uncapping. If you believe this transfer is exempt, indicate below the type of exemption you are claiming. If you claim an exemption, your assessor may request more information to support your claim.

- ☐ Transfer from one spouse to the other spouse
- ☐ Change in ownership solely to exclude or include a spouse
- ☐ Transfer between certain family members *(see page 2)
- ☐ Transfer of that portion of a property subject to a life lease or life estate (until the life lease or life estate expires)
- ☐ Transfer to effect the foreclosure or forfeiture of real property
- ☐ Transfer by redemption from a tax sale
- ☐ Transfer into a trust where the settlor or the settlor's spouse conveys property to the trust and is also the sole beneficiary of the trust
- ☐ Transfer resulting from a court order unless the order specifies a monetary payment
- ☐ Transfer creating or ending a joint tenancy if at least one person is an original owner of the property (or his/her spouse)
- ☐ Transfer to establish or release a security interest (collateral)
- ☐ Transfer of real estate through normal public trading of stocks
- ☐ Transfer between entities under common control or among members of an affiliated group
- ☐ Transfer resulting from transactions that qualify as a tax-free reorganization
- ☐ Transfer of qualified agricultural property when the property remains qualified agricultural property and affidavit has been filed.
- ☐ Transfer of qualified forest property when the property remains qualified forest property and affidavit has been filed.
- ☐ Transfer of land with qualified conservation easement (land only - not improvements)
- ☐ Other, specify: _____

CERTIFICATION

I certify that the information above is true and complete to the best of my knowledge.

Printed Name		
Sabah Yassine		
Signature		Date
		06/27/2018
Name and title, if signer is other than the owner	Daytime Phone Number	E-mail Address
Board President	(313) 565-0507	info@starpsa.org

Star International Academy

6919 Waverly Property Documents

CITY OF DEARBORN HEIGHTS
BUILDING & ENGINEERING DEPARTMENT
6045 FENTON, DEARBORN HTS., MICHIGAN 48127
(313) 791 3470

O2009-01313
Issued: 07/31/09

Full Certificate Of Occupancy

Address: 6919 WAVERLY

Owner OR Purchaser ISMAIL BACHIR STAR INTERNATIONAL ACADEMY

Occupant ISMAIL BACHIR STAR INTERNATIONAL ACADEMY

THIS CERTIFICATE IS NOT A WARRANTY OR A GUARANTEE. As of the above date, the premises were satisfactory for occupancy. Any violations found under established inspection procedures have be corrected. It is understood that the Building Department is not responsible for defects not ascertainable under inspection procedure. This inspection of the land use, plat use, exterior posture and interior accessories of the structure is limited to visual inspection only. A certificate of approval is not a warranty or guarantee that there are no defects in the structure nor shall the City be held responsible for defects in the inspection report. This inspection does not certify that the structure in question is not in violation of other code requirements not presently brought to the attention of the Building Department. Warranties if desired, are a private matter between the seller and purchaser. This certificate is only valid for the above listed occupant and/or owner. Any change in the above information 30 days or more after being issued, will require a new inspection.

Conditions:

Eric Watt

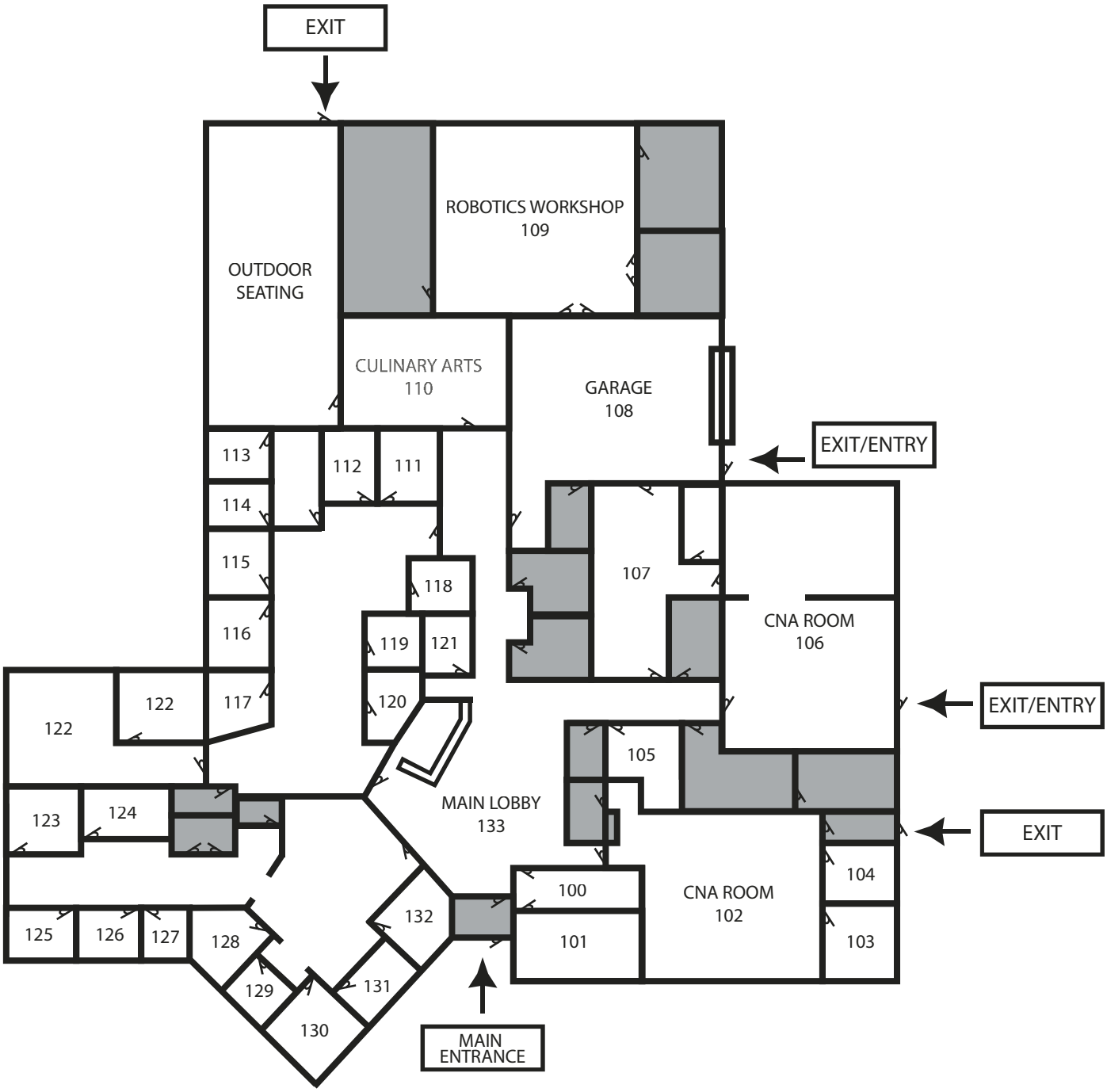
Director or Building Official, Building & Engineering Department

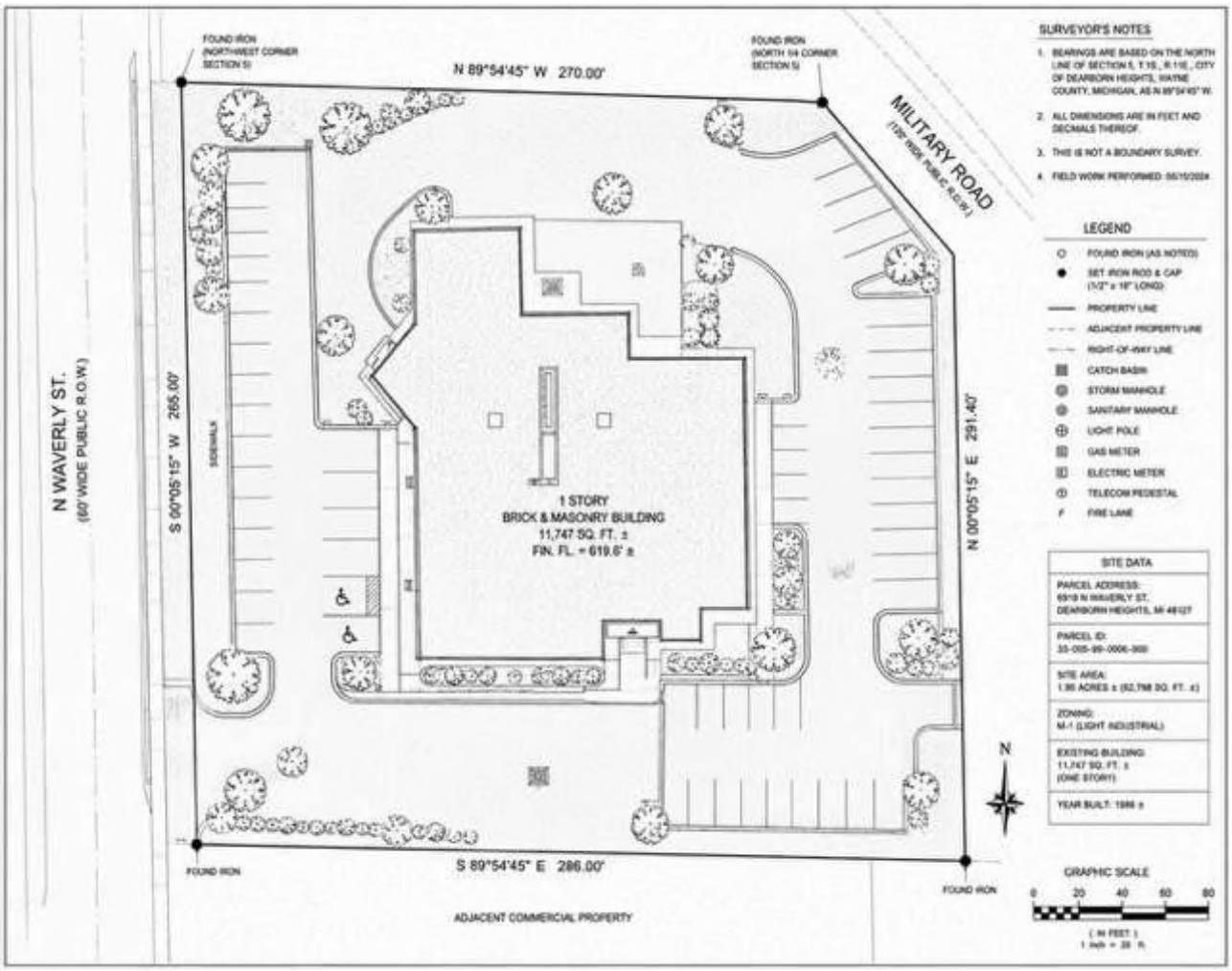
Clerk: DML

Star International Academy - Waverly

Career Technical Education (CTE) Building

6919 N. Waverly St. Dearborn Heights MI, 48127




FOUND IRON
(NORTHWEST CORNER
SECTION 5)
N 89°54'45" W 270.00'
FOUND IRON
(NORTH 1/4 CORNER
SECTION 5)
MILITARY ROAD
(100' WIDE PUBLIC R.O.W.)
N WAVERLY ST.
(60' WIDE PUBLIC R.O.W.)
S 00°05'15" W 265.00'
SIDEWALK
1 STORY
BRICK & MASONRY BUILDING
11,747 SQ. FT. ±
FIN. FL. = 619.6' ±
N 00°05'15" E 291.40'
N
FOUND IRON
S 89°54'45" E 286.00'
FOUND IRON
ADJACENT COMMERCIAL PROPERTY
SURVEYOR'S NOTES
1. BEARINGS ARE BASED ON THE NORTH LINE OF SECTION 5, T.1S., R.11E., CITY OF DEARBORN HEIGHTS, WAYNE COUNTY, MICHIGAN, AS N 89°54'45" W.
2. ALL DIMENSIONS ARE IN FEET AND DECIMALS THEREOF.
3. THIS IS NOT A BOUNDARY SURVEY.
4. FIELD WORK PERFORMED: 05/15/2024
LEGEND
FOUND IRON (AS NOTED)
SET IRON ROD & CAP (1/2" x 18" LONG)
PROPERTY LINE
ADJACENT PROPERTY LINE
RIGHT-OF-WAY LINE
CATCH BASIN
STORM MANHOLE
SANITARY MANHOLE
LIGHT POLE
GAS METER
ELECTRIC METER
TELECOM PEDESTAL
FIRE LANE
SITE DATA
PARCEL ADDRESS:
6919 N WAVERLY ST.
DEARBORN HEIGHTS, MI 48127
PARCEL ID:
33-005-99-0006-000
SITE AREA:
1.90 ACRES ± (82,798 SQ. FT. ±)
ZONING:
M-1 (LIGHT INDUSTRIAL)
EXISTING BUILDING:
11,747 SQ. FT. ±
(ONE STORY)
YEAR BUILT: 1986 ±
GRAPHIC SCALE
0 20 40 60 80
(IN FEET)
1 inch = 20 ft.

2009 AUG 20 AM 9:12

Bernard J. Youngblood
Wayne County Register of Deeds
August 20, 2009 09:11 AM
Liber 48084 Page 310-313
#209296685 WD FEE: $24.00

P.A. 327 OF 1968
AFFIDAVIT FILED

0906256

WARRANTY DEED

KNOW ALL MEN BY THESE PRESENTS: That grantor DORRA LLC, a Michigan limited liability company, with an address of 6919 Waverly Street, Dearborn Heights, Michigan 48127 ("Seller")

Convey(s) and Warrant(s) to grantee STAR INTERNATIONAL ACADEMY, a Michigan nonprofit corporation, with an address of 24425 Hass Street, Michigan 48127 ("Purchaser")

the following described premises situated in the City of Dearborn Heights, Wayne County, Michigan, to wit:

SEE ATTACHED EXHIBIT A

together with all tenements, hereditaments, improvements and appurtenances thereto belonging or in anywise appertaining thereto, subject to the restrictions and encumbrances described on Exhibit B attached hereto, for and in consideration of One Dollar ($1.00) and other good and valuable consideration, the receipt of which is hereby acknowledged.

The grantor grants to the grantee the right to make all available divisions relating to the property under section 108 of the land division act, Act No. 288 of the Public Acts of 1967. This property may be located within the vicinity of farmland or a farm operation. Generally accepted agricultural and management practices which may generate noise, dust, odors, and other associated conditions may be used and are protected by the Michigan Right to Farm Act.

Dated and effective as of 8/11/09.

DORRA LLC
a Michigan limited liability company

By: Nawal Hamadeh
Its: Managing Member

STATE OF MICHIGAN}
} SS
COUNTY OF WAYNE }

The foregoing instrument was acknowledged before me this 1st day of August, 2014 by Nawal Hamadeh, the Managing Member of **Dorra LLC**, a Michigan limited liability company, on behalf of the company. The signatory is either personally known to me or presented satisfactory evidence of identity to me.

EMMA ELDER
Notary Public, State of Michigan
County of Oakland
My Commission Expires Mar. 29, 2015
Acting in the County of Wayne

Notary Public
Acting in Oakland County, Michigan
My commission expires:

	City Treasurer's Certificate	
When Recorded Return To: Intesar A. Elder, Esq. Butzel Long, P.C. Stoneridge West 41000 Woodward Avenue Bloomfield Hills, MI 48304	Send Subsequent Tax Bills To: Grantee	Drafted By: Intesar A. Elder, Esq. Butzel Long, P.C. Stoneridge West 41000 Woodward Avenue Bloomfield Hills, MI 48304
Tax Parcel # See Attached Exhibit A Transfer Tax		Recording Fee

EXHIBIT A
TO WARRANTY DEED

LEGAL DESCRIPTION OF PROPERTY

Land in the City of Dearborn Heights, County of Wayne, State of Michigan being more particularly described as:

Lots 78 to 82 inclusive; also Lots 109 to 125 inclusive, also vacated Highland Ave 27.71 feet wide adjacent to Lots 109 to 111 inclusive; also adjacent to vacated alley 20 feet wide, Maxwell's Warren Telegraph Subdivision, Town 2 Range 10 East, as recorded in Liber 51 Page 53 of Plats, Wayne County Records.

Commonly known as: 6919 Waverly (f/k/a 23825 Military), Dearborn Heights, MI 48127

Tax Parcel ID: 33020020078301

This is to certify that there are no tax liens or titles on this property and that taxes are paid for FIVE YEARS previous to date of this instrument EXCEPT
No. 9131 Date 2-13-07
WAYNE COUNTY TREASURER Clerk

EXHIBIT B
TO WARRANTY DEED
PERMITTED ENCUMBRANCES

Terms and conditions of Resolution, dated September 25, 1973 and recorded October 10, 1973 in Liber 18623 Page 226, Wayne County Records.

Underground Easement (Right of Way) granted to Detroit Edison, and the terms and conditions contained therein as disclosed by instrument recorded in Liber 25563, Page 496, Wayne County Records. This easement supersedes an Underground Right of Way (Easement) granted to Detroit Edison and recorded in Liber 25103 Page 208, Wayne County Records.

Private Sponsored Project Easement for Sewer granted to City of Dearborn Heights, and the terms and conditions contained therein as disclosed by instrument recorded in Liber 25322, Page 052, Wayne County Records.

Easement for public utilities over the rear of lots 78 thru 82, 109 and 110 as disclosed in recorded plat.

CONTRACT SCHEDULE 7

REQUIRED INFORMATION FOR PUBLIC SCHOOL ACADEMY

SCHEDULE 7

REQUIRED INFORMATION FOR PUBLIC SCHOOL ACADEMY

Required Information for Public School Academy. This Schedule contains information required by Part 6A of the Revised School Code ("Code"). The required information for the Academy is contained in this Schedule 7.

Section a. Governance Structure. The governance structure of the Academy is set forth in Section a of this Schedule.

Section b. Educational Goals. The educational goals of the Academy are set forth in Section b of this Schedule.

Section c. Educational Programs. The educational programs of the Academy are set forth in Section c of this Schedule.

Section d. Curriculum. The curriculum of the Academy is set forth in Section d of this Schedule.

Section e. Methods of Pupil Assessment. The methods of pupil assessment of the Academy are set forth in Section e of this Schedule.

Section f. Application and Enrollment of Students. The application and enrollment of students criteria of the Academy are set forth in Section f of this Schedule.

Section g. School Calendar and School Day Schedule. The school calendar and school day schedule procedures are set forth in Section g of this Schedule.

Section h. Age or Grade Range of Pupils. The age or grade range of pupils to be enrolled by the Academy are set forth in Section h of this Schedule.

SECTION A

GOVERNANCE STRUCTURE

Schedule 7a

Governance Structure

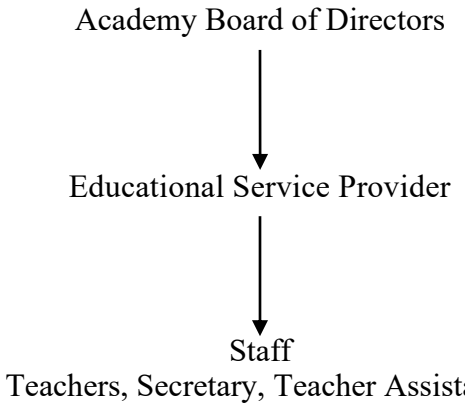
The College Board shall appoint the Board of Directors of the Academy ("Academy Board"). The Academy Board has all the powers and duties permitted by law to manage the business, property and affairs of the Academy. The Academy Board is responsible for assuring that the Academy operates according to the terms and conditions of this Contract and Applicable Law. The Bylaws set forth a further description of the Academy Board's governance structure.

The Academy is incorporated as a non-stock, directorship nonprofit corporation. The Academy Board shall have at least five (5), but no more than nine (9) members, as determined by the College Board. The College Board shall select the members of the Academy Board according to the terms and conditions set forth by the Bay Mills Community College Board of Regents.

The Academy Board shall manage the business, property and affairs of the Academy. The Academy Board shall set all educational, fiscal and administrative policies for the Academy.

With the issuance of this Contract, the Academy Board may contract with a service provider to implement the Academy's educational program as set forth in Schedule 7 of this Contract. If the Academy Board retains a service provider, that service provider will be responsible for the performance of the Academy and will be accountable to the Academy Board. A service provider must report to the Academy Board at regularly scheduled times and upon any request by the Academy Board.

The Governance Structure of the Academy:



The Star International Academy Board of Directors currently consists of five (5) members. The College Board appointed each of the following individuals as Academy Board members. The term of office for each individual was decided by resolution of the Academy Board.

Nominations and appointments of subsequent Academy Board members shall be made in accordance with this Contract. Vacancies in office shall be determined and filled pursuant to the provisions set forth in the Bylaws. The current Academy Board members are as follows:

Position	Last Name	First Name	Term Expiration
President	Alsaeed	Fadek	06/30/2029
Vice President	Beydoun	Ali	06/30/2028
Treasurer & Secretary	Aoude	Mariam	06/30/2027
Director	Mroue	Ali	06/30/2029
Director	Koussan	Ronald	06/30/2027

SECTION B

EDUCATIONAL GOALS

Pursuant to Applicable Law and Terms and Conditions of this Contract, including Article VI, Section 6.2, and the Academy shall achieve or demonstrate measurable progress for all groups of pupils toward the achievement of the educational goal identified in this schedule. Upon request, the Academy shall provide Bay Mills Community College Charter Schools Office (BMCSO) with a written report, along with supporting data, assessing the Academy's progress toward achieving this goal. In addition, Bay Mills Community College Board of Regents Public School Academy Authorizing Body expects the Academy will meet the State of Michigan's accreditation standards pursuant to state and federal law.

Educational Goal to be Achieved:

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

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

Measure 1: Student Achievement

The academic achievement of all students grades 2-11 will be assessed using the following metrics and achievement targets.

GRADES	METRICS	ACHIEVEMENT TARGETS
Grades 2-8 NWEA	The average grade-level scores in reading and math as measured by the Measure of Academic Progress (MAP) by NWEA	Students enrolled for three* or more years will on average achieve scores equal to or greater than the grade-level reading and math college readiness achievement targets identified in this schedule.
Grade 3-8 State Accountability Test (M-STEP and PSAT at Contract start date)	Percentage of students proficient on State Accountability Test	Students enrolled for three*or more years will on average achieve scores equal to or greater than proficiency score identified by the State.
Grades 9-11 State Accountability Test for grades 9 and 10 (PSAT and PSAT/NMSQT at Contract start date)	The average grade-level scores in reading and math as measured by State Accountability Test.	Students enrolled for three* or more consecutive years will on average achieve scores equal to or greater than the grade-level reading and math college readiness achievement targets identified by State.

State Accountability Test for grade 11- (SAT at Contract start date)		

*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.

Measure 2: Student Growth

The academic growth of all students in grades 2 through 10 at the Academy will be assessed using the following metrics and growth targets:

Grades	Metrics	Growth Targets
Grades 2-8 (NWEA Test must be administered in fall and in spring)	Growth made by students from fall-to-spring in reading and math as measured by growth targets set for each student on the Measure of Academic Progress by NWEA	Students will on average achieve fall-to-spring academic growth targets for reading and math as set for each student on the Measure of Academic Progress by NWEA.
Grades 9-10 (NWEA Test must be administered in fall and spring. (Academy may request PSAT in lieu of NWEA Test in both the fall and spring for purpose of measuring growth. Permission must be obtained from Bay Mills before replacing NWEA for grades 9 and 10)	Growth made by students from fall-to-spring in critical reading and math as measured by growth targets set for each student on the Measure of Academic Progress by NWEA or if permission obtained to use PSAT, progress toward college-readiness targets set by PSAT and PSAT/NMSQT	Students will on average achieve measurable fall-to-spring academic growth targets for reading and math as set for each student on the Measure of Academic Progress by NWEA or, if permission obtain to use PSAT, growth toward PSAT and PSAT/NSQT targets.

*The measure of student growth is the most important, but not the only factor the authorizing body considers when determining whether the Academy is "demonstrating measurable progress" toward the contractual goal of preparing students academically for success in college, work, and life. Some of the other factors considered are: the academy's comparative position within state accountability reports, required state test proficiency rates compared to surrounding district's, the trend in the number of students reaching growth targets and achievement targets over the contract period.

NWEA Achievement Targets

Grade	NWEA Reading End-of-Year Target	NWEA Math End-of-Year Target

2	185.57	189.42
3	197.12	201.08
4	204.83	210.51
5	210.98	218.75
6	215.36	222.88
7	218.36	226.73
8	221.66	230.30
9	221.4	230.03
10	223.51	232.42

SECTION C

EDUCATIONAL PROGRAMS

Star International Academy
24425 Hass Street
Dearborn Heights, MI 48127
Tel: 313.724.8990
Fax: 313.724.8994

Description of the Educational Program

Star International Academy (SIA) students, staff, and parents bring a diversity of knowledge, backgrounds, learning experiences, and achievement to our community. SIA's mission is to provide its students with quality education that focuses on the Michigan core curriculum and international cultures, including the study of a language, culture, and history different from one's own. The academy shall provide an education that will enable the various ethnic traditions, values, and experiences of students to enrich and nurture one another. Moreover, the Academy shall provide an education of the whole child by integrating the different aspects of children's learning and lives so as to make them more meaningful.

SIA's educational program is based on thematic units of study that provide students with a hands-on, interactive, differentiated and rigorous learning experience. Such approach is adopted in order to accommodate the individual learning styles and achievement levels. Character training through 21st century teaching and learning and career and technical education are an integral part of the educational program and comprise two important goals of the school improvement plan.

The Academy offers a variety of educational services that comply with the Michigan Merit Curriculum (MMC) and Common Core Standards recommended by the Michigan State Board of Education. Students receive instruction in the following areas: Technology, English Language and Literature, Fine and Performing Arts, Foreign Language and Literature, Physical Health and Safety Education, Life and Physical Sciences, Life/Student Skills and other specials, Mathematics, Social Sciences and History, and Character Education. All students are expected to follow a course of study.

Students starting in seventh grade create an Educational Development Plan (EDP) that is based on career pathway programs or similar to career exploration programs. The Academy offers a comprehensive and well-rounded Pre-K-12 academic program. The arts, music, physical education, and technology are critical components of this program across all grade levels. During elementary school years, students receive targeted training on subject specific skills along with a plethora of organization and critical thinking strategies that will prepare them for secondary education and beyond.

Middle school is a major transition stage where students start attending classes taught by teachers specialized in different subjects. To ensure middle school students do not experience much frustration with such transition, the Academy has embedded counseling and other administrative supports to help pupils establish the necessary organization and self-regulation skills. Students start receiving targeted test preparation sessions in middle grades sixth through eighth to account for the shift in accountability and assessment measures they will experience during this stage. This training will help them transition easier to high school and be further prepared for college education.

Star International Academy
24425 Hass Street
Dearborn Heights, MI 48127
Tel: 313.724.8990
Fax: 313.724.8994

Students can enroll in advance placement courses, dual enrollment, or Career Technical Education (CTE) courses. Ongoing academic monitoring and credit analysis are task the Academy counselor and instructional administrators engage in to ensure high school students are always on track for timely graduation. College and career preparation starts as early as middle school years and becomes heavier in high school with integration of scholarship and technical writing courses which enable students to graduate high school with several anticipated scholarships. Career and college fairs are also facilitated annually in addition to onsite and offsite college visits as part of the Academy's career and technical training program.

To ensure the implementation fidelity of the academic program, the principal, curriculum coordinators, and instructional coaches conduct walk through (formal/informal) observations, using the McREL Walkthrough Template, to provide feedback on instructional delivery and classroom management in line with the school improvement goals. Instructional coaches, coordinators, and grade level teams meet to discuss alignment, pacing, and implementation of all units to ensure that all grade levels are addressing all learning standards for a given grade level.

The Academy has made data-driven decision making an integral component of its continuous improvement plan. Professional Learning Communities, staff training, communication networks, and data analysis using an advanced data management system continue to bring about positive changes into the infrastructure of our school. Planning meetings are centered on identifying target areas to focus improvement, and integrate these areas across the curriculum. The Academy has adopted a revised district wide Multi-tiered System of Supports (MTSS) closely aligned to the Michigan Department of Education's plan to meet our school improvement goals with a focus on literacy across all the curriculum and STEM driven by our interdisciplinary Pre-K-12 curriculum framework.

The educational program at the Academy is well-rounded and designed to inspire academic achievement, community engagement through extra-curricular activity, discipline, character, and critical thinking. A summary of the Academy's programs and services that continue to flourish year after year is listed reflecting the quality educational experience students receive to meet the ever changing and challenging demands of the 21st century world. More information can be found on Star International Academy's website through the parent student handbook and course offerings. The site is: www.starpsa.org.

The CTE courses include a culinary arts program. This program provides students with hands-on experience in food preparation, baking, kitchen safety, sanitation, nutrition, and customer service. Students learn industry-standard skills through classroom instruction and practical kitchen labs. In addition, students participate in field trips to local restaurants and culinary establishments, where they can observe professionals in the workplace and gain real-world experience in the food service industry. Such experiences help and prepare students for further education and future careers in culinary arts and hospitality.

The below high school course offerings describe in greater detail other electives that are housed in the Academy's CTE Center.

Star International Academy

24425 Hass St, Dearborn Heights, MI 48127
Ph. (313) 724-8990 Fax (313) 724-8994

HIGH SCHOOL COURSE OFFERINGS

GRADES 9–12

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Dear Student(s),

Welcome to Star International Academy, where learning is exciting! We have put together this course description handbook to help you decide and choose the right classes. The course abstracts will help you understand what each class has to offer. Some courses have prerequisites, be sure to pay attention to these requirements prior to your selection. Your counselor or counselor advocate and/or your principal can assist you if you have any questions. Remember, the best choices are made by students who carefully study this information, explore their career goals, and share their high school plans with their parents.

Mission

The mission of Star International Academy is to provide its students with quality education that focuses on the Michigan core curriculum and international cultures, including the study of a language, culture, and history different from one's own.

The Academy shall provide an education that will enable the various ethnic traditions, values, and experiences of students to enrich and nurture one another. Moreover, the Academy shall provide an education of the whole child by integrating the different aspects of children's learning and lives so as to make them more meaningful.

The Academy will prepare its students to be independent lifelong learners and productive working members of a global society through acquired diverse knowledge, experiences, and skills. The Academy shall provide an environment that encourages students to become upright responsible decision-makers, reflective of equity, respect and understanding, maximizing each individual's intellectual, physical, psychological and moral self by utilizing a unique safe and orderly environment that is conducive to learning to meet the challenges of this ever-changing world.

Philosophy

Star International Academy believes that:

- Quality education enhances the student's mental, physical, and emotional abilities and promotes altruistic thinking in this diverse and divided world.
- Quality education integrates teaching the ethnic and cultural traditions and values into the academic program and develops an awareness of their self, identity, and obligations towards self, family, community, society, and the world.
- A successful school inspires the joy of learning.
- All students are capable of learning and can reach their potential if given the opportunity.
- Learning is an on-going life-long process.
- Successful learning requires active participation and involvement in the school by parents and the community.

Effective schools promote teaming, collaboration and shared decision-making among staff, students, and community.

The Four Pillars of HES and the Academy

Education at Hamadeh Educational Services (HES) and its academies is centered around FOUR PILLARS and instilling these values, ideals, and principles in ourselves and in our students. We – all students *and* staff of HES – believe in and strive to embody the following characteristics, habits, traits, and values:

I. Scholarship

(Based on a commitment to life-long learning.)

- We are educated – familiar and informed regarding well-known concepts and ideas.
- We are inquisitive – questioning, examining, and exploring what we see/are presented with.
- We are intellectual – able to think things through, reason, and problem-solve.
- We are reflective – taking stock of how we're progressing academically and making plans for ongoing improvement.

II. Character

(Based on learning/acquiring habits and traits that will make one successful in all aspects of life, including being a leader/an example for others to follow, instilled with a sense of contribution and fulfillment.)

- We have true grit.
  - We are self-motivated, driven, ambitious, and determined; we possess strong will power.
  - We are self-disciplined/self-controlled.
  - We are optimistic and confident.
  - We are tenacious, resilient, and able to persevere in the face of obstacles.
  - We understand that failure is an important and integral part of the road to success.
  - We possess a strong work ethic.
- We are honest, trustworthy, and principled.
- We are fair, moral, and ethical.
- We are respectful to ourselves, family, and all others.
- We have integrity and the strength/fortitude to stand up for our rights and what we believe in.
- We are reflective and accountable – able to admit when we are wrong, accept responsibility for our wrongdoings, and willing to learn from our mistakes.
  - We are forgiving and apologetic whenever necessary.
- We are appreciative and humble, instilled with a sense of modesty.
- We are willing, effective, and respectful communicators – even when we disagree with others or have others disagree with us.
- We are empathetic, caring, kind, understanding, and open-minded.
- We are balanced and successfully able to manage/handle the different roles of life.

- We are courageous, brave, and smart risk-takers.
- We are passionate and enthusiastic with a zest for life.
- And because we have strong character, we undoubtedly have a strong sense of contribution.
    - We are actively engaged and have a strong willingness to make a difference in the lives of others.
    - We desire to help others (based on our own intrinsic motivation to do so and a sense of responsibility to others).
    - We possess a sense of benevolence.
    - We have an innate sense of giving and generosity.

III. Culture

(*Based on a sense of respecting, honoring, understanding, and valuing the practices, ideas, and experiences shared by a common group – integral when building community.)*

- We realize just how crucial it is to know, understand, and appreciate our own culture.
- We know how vital culture is to all peoples and that we must seek to understand not only our own culture, but the culture of other peoples as well.
- We value, respect, and understand how the common experiences of a group/community help shape the way its members understand the world – that culture is a collective, agreed-upon set of familiar values, beliefs, perspectives, practices, products (e.g. books, foods, laws, dress, music, arts and crafts, games, etc.), and ideas that bind a group together in harmony.
- We appreciate and value how one's culture influences one's views, ideas, loyalties, perspectives, fears, hopes, and other characteristics.
- We understand and empathize with the concept that while all groups/cultures certainly have diverse and distinctive characteristics, all cultures are composed of human beings who ultimately share the same basic needs and want the same things in life: physical needs (food, water, etc.), safety and security, supporting relationships – especially family, a sense of accomplishment, and realization of hopes and dreams, etc.
- We realize that each cultural group has unique strengths and perspectives that the larger community – the world – can benefit from.
- We are aware that understanding culture and cultural differences will help us all overcome and prevent division and misunderstandings (like racial and ethnic division, gender bias, stereotyping, etc.).
- We know that understanding and appreciating culture is a vital first step to building community.

IV. Community

(Based on a sense of belonging and responsibility to others/all the diverse groups we are a part of – a sense and understanding that we are all brothers and sisters of the human race.)

- We *know* – not just recognize – that while we must be aware of and learn from others different from us (capitalizing on the diversity of the world), we are *more* similar than different and are all brothers and sisters of the human race.

- We consistently and actively communicate with those around us – those in our various communities.
- We are responsible for more than just ourselves; we belong to, support, and are responsible/loyal to a great variety of groups/communities including:
  - One's family (parents, siblings, immediate and extended family), neighbors, friends, teams, and school.
  - One's affiliations/organizations/memberships, city/village/tribe, state, country, culture, species, environment, and the entire world.

Educational Program

The Academy offers a variety of educational programs that comply with the Michigan Core/Merit Curriculum Content and Common Core Standards recommended by the Michigan State Board of Education. Students will receive instruction in the following areas:

Career and Employability Skills (MISC)
Computer and Information Sciences
Cornerstone/Study Skills
English Language and Literature (Reading/Writing)
Fine and Performing Arts
Foreign Language and Literature
Violence Prevention/Character Education
Life and Physical Sciences
Life Skills and Other Electives
Mathematics
Physical Health and Safety Education
Social Sciences and History
Standardized Assessment Skills
Career & Technical Education (CTE)

Academy Grade Scale

Students enrolled in high school courses are subject to the following grade scale:

Overall Grade Interpretation

A	93-100 **4.0**	**C**	73-77 **2.3**
A-	90-92 **3.7**	**C-**	70-72 **1.8**
B+	88-89 **3.5**	**D+**	65-69 **1.5**
B	83-87 **3.3**	**D**	64-63 **1.3**
B-	80-82 **2.8**	**F**	0-62 **0.0**
C+	78-79 **2.5**		**Any student taking an AP class will earn a +1.0 GPA point*

Academy Overall Grade Make-Up

Students enrolled in high school course are subject to the following overall grade make-up:

Summative: (*60%*) these are based on assessments in direct alignment to state standards per course. Such assessments may include: end of unit test, projects, and/or performance.

Formative: (*40%*) these are based on homework (online or hardcopy) assignments, quizzes, exit tickets, projects, and/or performance.

***HIGH SCHOOL STUDENTS ONLY** will have a cumulative semester exam worth 15% of the students' final semester grade. It is imperative that students attend school regularly to ensure grade level expectations have been learned and applied on the semester exam.

Reassessment & Grading Policies for Students

I. A Balanced Assessment System

- *Locally administered and scored classroom-based assessments providing formative and summative* assessment data. The goal of formative assessments is to monitor students' progress, provide ongoing actionable feedback, and inform instruction. The goal of summative assessments is to evaluate students' performance at the end of an instructional unit.
- *An externally developed assessment* intended to provide information on student progress for school improvement purposes and measure students' growth between the fall and the spring of a school year NWEA for grades K-8, and PSAT for grades 8-11.
- *A large-scale assessment* administered once a year that provides an annual summary of student status: M-STEP for grades 3-8, and grade 11.

ASSESSMENTS AT A GLANCE

NWEA	PSAT 8/9 PSAT 10	PSAT NMSQT	SAT	WIN Work Readiness	M-STEP	WIDA	Fountas & Pinnell
Fall/ Winter/Spring Grades K-8	Fall/Spring Grades 8-9 Spring Grade 10	Fall Grades 10-11	Spring Grade 11	Spring Grade 11	Spring Grades 3-8, 11	Screener in Fall Testing in Feb ELL Students Grades K-12	Fall/ Winter/Spring Grades K-5

II. Classroom-Based Assessment Guidelines

- All courses are **semester-based (two semesters), with the exception of Advanced Placement (AP)**. Report cards are issued at the end of each semester. Progress reports are sent home to parents/students before parent teacher conferences.

- Grades are <u>an accurate reflection of what students have learned and accomplished</u>.

- **Formative assessments**: *weighted 40% of students' grade*. **Daily formative assessment strategies that are used to CHECK FOR UNDERSTANDING cannot be graded.** Formal assessable formative assessments that are completed by the INDIVIDUAL STUDENT include quizzes (multiple choice, short answer), summaries, reflections, homework, concept maps, short write-ups, minor labs, comprehension questions, daily mathematicalproblems/exercises, etc.

- **Summative assessments**: *weighted 60% of students' grade*. These include multiple end-of unit exams, essays, research papers, lab reports, project/design write-ups, presentations, art portfolios, performances, mathematical investigations, etc.

- **Semester Exam**: *15% of students' final semester grades* for high school students (*high school only*). Semester exams **may not** be reassessed.

- **2-3 formal formative assignments** should be entered weekly to reflect students' performance on the taught learning targets/objectives. Teachers can opt to enter a weekly homework grade.

- **2-4 formal summative assessments** should be entered in at every unit (6-8 weeks) to reflect on student overall unit performance on the taught learning targets/objectives.

III. Reassessment Policy:

The purpose of allowing students to reassess is to expect evidence of an increased proficiency/mastery of content expectations.

- Grade level teachers will set up after school dates and times to coordinate students' reassessments.
- Teachers will take the **average of the two scores** to update students' grade on the reassessed assignment.
- Score inspector comments will be entered to document that a reassessment has been administered for a particular student.

IV. Late Work Policy (applies to both excused & unexcused absences):

If a student submits an in-class/out-of-class assignment after the day that it is due, they will receive a maximum reduction of 15% (from the initial total score they earned) for one day late and a maximum reduction 30% (from the initial score they earned) for two days late. Assignments will not be accepted two days after the due date. Teacher must enter a score inspector comment that the assignment was late.

In the event a student has an excused absence, the penalty is waived; however, the student will have ONE calendar day (for each excused absence day) to submit any late work due to their excused absence. After those days expire, the reduction will take effect (-15% by day 1 and -30% by day 2).

Core Course/Credit Requirements

The minimum credit requirements have been revised and established as follows to help high school students plan their progression from one grade to another. The successful completion of the number of credits listed will be necessary before a student will be "passed" to the next grade in high school.

High School Courses Required for Credit

Graduation Requirements	Freshman	Sophomores	Juniors	Seniors	Total
English Language Arts	1.00	1.00	1.00	1.00	4
Mathematics	1.00	1.00	1.00	1.00	4
Science	1.00	1.00	1.00		3
Social Studies/History	1.00	1.00	1.00		3
World Languages	2.00*	2.00*	2.00*	2.00*	2
Visual/Performing Arts	1.00	1.00	1.00	1.00	1
Physical Education/Health	1.00*	1.00	1.00	1.00	1
Personal Finance	0.5				0.5
Electives	0.00	2.00*	2.00*	2.00*	6
Total MMC Credits	**6**	**6**	**6**	**6**	**24.0**
Technology/Online Learning	20 hours	20 hours	20 hours	20 hours	
Community Service*	50 hours	50 hours	50 hours	50 hours	

*Based on the MDE credit requirements students may use.

Credit is not issued for Technology/Online Learning hours. Up to 1.00 electives credits may be issued for Community Service hours on an individual basis if all core credits have been met and a student is short on electives credit that would prevent a student from meeting the 4-year graduation requirements. This must be approved by the high school Principal and Superintendent.

MMC and Graduation Requirements

Students are expected to follow a course of study as outlined and updated in their Educational Development Plan (EDP) and in preparation for post-secondary education or career readiness as applicable to student's individual needs. Students are expected to complete their High School graduation requirements within 4 years of first time enrolling as a 9th grader in the State of Michigan. School Counselor(s) and School Principal are available to provide guidance and facilitate alternative options for earning credit through summer, online and night programs for students in need of remediation and make-up credit with approval through our credit recovery program. A student must be enrolled and in attendance during the final marking period prior to graduating at the Academy in order to receive the Academy's High School Diploma.

Credit Recovery

The credit recovery program is offered to students during semester I and II, and summer school in a given school year. The courses supplement the existing curriculum and provide students an opportunity to earn high school credits in courses they did not pass during a given school year.

With approval from the school principal (see form in the High School Forms section), students can independently take the course they need through Edgenuity, within a given semester or summer school. When completed, the student's work is evaluated by Edgenuity and a report is sent to the student's school counselor, who can assign a grade and award credit at their discretion.

Students are not permitted to take Edgenuity classes independently to advance their credits, graduate early, and/or skip classes that the Academy offers. Edgenuity is ONLY used for credit recovery.

The Academy will pay up to two credit recovery courses within a given school year. If students fail these course(s), they will need to reimburse the Academy for the class(es).

Michigan Merit Curriculum (MMC) High School Graduation Requirements

Michigan Merit Curriculum

Michigan High School Graduation Requirements (18 credits)

English Language Arts (ELA) — 4 Credits

- Proficiency in State Content Standards for ELA (4 credits)

Mathematics — 4 Credits

- Proficiency in State Content Standards for Mathematics (3 credits); and
- Proficiency in district-approved 4th Mathematics credit options (1 credit) (Students MUST have a math experience in their final year of high school.)

Online Learning Experience

- Course, Learning, or Integrated Learning Experience.

Personal Finance — ½ Credit (Effective with students entering 8th grade in 2023)

- Proficiency in State Content Standards for Personal Finance

Physical Education & Health — 1 Credit

- Proficiency in State Content Standards for Physical Education and Health (1 credit); or
- Proficiency with State Content Standards for Health (1/2 credit) and district-approved extra-curricular activities involving physical activities (1/2 credit).

Science — 3 Credits

- Proficiency in State Content Standards for Science (3 credits); or
- Proficiency in some State Content Standards for Science (2 credits) and completion of a department-approved formal Career and Technical Education (CTE) program (1 credit).

Social Studies — 3 Credits

- Proficiency in State Content Standards for Social Studies (3 credits).

Visual, Performing, and Applied Arts — 1 Credit

- Proficiency in State Content Standards for Visual, Performing, and Applied Arts (1 credit).

World Language — 2 Credits

- Formal coursework or an equivalent learning experience in Grades K-12 (2 credits); or
- Formal coursework or an equivalent learning experience in Grades K-12 (1 credit) and completion of a department-approved formal CTE program; or an additional visual, performing, and applied arts credit (1 credit).

To prepare Michigan's students with the knowledge and skills needed for the jobs in the 21st

Century, the State of Michigan has enacted a rigorous new set of statewide graduation requirements that are among the best in the nation. With these new graduation requirements, students will be well-prepared for future success in college and the workplace.

Michigan Merit High School Graduation Requirements are meant to ensure that Michigan's high school graduates have the necessary skills to succeed either in post-secondary education or in the workplace.

- Awarding credit is based on proficiency in expectations, not seat time and can be earned prior to student entering high school or by testing-out (credit must be evaluated and approved by the Principal and Superintendent);
- Credit may be earned through one or more of the following: alternative course work, humanities course sequences, career and technical education, industrial technology courses, or vocational education (credit must be evaluated and approved by the Principal and Superintendent);
- Credit can be earned through advanced studies such as accelerated course placement, advanced placement, dual enrollment, or an early college/middle college program (credit must be evaluated and approved by Principal and Superintendent);
- The Michigan Department of Education is required to develop subject area content expectations and subject area assessments to evaluate whether students have met those expectations. Students are currently evaluated at no more than 25% of course grade in MDE defined Core classes using MDE created assessments, SAT (Scholastic Assessment Test): college admission exams on specific subjects and/or teacher created assessments aligned to Secondary Credit Assessment (SCA) requirements;
- Beginning with students entering 8th grade in 2006 (Class of 2011), schools must give 7th grade students the opportunity to create an educational development plan based on a career pathways program or similar career exploration program. All students must create a plan before entering high school and we currently use Naviance online.

MDE Core Courses

- **English Language Arts**: Language Arts, English, Reading
- **Social Studies**: Social Studies, Economics, Geography, History, Political Science, Genocide
- **Science**: Science, Biology, Chemistry, Physics, Geology-Earth Science, Astronomy, Integrated Science, Physical Science
- **Mathematics**: Mathematics
- **World Language**: Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Polish, Russian, Spanish, Other World Languages
- **The Arts**: Music Education, Visual Art, Theatre/Performance, Dance
- **Level-Related Assignments**: General Elementary, K-5 All Subjects, K-8 Self-Contained

Graduation/Honors Recognition Criteria

Valedictorian & Salutatorian

The valedictorian designation shall be the student who has the highest cumulative grade point average (GPA) in grades 9-12 and the salutatorian shall be the student with the next highest cumulative GPA. Student must also meet all graduation requirements including compliance with all Academy policies, guidelines, and pillars.

Any disciplinary issue dealing with academic honesty and major discipline issues that involve Out of School Suspension days will automatically disqualify a student even if they are holding the highest GPA. At the Principal's and/or Superintendent's discretion, discipline concerns prior to the senior year may be forgiven.

To qualify, a student must have been attending full time at the Academy for three consecutive school years at time of graduation. All grades earned in all subjects, both required and elective, shall count in determining the final average. In the instance of a tie, students will be awarded a designation as co-valedictorian or co-salutatorian.

Students who have received the valedictorian and salutatorian recognitions wear a yellow sash and receive a medal with their respective designation.

More information can be found in the Parent Student handbook on page 69.

Top 10 Students

Our top 10 ranking students will lead the class during graduation and sit in the front. Rankings are based on final GPA's. If there is a tie for ranking 10 and 11, then both will join the Top 10.

Graduation Cords

Honors Cord (gold): Students must have a 3.5-3.69 cumulative GPA.

High Honors Cord (blue and gold): Students must have a 3.7-3.99 cumulative GPA.

Honors with Distinction Cord (blue, gold, & white): Students must have a 4.0 or higher cumulative GPA.

National Honor Society (NHS): Student members must have met the requirements of NHS and are in good standing. *(Requirements are shared at the first NHS meeting.)*

NHS Cabinet Members: Wear the blue or white NHS stole as well as the light blue cord.

NHS Members: Wear the blue or white NHS stole.

Student Government (SG): Student members must have met the requirements of SG and are in good standing. *(Requirements are shared at the first SG meeting.)*

SG Cabinet Members: Wear a yellow sash with their elected positions shown on the front and a navy-blue cord.
SG Members: Wear a navy-blue cord.

National Arts Honor Society (NAHS): Students who have met the requirements of NAHS and are in good standing, wear a multi-color cord. (*Requirements are shared at the first NAHS meeting.)*

Certified Nursing Assistant (CNA): Students who have been enrolled in and successfully completed the two-year CNA program, passed the State Board Exam, and earned their certificate wear a burgundy and white cord, as well as a CNA badge.

Senior Committee (SC): Student members who have met the requirements of SC and are in good standing. (*Requirements are shared at the first SC meeting.)*
SC Board Members: Wear a black and gold cord.
SC members: Wear a black cord.

Honor Awards

The President's Education Award: This award is given to our highly qualified students who have earned a cumulative GPA of 3.5 or higher throughout all 4 years of high school and a minimum cumulative SAT of 1100.
The Full-Ride Scholarship Award: The Full-Ride Scholarship Award is awarded to students who received a full-ride scholarship to the university of their choice. This scholarship covers the tuition of all four years. Students must be attending that university.

Advance Placement Award

AP Scholar Award: Students who have received a score of 3 or higher on 3 or more AP exams.
AP Scholar with Honors: Students who have an average score of 3.25 on ALL AP exams AND 3 or higher on 4 or more exams.
AP Scholar with Distinction**:** Students who have an average score of 3.50 on ALL AP exams and 3 or higher on 5 or more exams.

Raised at Star International Academy (SIA) Recognition

Raised at SIA: Students who attended Star International Academy from Kindergarten through senior year. Students must have attended all years.

Million Dollar Club

The Million Dollar Club consists of students who raise a million dollars or more in scholarships on their own. Their names will be engraved in the million-dollar plaque and will be given a million-dollar check. Students will be recognized during Honors Night.

MMC Personal Curriculum (PC) Process

The Personal Curriculum (PC) is an option any student or family can explore as a way to modify certain graduation requirements and earn a diploma. The purpose of secondary education is to prepare students for life after high school. Any modification to a student's graduation requirements needs to be consistent with this purpose. The high school diploma is documentation that the student has met the expectations and possesses the knowledge and skills necessary for post-secondary success. Students who are not pursuing a diploma or students who are unable to meet modified MMC requirements do not need a personal curriculum. The PC is a process to modify specific credit requirements and/or content expectations based on the individual learning needs of a student.

It is important to understand when it may be appropriate to use a personal curriculum (PC) option to modify the Michigan Merit Curriculum (MMC) requirements.

State statue allows personal curriculum modification in order to:

- Go beyond the academic credit requirements by adding more math, science, English language arts, or world languages credits.
- Modify the mathematics requirement.
- Modify, if necessary, the credit requirements of a student with an Individualized Education Plan (IEP).
- Modify credit requirements for a student who transfers from out of state or from a nonpublic school and is unable to meet the MMC requirements.

The personal curriculum option allows the board of a school district or public school academy to award a regular high school diploma providing the student completes the requirements of the PC, including as many of the content expectations of the MMC as practicable (MCL 380.1278a) and allows several flexible learning options, including:

- For any student, earning additional credit in specific subject areas and counting these credits toward meeting the state requirements.
- For students challenged with meeting Algebra II expectations, adjusting mathematics requirements.
- For students with an IEP, allowing modifications of the MMC necessary to demonstrate proficiency.
- For students transferring to a district from out of state or from a nonpublic school, modifications of requirements are under limited conditions.

A personal curriculum may be appropriate for a student who has demonstrated one or more of the following:

- The ability or desire to access advanced or specialized content that cannot be met through electives (e.g., district lacks the resources to provide the course/content, or schedule does not allow student to access district offering).
- The ability to succeed in accelerated or advanced math, science, English language arts, or world languages.

- The academic need to reduce the Algebra II credit requirement from 1.0 credit to 0.5 credits.

For a student with an IEP:

- A documented need to make modifications because the student's disability affects access to and/or demonstration of proficiency in the curriculum.
- Lack of progress on the MMC despite documented interventions, supports, and accommodations.

For a transfer student:

- Transferring from out of state or from a nonpublic school after successful completion of the equivalence of two years of high school credit.

Prior to considering a personal curriculum modification as a course of action for any student, educators must make every effort to help the student meet the requirements of the MMC using what is commonly known as a Multi-Tiered System of Supports (MTSS) or varied and creative strategies such as:

- Integrated and differentiated instruction
- Interventions and support
- Spiraled curriculum
- Online learning
- Work-based learning
- Project-based learning
- Flexible scheduling
- Peer coaching
- Adult mentoring
- Electives
- College credit opportunities

While every request to modify a student's graduation requirements shall be considered, the Academy may deny a personal curriculum request if:

- The request does not comply with state statute.
- Other options for meeting the student's education needs have not been documented.
- It is not in the best interest of the student.
- The members of the PC development team cannot reach agreement.

Modifications should be made in such a way as to support meeting most or all of the content expectations where possible, keeping in mind the following questions:

- How much high school content mastery is necessary to meet or exceed MME performance standards?

- What knowledge and skills are necessary to be considered "college ready" based on the SAT?
- How will modifying expectations affect early access to the Michigan Promise Scholarships?
- How much content is sufficient to ensure that the student is prepared for post-secondary success?

In addition to identifying content or credit modifications, the PC must:

- Align with the EDP, post-secondary goals, and the IEP.
- Establish measurable goals.
- Provide a method to evaluate whether the student meets the goals.
- Include quarterly communication of progress with parent(s).

There are no modifications to credit requirements allowed in the following areas (exceptions may apply for students with an IEP or transfer students):

- English language arts
- Science
- World languages
- Civics/Government
- Online learning experience

The personal curriculum (PC) process demands the involvement of many people and should be used only after other options, like the use of supports and research-based interventions have been exhausted. At the Academy, the PC process shall include the student, parent/legal guardian, counselor, school principal designee, school psychologist (if available for a student with an IEP), teacher(s) with content expertise, and District Superintendent.

Step 1: Parent, student, or school personnel requests a personal curriculum (PC). Request is reviewed to determine if modifications are consistent with state and district policy.

Step 2: The PC team meets and:

- Reviews the EDP, student information, performance data, supports and interventions already implemented, and decide whether to recommend a PC.
- Analyzes student needs and MMC content to determine appropriate modifications.
- Determines how much of MMC content is practicable.
- Develops measurable performance goals and evaluation standards aligned to the goals for student success.
- Provides a method for evaluating progress.
- Confirms alignment with EDP goals

Step 3: PC team writes agreement and gets sign-off from the Superintendent, parent, and student.

Step 4: PC is implemented.

Step 5: Parent monitors progress through quarterly communication with each teacher of modified curriculum area. If revisions are needed, PC team reconvenes and revises using same process.

Step 6: The board of local school district or public school academy may award a diploma to students completing all requirements of a PC.

The Personal Curriculum

A Tool for Modifying the Michigan Merit Curriculum

Michigan Merit Curriculum (MMC)

Subject Area Credit Requirements	Personal Curriculum (PC) Modifications (Sequence and delivery up to district)
4 English Language Arts (ELA) Credits • 1 credit in 9th, 10th, 11th, and 12th grade • All credits aligned to state content expectations	✓ No modification except for students with an Individualized Education Program (IEP) and for transfer students who have completed 2 years of high school
4 Mathematics Credits • 3 credits aligned with the required state content expectations (i.e., Geometry, Algebra I, and Algebra II) • 1 math or math-related credit (not required to be aligned with state content expectations) • 1 math or math-related course required in the final year which could include any of the 4 credits described above or may be an additional district credit • Note: Students may earn 2 math credits for Algebra II when the credit is earned over 2 years, or 1.5 credits over 1.5 years, without requesting a personal curriculum	✓ ✓ 1 credit of Algebra II may be modified to ½ credit Algebra II, statistics, or functions and data analysis ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
3 Science Credits • 1 Biology credit • 1 Chemistry or Physics credit • 1 additional science credit • All credits aligned to state content expectations	✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school
3 Social Studies Credits • ½ Civics credit • ½ Economics credit • 1 U.S. History and Geography credit • 1 World History and Geography credit • All credits aligned to state content expectations	✓ No modification of Civics ✓ Minimum of 2 social studies credits prior to modification ✓ 1 social studies credit (other than Civics) can be exchanged for an additional English language arts, math, science, or world languages credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
1 Physical Education and Health Credit • Credit aligned to state guidelines	✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
1 Visual, Performing, and Applied Arts Credit • Credit aligned to state guidelines	✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
2 World Languages Credits (Begins with Class of 2016) • Credits earned in grades 9-12 ***or*** an equivalent learning experience in grades K-12 • Credits aligned to state guidelines	✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school
Online Learning Experience • Online course, learning experience, or experience is incorporated into one or more required credits	✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school

Subject Area Credit Requirements	Personal Curriculum (PC) Modifications (Sequence and delivery up to district; support courses can count for credit regardless of year)
4 English Language Arts (ELA) Credits • 1 credit in 9th, 10th, 11th, and 12th grade • All credits aligned to state content expectations	✓ No modification except for students with an Individualized Education Program (IEP) and for transfer students who have completed 2 years of high school
4 Mathematics Credits • 3 credits aligned with the required state content expectations (i.e., Geometry, Algebra I, and Algebra II) • 1 math or math-related credit (not required to be aligned with state content expectations) • 1 math or math-related credit required in the final year which could include any of the 4 credits described above or may be an additional district credit • Note: Students may earn 2 math credits for Algebra II when the credit is earned over 2 years without requesting a personal curriculum	✓ Completion of at least 1.5 credits aligned to math content expectations prior to any modification ✓ 1 credit of Algebra II may be modified to ½ credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
3 Science Credits • 1 Biology credit • 1 Chemistry or Physics credit • 1 additional science credit • All credits aligned to state content expectations	✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school
3 Social Studies Credits • ½ Civics credit • ½ Economics credit • 1 U.S. History and Geography credit • 1 World History and Geography credit • All credits aligned to state content expectations	✓ No modification of Civics ✓ Minimum of 2 social studies credits prior to modification ✓ 1 social studies credit (other than Civics) can be exchanged for an additional English language arts, math, science, or world languages credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
1 Physical Education and Health Credit • Credit aligned to state guidelines	✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
1 Visual, Performing, and Applied Arts Credit • Credit aligned to state guidelines	✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
2 World Languages Credits (Begins with Class of 2016) • Credits earned in grades 9-12 ***or*** an equivalent learning experience in grades K-12 • Credits aligned to state guidelines	✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school
Online Learning Experience • Online course, learning experience, or experience is incorporated into one or more required credits	✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school

Dual Enrollment and Alternative Courses

The Postsecondary Enrollment Options Act, 1996 PA 160 (MCL 388.511-388.524), and the Career and Technical Preparations Act, 2000 PA 258 (ML 388.1901-388.1913), encourage and enable qualified pupils to enroll in courses or programs in eligible postsecondary institutions (state universities, community colleges, or independent nonprofit-degree-granting colleges or universities located within Michigan). This law, commonly referred to as Dual Enrollment, directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities. The conditions necessary to be met can be found in the High School Dual Enrollment Application Form in the appendix and are aligned to the MDE Pupil Accounting Manual requirements. Please review the contents of this notice with your parents. If you believe you are eligible for dual enrollment, qualify for tuition and fee support, and wish to participate, contact your counselor or school Principal.

High school credit may be granted to students who successfully complete a course of instruction offered by an eligible postsecondary institution. The following requirements apply to such courses:

1. Application and admission to the postsecondary institution are the responsibility of the student.
2. To receive high school credit for the successful completion of a postsecondary institution coursework, the student must obtain prior approval from the High School Counselor, Principal, Superintendent, and District Office Authorization. Approval will be based upon the following factors:
    - Credit earned under this policy section shall be based on a grade.
    - Computation of high school credit for postsecondary institution coursework will be based on the following formula: 3 to 4 semester hours equals ½ unit of high school credit.
    - Upon validation from the issuing postsecondary institution, the student's credit and grade will be recorded on the student's high school transcript.
    - The student is responsible to have the postsecondary institution report the student's grade and credit to the High School Counselor and Principal in a timely fashion.
    - Tuition for the course(s) will be paid by the school district for eligible students only in accordance with the requirements of the Postsecondary Enrollment Options Act.

Lawrence Technological University Dual Enrollment Partnership

Through a partnership with Lawrence Technological University (LTU), SIA offers select dual enrollment courses. These courses provide students with the opportunity to earn transferable college credit while remaining within a structured and supportive high school environment.

The following courses are currently available through LTU:

- Introductory Psychology – 3 college credits
- Medical Terminology – 3 college credits

Courses may be offered in asynchronous, synchronous, or in-person formats, depending on scheduling and student needs. Each course is taught by a dedicated LTU professor, and course sections are comprised exclusively of District students.

As an accredited Michigan University, LTU participates in the Michigan Transfer Agreement (MTA), allowing many general education credits earned through these courses to transfer to other participating colleges and universities within the state. In addition to academic coursework, enrolled students will have access to LTU student services, which may include career exploration opportunities, academic advising, and wraparound support services designed to promote student success and college readiness.

Students enrolled in the LTU dual enrollment courses are subject to all school dual enrollment policies and procedures, including application, approval, and eligibility requirements outlined above.

Dual Enrollment **Course No/MI ID: Based on college CRN#**
GRADES: 9-12 **CREDIT TYPE: Miscellaneous** **CREDIT(S): 0.5**
Seminar courses vary widely, but typically offer a small peer group the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigatory skills, presentation skills, interpersonal skills, group process skills, and problem-solving and critical-thinking skills. Seminars aimed at juniors and seniors often include a college and career exploration and planning component. This course is also used for students who are enrolled in dual enrollment courses at the college level.

Career Technical Education Courses

What Is Career and Technical Education?

Today, more than ever, employers want to hire entry-level employees who can hit the ground running. This is where career and technical education (CTE) comes in. CTE is a broad term for education that combines academic and technical skills with the knowledge and training needed to succeed in today's labor market. CTE prepares students for the world of work by introducing them to workplace competencies in a real-world, applied context.

Compared to vocational school of decades past, modern CTE spans nearly every industry. In addition to traditional pathways like automotive repair and construction, today's CTE programs cover health sciences, engineering, entrepreneurship, computer science, sustainable agriculture, theater arts production, media, culinary arts, and many other fields.

In recent years, CTE has expanded dramatically in high schools across the country. Furthermore, the programs are designed for all students: those who want to attend a four-year college, those who plan to combine work and learning at a community college, and those who intend to enter the labor market directly.

Who is Eligible?

- Any 11-12th student
- 2-year program

Location: 6919 N. Waverly St., Dearborn Heights, MI 48127
Building Hours: 7:30 AM-3:30 PM (Monday-Friday)

CTE Benefits: Building Pathways to Both College and Career

CTE does not replace academic learning; it complements traditional education by helping students at every level – middle school, high school, and college – develop practical skills. Research found that students who enrolled in CTE in high school were just as likely to enroll in postsecondary education as their peers who did not participate in CTE. In addition, many high school CTE programs offer dual credit, helping students get a head start on postsecondary education by simultaneously earning high school and college credit.

High-quality CTE programming links secondary and postsecondary education in a sequenced series of courses, aligns curriculum with industry-validated standards, and provides hands-on, work-based learning experiences that enable students to apply their skills. CTE is not a "track" so much as a pedagogy; it contextualizes learning in real-word settings to spark students' creativity and sense of possibility.

Courses Offered:

CTE - HEALTH SERVICES/ALLIED HEALTH/HEALTH SCIENCES, GENERAL
Certified Nurse Aid (CNA) **Course No/MI ID: CIP CODE 51.0000**
GRADES: 11-12 CREDIT TYPE: Career Technical Education CREDIT(S): 2
CNA I and II - The Nursing Assistant program offers an introduction into the healthcare field with an emphasis on entry level employment as a nursing assistant and/or advanced careers through continued education. In this program, students will be provided instruction through classroom theory, lab and clinical skills in preparation for the Michigan State Nurse Aide Certification exam. Nursing assistant skills will be demonstrated and practiced on mannequins and peers in the nursing lab and at clinical rotations.

CTE – COMPUTER AND INFORMATION SYSTEMS SECURITY / AUDITING / INFORMATION ASSURANCE
Cybersecurity **Course No/MI ID: CIP CODE 11.1003**
GRADES: 11-12 CREDIT TYPE: Career Technical Education CREDIT(S): 2.5
The Cybersecurity Certificate program provides students with foundational knowledge and hands-on experience in cybersecurity principles, practices, and tools, preparing learners for entry-level opportunities in the rapidly expanding information security field and/or continued education in advanced cybersecurity studies. In this program, students will receive instruction through structured coursework, labs, and project-based learning focused on topics such as secure network design, risk assessment, cyber threat defense, and ethical and legal issues in information security. Upon completion, students will earn a certificate from Lawrence Technological University

(LTU), demonstrating competencies that support further academic pathways and industry credentials.

Required Coursework:

- MCS 1514: Computer Science I
- MCS 2514: Computer Science II
- MCS 2543: Intro to Database Systems
- MCS 2013: Web Development Foundations
- MCS 2813: Foundations of Cybersecurity

CTE – COMPUTER GAME PROGRAMMING

Game Software Development **Course No/MI ID: CIP CODE 11.0204**

GRADES: 11-12 CREDIT TYPE: Career Technical Education CREDIT(S): 2

The Game Software Development Certificate program provides students with foundational skills and hands-on experience in programming, game design, and interactive software creation, preparing learners for entry-level opportunities in the game and interactive entertainment industry and/or continued education in computer science and related fields. In this program, students will receive instruction through classroom theory, collaborative labs, and project-based learning, gaining experience with industry-relevant tools and techniques used in game creation. Upon completion, students will earn a certificate from Lawrence Technological University, demonstrating competencies in game development fundamentals and teamwork in interdisciplinary design and programming projects.

Required Coursework:

- MCS 1514: Computer Science I
- MCS 1643: Introduction to Computer Games and Animation
- MCS 1653: Game Genre Development
- MCS 3563: Game Design

**** The above stated courses are to be taken instead of elective classes. CTE does not replace your graduation requirement. ****

CTE Policy

Star International Academy's enrollment policy for students in CTE programs supports access and equity for all students regardless of gender, race, color, national origin, ethnicity, disability, age, or sexual orientation. Furthermore, an English Language Learner or Special Education designation of a student will not cause any barrier to the enrollment or success in any CTE program in our district. Enrollment into any of our three CTE programs is based on FTE availability and student interest only.

The Board of Education recognizes the importance of career and technical education in meeting the needs of youth, adults, business, industry, and labor of this state. Knowledgeable students having access to career and technical education programs established to meet needs of high school students and adults are even more important today with the need for continued economic growth, school-to-career transition, and a global workforce.

The Board of Education agrees to delegate the responsibility of coordinating, recruiting, advertising enrollment, and cooperating with intermediate, State, and Federal educational agencies in an effort to establish Career and Technical Education (CTE) in the Academy to the Academy's Superintendent.

Through participation in the State Aid categorical of Added Cost (61a) and Federal legislation including the Carl D. Perkins Vocational and Applied Technology Act, and in cooperation with public secondary and postsecondary educational agencies, the Board will seek to provide funding to support career-related education opportunities for both youth and adults in the service area by:

A. Seeking to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions;

B. Promoting the development of services and activities that integrate rigorous and challenging academic, career, and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;

C. Increasing flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education;

D. Conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities;

E. Providing technical assistance that promotes leadership, initial preparation, and professional development at the state and local levels; and that improves the quality of career and technical education teachers, faculty, administrators, and counselors;

F. Supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;

G. Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

Work-Based Experiences (WBLE), Apprenticeships, and Internships

Work-based learning experiences (WBLE), apprenticeships, and internships provide pupils with a planned program of job training and other employment experiences related to a chosen career. The work-based learning experiences program is a school-to-work program offering work-based courses on/off the premises of the Academy. The program matches a student's class work and career interests and offers work-site based learning opportunities. The work-based learning experiences program is not a job placement service; it is an enrollment program, which enables

students to receive career exploration, training and supervised work experience, while also continuing their academic studies.

The work-based learning experience is a full-year program designed primarily for high school seniors. Juniors are accepted into the program by recommendation of their counselor. Either one-half or one credit per year is granted for work-based depending upon the number of courses a student is enrolled in. Placement will be determined based on the student's Career Pathway as identified in his/her EDP (Educational Development Plan).

The student's job duties are outlined in advance and performance and progress on his/her job will be supervised by the school designated certified teacher. Work Based students are approved to work between 5-10 hours per week, with a minimum requirement of 5 hours per week. Should a student's school work or performance on the job become unsatisfactory, removal from the Work Based program could result. The student's first obligation is to his/her school work.

The qualifications and requirements to be met can be found in the High School Work-Based Learning Application in the appendix and are aligned to the MDE Pupil Accounting Manual requirements.

Please contact your counselor or school principal to discuss further and determine your eligibility. A student will receive high school credit after successfully completing the program (pass or fail grades will be issued only).

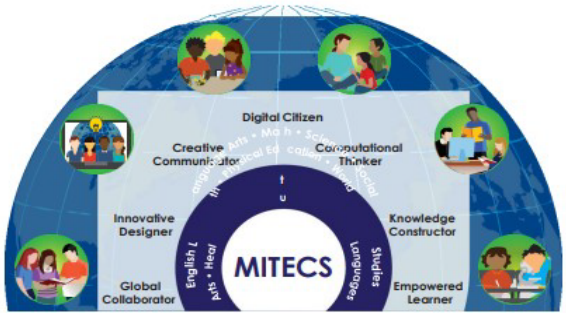
WBLE A/B/C **Course No/MI ID: 22998a/b/c**
GRADES: 11-12 **CREDIT TYPE: Miscellaneous** **CREDIT(S): 2**
WBLE courses are learning experiences coordinated by a school district through a training agreement providing an educational experience related to school instruction involving supervised work and monitored by a certified instructor employed by the district. Seminar courses vary widely, but typically offer a small peer group the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigatory skills, presentation skills, interpersonal skills, group process skills, and problem-solving and critical-thinking skills. Seminars aimed at juniors and seniors often include a college and career exploration and planning component. This course is also used for students who are enrolled in dual enrollment courses at the college level.

***** Work-based learning forms can be found in the Appendix: High School Forms in this document (pg. 77).

Technology, Computer and Information Science Departments

The MMC's Online Learning Experience Guidelines document identifies the three manners in which a student in middle school through high school can have a meaningful online learning experience. From the guidelines we see that online learning is identified as "a structured learning activity that utilizes technology with intranet/Internet-based tools and resources as the delivery method for instruction, research, assessment, and communication." The three manners in which a student can have an online learning experience are Online Courses, Online Learning Experiences and Online Learning incorporated into each of the required credits.

Based on the guidelines, a quality online learning experience is a combination of structured, sustained, integrated, and meaningful learning activities accessed via a telecommunications network. A student successful in this type of experience should develop competency for being able to learn in a virtual environment (life-long learning). The total collection across all grades 6-12 of these experiences are required to be a minimum of 20 hours. Since online learning is incorporated into each of the required core classes, students will not be required to submit learning experience logs. Instructional staff will collaborate at the beginning of the school year to include specific activities in the course syllabus and planning documents so that one full year meets a minimum of 20 hours giving students the opportunity to accumulate 140+ hours of online learning experience.



Michigan Integrated Technology Competencies for Students

The Michigan Integrated Technology Competencies for Students (MITECS) support the Top 10 in 10 Strategic Plan. The competencies specifically address two components of the Learner-Centered Supports Focus Area which include Personalized Learning and Deeper Learning. Successful implementation of the MITECS requires professional learning for technology integration to support an Effective Education Workforce. Strategic Partnerships are a critical component of the MITECS as students access networks of professional experts and explore local community issues. Finally the MITECS inherently require Systemic Infrastructure - access to devices and robust connectivity to enable everywhere, all-the-time learning.

1. **Empowered Learner**

   Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

   Students:

   a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.

   b. Build networks and customize their learning environments in ways that support the learning process.

   c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

   d. Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies, and are able to transfer their knowledge to explore emerging technologies.

2. **Digital Citizen**

   Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

   Students:

   a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

   b. Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

   c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

   d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

MICHIGAN Department of Education 2017 TOP 10 IN 10 YEARS

3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Students:

a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

b. Evaluate the accuracy, perspective, credibility, and relevance of information, media, data or other resources.

c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Students:

a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.

b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

c. Develop, test, and refine prototypes as part of a cyclical design process.

d. Exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.

5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Students:

a. Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.

b. Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

c. Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

d. Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Students:

a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

b. Create original works or responsibly repurpose or remix digital resources into new creations.

c. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

d. Publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Students:

a. Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

b. Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

c. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

d. Explore local and global issues and use collaborative technologies to work with others to investigate solutions.

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Computer Programming **Course No/MI ID: 10152**
GRADES: 9-12 CREDIT TYPE: CommunicationAudioVisualTechnology CREDIT(S): 0.5
Computer Programming courses provide students with the knowledge and skills necessary to construct computer programs in one or more languages. Computer coding and program structure are often introduced with the BASIC language, but other computer languages, such as Visual Basic (VB), Java, Pascal, C++, and COBOL, may be used instead. Initially, students learn to structure, create, document, and debug computer programs, and as they progress, more emphasis is placed on design, style, clarity, and efficiency. Students may apply the skills they learn to relevant applications such as modeling, data management, graphics, and text-processing.

Particular Topics in Computer Literacy **Course No/MI ID: 10008**
GRADES: 9 CREDIT TYPE: CommunicationAudioVisualTechnology CREDIT(S): 0.5
An engaging and personalized learning environment designed to optimize teaching and learning through the interconnected use of mobile computing, audio, visual and formative assessment technologies across the curriculum.

Digital Media Technology **Course No/MI ID: 11151**
GRADES: 9-12 CREDIT TYPE: CommunicationAudioVisualTechnology CREDIT(S): 0.5
These courses are designed to give students the skills necessary to support and enhance their learning about digital medial technology. Topics covered in the course may include internet research, copyright laws, web-publishing, use of digital imagery, electronic forums, newsgroups, mailing lists, presentation tools, and project planning.

Communication Technology **Course No/MI ID: 11002**
GRADES:10-12 CREDIT TYPE: CommunicationAudioVisualTechnology CREDIT(S): 0.5
Communication Technology courses enable students to effectively communicate ideas and information through experiences dealing with drafting, design, electronic communication, graphic arts, printing process, photography, telecommunications, and computers. Additional topics covered in the course include information storage and retrieval. Drafting equipment may be used to make scale drawings, including multi-view drawing, photographs, and poster mock-ups.

Publication Production **Course No/MI ID:11104**
GRADES:10-12 CREDIT TYPE: CommunicationAudioVisualTechnology CREDIT(S): 0.5
Publication Production courses provide students with the knowledge and skills necessary to produce the school newspaper, yearbook, literary magazine, or other printed publication. Students may gain experience in several components (writing, editing, layout, production, and so on) or may focus on a single aspect while producing the publication.

Computer Applications **Course No/MI ID: 60004**
GRADES:10-12 CREDIT TYPE: CommunicationAudioVisualTechnology CREDIT(S): 0.5
This course is designed to bring students to a basic level of proficiency in applying computer technology in the educational setting. Emphasis will be placed on file management and appropriate technology use in a network environment. Students will be introduced to fundamental computer concepts, beginning keyboarding skills, word processing, multimedia presentations, Internet applications and spreadsheets. Special attention will be devoted to legal issues, copyright law, and safety. Application of technology in the workplace will be emphasized.

Business Communications **Course No/MI ID: 12009**
Grades: 10-12 CREDIT TYPE: CommunicationAudioVisualTechnology CREDIT(S): 0.5
This course will provide an introduction to business writing and speaking with a particular emphasis on grammar, sentence structure, thought formation, and presentation skills. Class activities will emphasize communication in real-world business situations and enable students to begin developing their ability to write and speak effectively in the workplace.

Life Management and Employability Department

Consumer Economics/Personal Finance **Course No/MI ID: 22210**
GRADES: 9-12 **CREDIT TYPE: Miscellaneous** **CREDIT(S): 0.5**
Consumer Economics/Personal Finance courses provide students with an understanding of the concepts and principles involved in managing one's personal finances. Topics may include savings and investing, credit, insurance, taxes and social security, spending patterns and budget planning, contracts, and consumer protection. These courses may also provide an overview of the American economy.

Home Economics **Course No/MI ID: 72210**
GRADES: 9-12 **CREDIT TYPE: Miscellaneous** **CREDIT(S): 0.5**
Home Economics is a practical and comprehensive course designed to equip high school students with essential life skills necessary for managing a household, fostering personal well-being, and promoting healthy lifestyles. Through a blend of theoretical knowledge and hands-on experiences, students will explore various aspects of home management, nutrition, food preparation, clothing care, child development, and family relationships.

Community Service

Community Service is defined as "sharing your gifts of time and talent to serve those who are in need of assistance." It may involve interaction with individuals or groups, enabling you to share in the benefits of that experience, agency, organization, or business. Students have the opportunity to contribute to the social progress and cultural development of those in the community in general.

Requirements:

1. All high school students are required to complete and document 50 hours of community service in order to meet the graduation requirements of the Academy. Students are required to perform service as a non-paid volunteer experience at an agreed upon location, local agency, business or organization.
2. The student must make arrangements with the school counselor for approval of the agency or organization in which they plan to volunteer. The school counselor will assist those who need to find a community service site in which to volunteer. The school counselor will then issue the student a weekly time sheet where their volunteer time should be recorded for each week of community service completed. This time sheet is completed and submitted to the school counselor on a weekly basis during scheduled volunteer activities. The signatures of the student, community service site supervisor and the school counselor must be on the time sheet before the student can receive approved community service hours.

3. All students are required to keep a journal of the activities performed during their community service opportunities. *STUDENTS WILL NOT RECEIVE APPROVED COMMUNITY SERVICE HOURS WITHOUT A SUBMITTED JOURNAL.*

Evaluation:

1. The supervisor and student at the community service site will evaluate each student's performance and the evaluation should be submitted to the school counselor upon completion of the community service opportunity.

2. Any evaluations not submitted to the school counselor will result in a delay in the student's approved community service hours at the end of the school year.

Examples of Community Service Sites:

American Diabetes Association
American Red Cross
American Cancer Society
Community Centers and/or Civil Rights Groups
Domestic Violence Shelters
Family Services Centers
Focus: HOPE
Food Banks/Distribution Centers
Girl and Boy Scouts
Homeless Shelters
Hospitals and/or Health Clinics
Libraries
Motor City Makeover
Neighborhood Centers
Public Parks and Camp Grounds
Salvation Army Schools
Schools and/or Day Cares
Senior Citizen/Nursing Homes
Sporting Facilities
Soup Kitchens

Physical Health and Safety Education Department

Fitness Test

The student must complete the following Fitness Gram or the Brockport Physical Fitness Test (BPFT) items:

- Cardiovascular fitness (PACER)
- Muscular strength and endurance (Curl-up and Push-up)
- Flexibility (Back-Saver Sit-and-Reach)
- Body composition (Body Mass Index and Percent Body Fat)

Students must meet the criterion-referenced health-related fitness standards for age and gender for three of the four tests listed above.

Written Test

Score a minimum of 78% on a written test based on the rules, procedures, tactics, and information from selected activities that represent the three categories of physical activities (i.e., target, outdoor pursuits, target, rhythmic activities, etc.) and fitness, including capacity to calculate target heart rate, explanation of the importance of monitoring heart rate during exercise, and the impact that it has on health and explanation of the principles of frequency, intensity, time, overload, progression, and specificity.

Skills Test

The student must demonstrate advanced skills and tactics in three activities from three categories, as well as basic skills and tactics in five additional activities. Students will be evaluated using the

Task Analysis form of the skill. Assessment templates for use at the local level will be distributed by MDE.

Personal Fitness Plan

- Develop a personal fitness plan based on fitness assessment results.
- Monitor nutrition on MyPyramid.gov for one week, and create a report on the results.
- Complete MyPyramid worksheet.

Physical Education **Course No/MI ID: 08001**
GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5
Physical Education courses provide students with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities.

Fitness/Conditioning Activities **Course No/MI ID: 08005**
GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5
Fitness/Conditioning Activities courses emphasize conditioning activities that help develop muscular strength, flexibility, and cardiovascular fitness.

Recreation Sports **Course No/MI ID: 08004**
GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5
Recreation Sports courses provide students with knowledge, experience, and an opportunity to develop skills in more than one recreational sport or outdoor pursuit (such as adventure activities, croquet, Frisbee, wall climbing, bocce ball, fishing, hiking, cycling, and so on).

Health Education **Course No/MI ID: 08051**
GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5
Topics covered within Health Education courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include grief studies of environmental health, personal development, and/or community resources.

Health Education - IS **Course No/MI ID: 08097**
GRADES: 10-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5
Courses in Health Education—Independent Study, often conducted with instructors as mentors, enable students to explore topics of interest related to health and health education. Independent Study courses may provide students with opportunity to expand expertise in a particular application, to explore a topic of special interest in greater detail, or to develop more advanced skills.

Health and Fitness **Course No/MI ID: 08052**
GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5
Health and Fitness courses combine the topics of Health Education courses (nutrition, stress management, substance abuse prevention, disease prevention, first aid, and so on) with an active fitness component (typically including aerobic activity and fitness circuits) with the intention of conveying the importance of life-long wellness habits.

Weight Training **Course No/MI ID: 08009**
GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5
Weight Training courses help students develop knowledge and skills with free weights and universal stations while emphasizing safety and proper body positioning; they may include other components such as anatomy and conditioning.

Health and Life Management **Course No/MI ID: 08057**
GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5
Health and Life Management courses focus as much on consumer education topics (such as money management and evaluation of consumer information and advertising) as on personal health topics (such as nutrition, stress management, drug/alcohol abuse prevention, disease prevention, and first aid). Course objectives include helping students develop decision-making, communication, interpersonal, and coping skills and strategies.

Nutrition Science **Course No/MI ID: 19253**
GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5
Nutrition Science courses focus on the examination of individual nutrients; their structure and function in the human body; nutrient composition of food; and selection of food to meet nutrient needs, maintain health and provide satisfaction. Topics covered include digestion, absorption, and metabolism of carbohydrates, lipids, and proteins; vitamins and minerals; physical activity; nutritional needs throughout the life cycle; and evaluation of nutritional claims.

Team Sports **Course No/MI ID: 08002**
GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5
Team Sports courses provide students with knowledge, experience, and an opportunity to develop skills in more than one team sport (such as volleyball, basketball, soccer, and so on).
Other Electives for 11-12th as outlined in the IES National Center for Education Statistics Secondary School Course Classification System SCED found online[1].

Team Games **Course No/MI ID: 080491**
GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5
The purpose of this course is to provide learning experiences that will lead to the development of basic skills in team games. An emphasis will be placed on the use of the game stages and movement framework as a guide for designing a variety of sport game experiences for students.

Basketball Tech **Course No/MI ID:08049**
GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5
The purpose of this course is to involve many basketball activities to help students improve in dribbling, shooting, defense, and teamwork. An emphasis will be place on the teaching students the essential skills of basketball so that students can participate effectively.

[1] SCED: Secondary School Course Classification System: School Codes for the Exchange of Data: http://nces.ed.gov/pubs2007/2007341.pdf

Fine and Performing Arts Department

Creative Art - Comprehensive **Course No/MI ID: 05154**
GRADES: 9-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
Creative Art - Comprehensive courses provide students with the knowledge and opportunity to explore an art form and to create individual works of art. These courses may also provide a discussion and exploration of career opportunities in the art world. Initial courses cover the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic styles. Although Creative Art courses focus on creation, they may also include the study of major artists, art movements, and styles.

Creative Art - Drawing **Course No/MI ID: 05156**
GRADES: 9-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
Creative Art - Drawing courses cover the same topics as Creative Art - Drawing/Painting, but focus on drawing. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, and so on), but some courses may focus on only one medium. (Prerequisite: Art Foundation or Art Appreciation.)

Creative Art - Drawing/Painting **Course No/MI ID: 05155**
GRADES: 9-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
Creative Art - Drawing/Painting courses cover the same topics as Creative Art - Comprehensive courses, but focus on drawing and painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, watercolor, tempera, oils, acrylics, and so on), but some courses may focus on only one medium. (Prerequisite: Art Foundation or Art Appreciation.)

Creative Art - Painting **Course No/MI ID:05157**
GRADES: 9-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
This course provides the foundation of painting, its application and materials. It focuses on the color theory and various painting processes. Working from direct observation and photo references, students develop an understanding of composition and paint manipulation. Students will be addressing matters in the areas of still-life, portrait, landscape, and abstract paintings using tempera, acrylics, and watercolors. Students will focus on developing content and personal expression. Completion of Art Foundations I or Creative Arts: Drawing and Painting are recommended.

3-D Design **Course ID: 05159**
GRADES: 9-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
3-D Design is a course focused on the creation of three dimensional art for both artistic and functional purposes. In this studio course, students will learn three dimensional techniques, materials and tools and apply these skills to their own creative work. Students will become familiar with the principles and elements of design while completing a variety of assigned projects and experimenting with different media and processes. In addition to art production, students will be introduced to art history, art careers, and art criticism. 3-D Design classes will cover a wide array

of 3-D projects such as relief sculpture, sculpture in the round, additive/subtractive sculpture, jewelry/wearable art, & commercial art. (must have previously earned .5 Art Credits (any art class)**)

Photography **Course No/MI ID: 05167**
GRADES: 9-12 CREDIT TYPE: FineandPerformingArts CREDIT(S): 0.5
Photography courses expose students to the materials, processes, and artistic techniques of taking artistic photographs. Students learn about the operation of a camera, composition, lighting techniques, depth of field, filters, camera angles, and film development. The course may cover black-and-white photography, color photography, or both. As students advance, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic style. These courses may also cover major photographers, art movements, and styles.

Art Portfolio **Course No/MI ID: 05170**
GRADES: 9-12 CREDIT TYPE: FineandPerformingArts CREDIT(S): 0.5
Art Portfolio courses offer students the opportunity to create a professional body of work that reflects their personal style and talent. Students are often encouraged to display their work publicly. (Prerequisite: Art Foundations and Drawing/Painting I)

Art IS **Course No/MI ID: 05997**
GRADES: 10-12 CREDIT TYPE: FineandPerformingArts CREDIT(S): 0.5
Art Independent Study is a course designed to allow students to establish goals for individual growth and exploration of their own interests and style in their study of the visual arts. In addition to completing art projects, students are responsible for completing both written and reading assignments as well maintaining a process journal/ sketchbook. Students will be required to design and display their finished portfolio in the Fine Arts Showcase in the spring of each year. (Prerequisite: Approval Required)

AP 2-D Art and Design **Course No/MI ID: 05171**
GRADES: 11-12 CREDIT TYPE: FineandPerformingArts CREDIT(S): 1.0
AP Studio Art emphasizes on making art as an ongoing process that involves the student in informed and critical decision making. This helps students develop technical skills and familiarize them with the function of the visual elements. The class encourages students to be creative and systematic investigation of formal and conceptual issues. Students will become independent thinkers who will contribute inventively and critically to their culture through art making. (Prerequisite: 2 art classes with cumulative GPA of 3.0 in Art coursework and Approval required)

AP Drawing **Course No/MI ID: 05172**
GRADES: 11-12 CREDIT TYPE: FineandPerformingArts CREDIT(S): 1.0
Designed for students with a serious interest in art, AP Studio Art—Drawing Portfolio courses enable students to refine their skill and create artistic works to be submitted to the College Board for evaluation. Given the nature of the AP evaluation, the courses typically emphasize quality of work, attention to and exploration of a particular visual interest or problem, and breadth of experience in the formal, technical, and expressive aspects of drawing. In these courses, students explore representation, abstraction, and experimentation with a variety of drawing materials. (Prerequisite: 2 art classes with cumulative GPA of 3.0 in Art coursework and Approval required)

Graphic Design **Course No/MI ID: 05162**
GRADES: 10-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
Graphic Design courses emphasize design elements and principles in the purposeful arrangement of images and text to communicate a message. They focus on creating art products such as advertisements, product designs, and identity symbols. Graphic Design courses may investigate the computer's influence on and role in creating contemporary designs and provide a cultural and historical study of master design works of different periods and styles.

Art Foundations I **Course No/MI ID: 05199**
GRADES: 9-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
Art Foundations is a lively, inviting, comprehensive course written for beginning level artists. This course includes interactive activities and multicultural studio projects representing a wide variety of cultures, artistic styles and art media. This course is designed to enrich the lives of its participants through discovery and creative problem solving. It provides students with a broader perception of their environment and cultural perspectives

Art Foundations II **Course No/MI ID: 051992**
GRADES: 9-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
This is an intermediate-to-advanced level art course meant to build upon the content that you learned in Art Foundations 1 (prerequisite). In this class you will learn how to use materials, learn best practices & advanced techniques, experiment with creative approaches to your art, learn to analyze and express your thoughts about art at a high level, maintain a well- organized sketchbook, and ultimately create an artist portfolio for presentation.

Art History **Course No/MI ID: 05152**
GRADES: 9-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
Art History courses introduce students to significant works of art, artists, and artistic movements that have shaped the art world and have influenced or reflected periods of history. These courses often emphasize the evolution of art forms, techniques, symbols, and themes.

Advertising Design **Course No/MI ID: 05163**
GRADES: 10-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
Advertising Design courses relate and apply creative expression and design principles to the field of advertising and commercial art. The courses offer practical experiences in generating original ideas, executing layouts, and preparing artwork for reproduction. Advertising Design courses may also provide a historical and contemporary view of art as students learn to critique work.

Beginning Band **Course No/MI ID: 05101**
GRADES: 9-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
General Band courses develop students' technique for playing brass, woodwind, and percussion instruments and cover a variety of non-specified band literature styles (concert, marching, orchestral, and modern styles). Students learning how to play an instrument for the first time should enroll in this course.

Advanced Band **Course No/MI ID: 05102**
GRADES: 9-12 CREDIT TYPE: FineandPerformingArts CREDIT(S): 0.5
Courses in Concert Band are designed to promote students' technique for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles, primarily for concert performances. Students who already know how to play an instrument and read music should enroll in this course. **Prerequisite:** General Band ***or*** Recommendation from Music Teacher

Instrumental Ensemble **Course No/MI ID: 05106**
GRADES: 10-12 CREDIT TYPE: FineandPerformingArts CREDIT(S): 0.5
Instrumental Ensemble courses are intended to further develop students' technique for playing brass, woodwind, percussion, and/or string instruments in small ensemble groups. Instrumental Ensemble courses cover one or more instrumental ensemble or band literature styles. Advanced music students should enroll in this course after recommendation from the music teacher or audition if recommendation is not available. **Prerequisite:** Audition or Recommendation from music teacher.

Chorus I **Course No/MI ID: 05110**
GRADES: 9-12 CREDIT TYPE: FineandPerformingArts CREDIT(S): 0.5
Chorus I provides the opportunity to sing a variety of choral literature styles for men's and/or women's voices and is designed to develop beginning vocal techniques and the ability to sing parts. **Prerequisite: None**

Chorus II **Course No/MI ID: 05110b**
GRADES: 10-12 CREDIT TYPE: FineandPerformingArts CREDIT(S): 0.5
Chorus II provides the opportunity to sing a variety of choral literature styles for men's and/or women's voices and is designed to promote intermediate vocal techniques and the ability to sing parts. **Prerequisite: Chorus I**

Music History/Appreciation **Course No/MI ID: 05116**
GRADES: 10-12 CREDIT TYPE: FineandPerformingArts CREDIT(S): 0.5
Music History/Appreciation courses survey different musical styles and periods with the intent of increasing students' enjoyment of musical styles and/or developing their artistic or technical judgment. Music History/Appreciation courses may also focus on developing an understanding of a particular style or period.

Music Appreciation **Course No/MI ID: 05118**
GRADES: 9-12 CREDIT TYPE: FineandPerformingArts CREDIT(S): 0.5
Similar in nature to Music History/Appreciation courses, Music Appreciation courses focus specifically on students' appreciation of music. They are designed to help students explore the world of music and to evelop an understanding of the importance of music in their lives.

Composition/Songwriting **Course No/MI ID: 05119**
GRADES: 9-12 CREDIT TYPE: FineandPerformingArts CREDIT(S): 0.5
Composition and Songwriting courses prepare students to express themselves thorough creating music. These courses may use conventional or nonconventional notation and may include harmonization in addition to melody writing. Along with musical instruments, students will also

use computers for creating music.

String **Course No/MI ID: 05139**
GRADES: 9-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
Sting courses introduce students to the fundamentals of music and string-playing techniques, such as strumming and chords. This course may also include more string-playing techniques.

Other Electives for 11-12th as outlined in the IES National Center for Education Statistics Secondary School Course Classification System SCED found online[2]:

- Ceramics/Pottery
- Choreography
- Composition/Songwriting
- Computer-Assisted Art
- Exploration in Drama
- Intro to Theater
- Jewelry
- Printmaking/Graphics
- Playwriting
- Theater Arts

Mathematics Department

Per MI Merit Curriculum (MMC) Course/Credit Requirements[3], Mathematical understanding and skills are essential elements for meaningful participation in the global information society. US expectations in mathematics for high school students have not kept pace with expectations in high-achieving countries around the world. And, expectations about who can do mathematics in the US have led to inequitable and unacceptably low opportunities to learn for students living in poor and urban communities. In Michigan, the K-8 Mathematics Common Core Standards represent a major step forward in raising expectations in mathematics for all students. These high school expectations assume the ambitious foundation of the K-8 Common Core Standards and are intended to equip all students with a solid background for continued post-secondary study in any area, as well as with skills and knowledge essential for the workplace.

In addition to the high school expectations, The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) released a set of state-led education standards, recently known as the Common Core State Standards. The mathematics standards for grades K-12 were developed in collaboration with a variety of stakeholders including content experts, states, teachers, school administrators and parents. The standards establish clear and consistent goals for learning that will prepare America's children for success in college and work.

The Common Core Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school fully prepared for college and careers.

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[2] SCED:Secondary School Course Classification System: School Codes for the Exchange of Data: http://nces.ed.gov/pubs2007/2007341.pdf
[3] Michigan Merit Curriculum – Mathematics: https://www.michigan.gov/mde/-/media/Project/Websites/mde/Academic-Standards/Math_Course_Credit.pdf

The standards are aligned with college and work expectations:

- Clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills; build upon strengths and lessons of current state standards;
- Informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Evidence and research-based.

It is essential to hold high expectations in mathematics for all students for completion of high school, whether they will enter the workforce or go on to post-secondary education.

As schools transition to the Common Core Standards, and realign their curriculum to such, both the Common Core Standards and High School Mathematics Standards will be carefully utilized to ensure appropriate instruction for high school students is taking place. The high school mathematics content expectations are organized in four strands: Quantitative Literacy and Logic, Algebra and Functions, Geometry and Trigonometry, and Statistics and Probability. The topics within each strand have been arranged to show mathematical growth and to illustrate mathematical trajectories of ideas that build on one another, when possible. There is a strong emphasis on mathematical reasoning throughout all of these strands. It is also important for high school students to become successful in applying mathematical concepts and processes to solve complex problems. Technological advances affect what is possible and necessary to learn in high school mathematics, and these expectations reflect this trend.

In alignment with recommendations from the National Research Council, 2001 "Adding it Up," all students will complete a rigorous Mathematics curriculum in which they demonstrate proficiency in:

- ❖ Comprehension of mathematical concepts, operations and relations.
- ❖ Skill in carrying out procedures flexibly, accurately, efficiently, and appropriately.
- ❖ Ability to formulate, represent, and solve mathematical problems.
- ❖ Capacity for logical thought, reflection, explanation, and justification.
- ❖ Habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.

The MI Common Core Standards in Mathematics for K-8[4] prescribe a thorough treatment of number, including strong emphasis on computational fluency and understanding of number concepts, to be completed largely by the sixth grade. In high school, students peel away the contexts and study the language and thought patterns of formal mathematical reasoning. Connections and applications of number ideas and logic to other areas of mathematics, such as algebra, geometry, and statistics, are emphasized. Number representations and properties extend from the rational numbers into the real and complex numbers, as well as to other systems that students will encounter both in the workplace and in more advanced mathematics. The expectations for calculation, algorithms and estimation reflect important uses of number in a range

[4] MI Common Core Standards for K-12 – Mathematics: http://www.michigan.gov/documents/mde/K-12_MI_Math_Standards_REV_470033_7_550413_7.pdf

of real-life situations. Ideas about measurement and precision tie closely to geometry. By learning logic and by constructing arguments and proofs, students will strengthen not only their knowledge and facility with mathematics, but also their ways of thinking in other areas of study and in their daily lives.

The Standard 1 focus is on Quantitative Literacy and Logic in which students will:

- Based on their knowledge of the properties of arithmetic, understand and reason about numbers, number systems, and the relationships between them; represent quantitative relationships using mathematical symbols, and interpret relationships from those representations.
- Calculate fluently, estimate proficiently, and describe and use algorithms in appropriate situations (e.g., approximating solutions to equations); understand the basic ideas of iteration and algorithms.
- Understand mathematical reasoning as being grounded in logic and proof and can distinguish mathematical arguments from other types of arguments. Interpret arguments made about quantitative situations in the popular media; know the language and laws of logic and can apply them in both mathematical and everyday settings; write proofs using direct and indirect methods and use counterexamples appropriately to show that statements are false.

It is also recommended that students will:

- Read and interpret representations from various technological sources, such as contour or isobar diagrams.
- Understand the mathematical bases for the differences among voting procedures
- Compute sums of infinite geometric sequences.

In the middle grades, students see the progressive generalization of arithmetic to algebra. They learn symbolic manipulation skills and use them to solve equations. They study simple forms of elementary polynomial functions such as linear, quadratic, and power functions as represented by tables, graphs, symbols, and verbal descriptions. In high school, students continue to develop their "symbol sense" by examining expressions, equations and functions, and applying algebraic properties to solve equations. By the end of high school, their catalog of functions will encompass linear, quadratic, polynomial, rational, power, exponential, logarithmic, and trigonometric functions. The rich learning experience in Algebra will provide opportunities for students to understand both its structure and its applicability to solving real-world problems. Students will view Algebra as a tool for analyzing and describing mathematical relationships, and for modeling problems that come from the workplace, the sciences, technology, engineering, and mathematics.

The Standard 2 focus is on Algebra and Functions in which students will:

- Recognize, construct, interpret, and evaluate expressions; fluently transform symbolic expressions into equivalent forms; determine appropriate techniques for solving each type of equation, inequality, or system of equations, apply the techniques correctly to solve, justify the steps in the solutions, and draw conclusions from the solutions; know and apply common formulas.
- Understand functions, their representations, and their attributes; perform transformations, combine and compose functions, and find inverses; classify functions and know the

characteristics of each family; work with functions with real coefficients fluently; construct or select a function to model a real-world situation in order to solve applied problems; draw on their knowledge of families of functions to do so.
- Study the symbolic and graphical forms of each function family; recognize the unique characteristics of each family; use them as tools for solving problems or for modeling real-world situations.

It is also recommended that students will:
- Transform trigonometric expressions into equivalent forms using basic identities such as sin2 q + cos2 q =1 and tan2 q + 1 = sec2 q.
- If a function has an inverse, find the expression(s) for the inverse.
- Write an expression for the composition of one function with another and recognize component functions when a function is a composition of other functions
- Know and interpret the function notation for inverses and verify that two functions are inverses using composition
- Use methods of linear programming to represent and solve simple real-life problems.

In grades K-5, students study figures such as triangles, rectangles, circles, rectangular solids, cylinders, and spheres. They examine similarities and differences between geometric shapes. They learn to quantify geometric figures by measuring and calculating lengths, angles, areas and volumes. In grades 6-8, students broaden their understanding of area and volume and develop the basic concepts of congruence, similarity, symmetry and the Pythagorean Theorem. They apply these ideas to solve geometric problems, including ones related to the real world.

In high school, students see geometry developed as a coherent, structure subject. They use the geometrical skills and ideas introduced earlier, such as congruence and similarity, to solve a wide variety of problems. There is an emphasis on the importance of clear language and on learning to construct geometric proofs. In this process, students build geometric intuition and facility at deductive reasoning. They use elements of logic and reasoning as described in the Quantitative Literacy and Logic strand, including both direct and indirect proof presented in narrative form. They begin to use new techniques, including transformations and trigonometry. They apply these ideas to solve complex problems about two- and three-dimensional figures, again including ones related to the real world. Their spatial visualization skills will be developed through the study of the relationship between two- and three-dimensional shapes.

The Standard 3 focus is on Geometry and Trigonometry in which students will:
- Represent basic geometric figures, polygons, and conic sections and apply their definitions and properties in solving problems and justifying arguments, including constructions and representations in the coordinate plane; represent three-dimensional figures, understand the concepts of volume and surface area, and use them to solve problems; know and apply properties of common three-dimensional figures.
- Students use and justify relationships between lines, angles, area and volume formulas, and 2- and 3-dimensional representations; solve problems and provide proofs about congruence and similarity.

- Solve problems about distance-preserving transformations and shape-preserving transformations; transformations will be described synthetically and, in simple cases, by analytic expressions in coordinates.

It is also recommended that students will:

- Understand the definition of a cyclic quadrilateral and know and use the basic properties of cyclic quadrilaterals.
- Know and use the relationship between the vertices and foci in and ellipse, the vertices and foci in a hyperbola, and the directrix and focus in a parabola, interpret these relationships in applied contexts.
- Find the image of a figure under the composition of dilation and an isometry.

In K-8, students develop the ability to read, analyze, and construct a repertoire of statistical graphs. Students also examine the fundamentals of experimental and theoretical probability in informal ways. The Basic Counting Principle and tree diagrams serve as tools to solve simple counting problems in these grades.

During high school, students continue to build on that foundation. They develop the data interpretation and decision-making skills that will serve them in their further study of mathematics as well as in their coursework in the physical, biological, and social sciences. Students learn important skills related to the collection, display, and interpretation of both univariate and bivariate data. They understand basic sampling methods and apply principles of effective data analysis and data presentation. These skills are also highly valuable outside of school, both in the workplace and in day-to-day life.

In probability, students utilize probability models to calculate probabilities and make decisions. The normal distribution and its properties are studied. Students then use their understanding of probability to make decisions, solve problems, and determine whether or not statements about probabilities of events are reasonable. Students use technology when appropriate, including spreadsheets. This strong background in statistics and probability will enable students to be savvy decision-makers and smart information-consumers and producers who have a full range of tools in order to make wise choices.

The Standard 4 focus is on Statistics and Probability in which students will:

- Plot and analyze univariate data by considering the shape of distributions and analyzing outliers; they find and interpret commonly-used measures of center and variation; and they explain and use properties of the normal distribution.
- Plot and interpret bivariate data by constructing scatter plots, recognizing linear and nonlinear patterns, and interpreting correlation coefficients; fit and interpret regression models, using technology as appropriate.
- Understand and apply sampling and various sampling methods, examine surveys and experiments, identify bias in methods of conducting surveys, and learn strategies to minimize bias; understand basic principles of good experimental design.
- Understand probability and find probabilities in various situations, including those involving compound events, using diagrams, tables, geometric models and counting strategies; apply the concepts of probability to make decisions.

It is also recommended that students will:

- Design simple experiments or investigations to collect data to answer questions of interest; interpret and present results.
- Understand methods of sampling, including random sampling, stratified sampling, and convenience sampling, and be able to determine, in context, the advantages and disadvantages of each.
- Explain the importance of randomization, double-blind protocols, replication, and the placebo effect in designing experiments and interpreting the results of studies.
- Explain the basic ideas of statistical process control, including recording data from a process over time.

Students must successfully complete prior classes with a final marking period average of 63% or above in order to proceed to the next course. Details for specific standards covered per section are outlined in the course syllabus by each teacher and shared with students when they enroll and attend the required courses.

Algebra I **Course No/MI ID: 02052**
GRADES: 9 **CREDIT TYPE: Mathematics** **CREDIT(S): 1**
Algebra I courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.

Geometry **Course No/MI ID: 02072**
GRADES: 10 **CREDIT TYPE: Mathematics** **CREDIT(S): 1**
Geometry courses, emphasizing an abstract, formal approach to the study of geometry, typically include topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.

College Algebra **Course No/MI ID: 02069**
GRADES: 10-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 1**
College algebra courses review and extend algebric concepts for students who have already taken Algebra II. Course topics include (but are not limited to) operations with rational and irrational expressions, factoring of rational expressions, linear equations and inequalities, quadratic equations, solving systems of linear and quadratic equations, properties of higher degree equations, and operations with rational and irrational exponents. The courses may introduce topics in discrete math, elementary probability and statistics; matrices and determinants; and sequences and series.

Algebra II **Course No/MI ID: 02056**
GRADES: 11 **CREDIT TYPE: Mathematics** **CREDIT(S): 1**
Algebra II course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and

operations with rational and irrational exponents.

Discrete Mathematics **Course No/MI ID: 02102**
GRADES: 10-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 0.5**
Discrete Mathematics courses include the study of topics such as number theory, discrete probability, set theory, symbolic logic, Boolean algebra, combinatorics, recursion, basic algebraic structures and graph theory.

Pre-Calculus **Course No/MI ID: 02110**
GRADES: 12 **CREDIT TYPE: Mathematics** **CREDIT(S): 1**
Pre-Calculus courses combine the study of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis topics as preparation for calculus. Topics typically include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.

AP Pre-Calculus **Course No/MI ID: 021102**
GRADES: 11-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 1**
AP Precalculus centers on functions modeling dynamic phenomena. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. During this course, students acquire and apply mathematical tools in real-world modeling situations in preparation for using these tools in college-level calculus. Modeling, a central instructional theme for the course, helps students come to a deeper understanding of each function type. By examining scenarios, conditions, and data sets, as well as determining and validating an appropriate function model, students develop a greater comprehension of the nature and behavior of the function itself.

AP Calculus AB **Course No/MI ID: 02124**
GRADES: 11-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 1**
Following the College Board's suggested curriculum designed to parallel college-level calculus courses, AP Calculus AB provides students with an intuitive understanding of the concepts of calculus and experience with its methods and applications. These courses introduce calculus and include the following topics: elementary functions; properties of functions and their graphs; limits and continuity; differential calculus (including definition of the derivative, derivative formulas, theorems about derivatives, geometric applications, optimization problems, and rate-of-change problems); and integral calculus (including antiderivatives and the definite integral).

Mathematics - Test Prep **Course No/MI ID: 02993**
GRADES: 9-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 0.5**
Mathematics-Test Preparation courses provide students with activities in analytical thinking and with the skills and strategies associated with standardized test taking (such as the PSAT and SAT). Topics covered include strategies for arithmetic, algebra, geometry, and quantitative comparison problems as well as time management, scoring procedures and calculator usage.

Technical Math **Course No/MI ID: 02153**
GRADES: 10-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 0.5**
Technical Math courses extend students' proficiency in mathematics, and often apply these skills to technical and/or industrial situations and problems. Technical Math topics may include but are not limited to rational numbers, systems of measurements, tolerances, numerical languages, geometry, algebra, statistics, and using tables, graphs, charts, and other data displays. Technology is integrated as appropriate.

Mathematics Proficiency Development **Course No/MI ID: 02994**
GRADES: 9-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 0.5**
Mathematics Proficiency Development courses are designed to assist students in acquiring the skills necessary to pass proficiency examinations.

Consumer Math **Course No/MI ID: 02157**
GRADES: 11-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 0.5**
Consumer Math courses reinforce general math topics (such as arithmetic using rational numbers, measurement, ratio and proportion, and basic statistics) and apply these skills to consumer problems and situations. Applications typically include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment.

Business Math **Course No/MI ID: 02154**
GRADES: 11-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 0.5**
Business Math courses reinforce general math skills, emphasize speed and accuracy in computations, and use these skills in a variety of business applications. Business Math courses reinforce general math topics (e.g., arithmetic, measurement, statistics, ratio and proportion, exponents, formulas, and simple equations) by applying these skills to business problems and situations; applications might include wages, hourly rates, payroll deductions, sales, receipts, accounts payable and receivable, financial reports, discounts, and interest.

Probability and Statistics **Course No/MI ID: 02201**
GRADES: 10-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 0.5**
Probability and Statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data. Course topics generally include basic probability and statistics: discrete probability theory, odds and probabilities, probability trees, populations and samples, frequency tables, measures of central tendency, and presentation of data (including graphs). Course topics may also include normal distribution and measures of variability.

Mathematics - IS **Course No/MI ID: 02997**
GRADES: 10-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 0.5**
Mathematics - Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest related to mathematics. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.

Occupationally Applied Math **Course No/MI ID: 02152**
GRADES: 9-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 0.5**
The structure of this class is intended to accommodate students who have had difficulty with the traditional math classroom. The course material is designed to prepare students continuing on to vocation and technical training and/or develop and refine job-related mathematics skills. The emphasis of this course is to understand and apply functional mathematics to solve problems in real world settings. Students will study the topics of estimation, measurement skills, geometry, simple statistics, and algebraic formulas to solve problems.

English Language and Literature Department

Per MI Merit Curriculum (MMC) Course/Credit Requirements[5], the English Language and Literature Standards are built upon the expectation that students will engage in broad reading and writing experiences to encompass literary texts, nonfiction literary texts, and other informational texts. In addition to the English Language and Literature Standards and English High School Content Expectations, The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) released a set of state-led education standards, recently known as the Common Core State Standards. The English Language and Literature standards for grades K-12 were developed in collaboration with a variety of stakeholders including content experts, states, teachers, school administrators and parents. The standards establish clear and consistent goals for learning that will prepare America's children for success in college and work.

The Common Core Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school fully prepared for college and careers.

The standards are aligned with college and work expectations;

- Clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills; Build upon strengths and lessons of current state standards;
- Informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Evidence and research-based.

As schools transition to the Common Core Standards, and realign their curriculum to such, both the Common Core Standards and High School English Language and Literature Standards will be carefully utilized to ensure appropriate instruction for high school students is taking place.

The High School Content Expectations incorporate a new emphasis on informational text comprehension and workplace reading and writing skills. They are organized into four strands, 14 standards, and 91 expectations. The skills and content addressed in these expectations will, in practice, be woven together into a coherent, integrated English language and Literature curriculum. The language and Literature processes are recursive and reinforcing; students learn by engaging

[5] Michigan Merit Curriculum – English Language Arts: https://www.michigan.gov/mde/-/media/Project/Websites/mde/Academic-Standards/ELA_Course_Credit.pdf

in and reflecting on these processes at increasingly complex levels over time.

Students will develop effective communication and literacy skills through rigorous and relevant units of instruction and engaging learning experiences by focusing on four key dispositions:

- Inter-Relationships and Self-Reliance
- Critical Response and Stance
- Transformational Thinking
- Leadership Qualities

Teacher-created thematic units are designed to meet all of the English Language and Literature High School Content Expectations (HSCEs) allowing students to make connections that lead to mastery of the four dispositions. The units utilize what text offers for meeting the expectations including opportunities for direct instruction of text characteristics and features, reading and writing strategies, critical thinking, building of historical background knowledge, and on-going literacy development including vocabulary and grammar.

The Unit framework includes:

- Themes, Dispositions and Essential Questions
- Literacy Genre Focus/Anchor Texts, Linking Texts
- Literary Analysis and Genre Study
- Reading, Listening, Viewing Strategies and Activities
- Writing, Speaking, Expressing Strategies and Activities
- On-Going Literacy Development

The 9th Grade Focus is on Inter-Relationships and Self-Reliance in which students will learn to answer the following questions:

- Who am I?
- How do my skills and talents help to define me?
- How do I relate to my family, my community, and society?
- How do I build networks of people to support me?
- How am I a reflection of my relationships?
- How do my relationships within and across groups affect others?
- What influence do class, religion, language, and culture have on my relationships and my decisions?
- What can I contribute as an individual?
- What is my responsibility to society?
- How do I see my beliefs reflected in government policies and by politicians?

The 10th Grade Focus is on Critical Response and Stance in which students will learn to answer the following questions:

- How can I discover the truth about others?
- What sacrifices will I make for the truth?

- What criteria do I use to judge my values?
- How will I stand up for what I value?
- What can I do to realize and act on my dreams or visions for the future?
- How do I handle others' points of view?
- What role does empathy play in how I treat others?
- What power do I have as an individual to make positive change?
- How do I respond to improper use of power?
- How do I determine when taking social action is appropriate?
- What voice do I use to be heard?

The 11th Grade Focus is on Transformational Thinking in which students will learn to answer the following questions:

- How can forward thinking help me make better decisions?
- How do I develop a realistic plan for the future?
- What evidence do I have that I am committed to learning?
- How do I build a context for change in my life?
- When is loyalty to myself more important than loyalty to a friend?
- How will I know when to risk failure for possible success?
- How do I demonstrate that I am open-minded enough to learn from my experiences?
- How can I generate new ideas for solving problems?
- How can I invent new opportunities?
- What are the tradeoffs for technological advances?
- Which decisions I make today will affect me for my entire life?
- Where will I find wisdom?

The 12th Grade Focus is on Leadership Qualities in which students learn to answer the following questions:

- How do I know if I am developing the academic skills that I will need in my future life?
- What rules or principles do I use for how I treat others?
- What responsibility do I have to society?
- How do I resolve my responsibilities to myself with those to my family members, my school, community, and world?
- How can I effectively articulate my opinions and perspectives?
- Who is in a position to help me affect change?
- What can I do to avoid repeating mistakes made in history?
- What leadership skills have I developed?
- What leadership qualities will I need to take with me from high school?
- What qualities define a good world citizen?
- How can I contribute to creating the world I want to live in?
- How can I use my talents to create new opportunities for myself and others?

In alignment with recommendations from High Schools That Work and the SAT's "The Official SAT Study Guide," all students will complete a rigorous English Language and Literature curriculum in which they:

- Read 8-10 books and demonstrate understanding

- Write short papers (1-3 pages) weekly that are scored with a rubric
- 1 formal essay per unit
- Write a major research paper annually
- Speak or present 3 to 5 times per year
- Discuss or debate topics monthly
- Take and organize notes weekly
- Maintain a portfolio of personal reading and writing

Students must successfully complete prior classes with a final marking period average of 63% or above in order to proceed to the next course. Details for specific standards covered per section and thematic units developed are outlined in the course syllabus by each teacher and shared with students when they enroll and attend the required courses. Students may take English Electives that qualify to meet English 12 Merit Curriculum Requirements.

English/Language Arts I **Course No/MI ID: 01001**
GRADES: 9 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 1**
English/Language Arts I (9th grade) is designed to get students thinking through the means of English. It emphasizes reading of a variety of genres, in addition to full essay writing, with critical thinking, analysis and evaluation of texts. With this course, students are exposed to a diverse group of themes to explore international concepts/ideas. Such collaborative class discussions, formative and summative assessments will further empower students to think creatively, express themselves, and become more aware of world cultures, reflecting their own cultures and those of others.

English/Language Arts II **Course No/MI ID: 01002**
GRADES: 10 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 1**
English/Language Arts II (10th grade) is designed to further expand upon students' higher level order thinking skills addressing reading comprehension, analysis of text, written expression, speaking and listening skills. Students will be exposed to a variety of genres to include fiction and nonfiction texts, in addition to several novels within the school year. Socratic seminar and Fish Bowl activities will further support students to take leadership opportunities in the classroom.

English/Language Arts III **Course No/MI ID: 01003**
GRADES: 11 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 1**
English/Language Arts III (11th grade) courses continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses.

English/Language Arts IV **Course No/MI ID: 01004**
GRADES: 12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 1**
English/Language Arts IV (12th grade) courses blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers.

English Proficiency Development **Course No/MI ID: 01992**
GRADES: 9-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**
English Proficiency Development courses are designed to assist students in acquiring the skills necessary to pass proficiency examinations.

AP Seminar **Course No/MI ID: 25003**
GRADES: 10-11 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 1**
Ap Seminar is a foundational course of the AP Capstone program that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues. Students learn to analyze and evaluate sources, develop and defend evidence-based arguments, and consider multiple perspectives. Through inquiry-based research, collaboration, and presentations, students refine their skills in reading, writing, research, and communication. AP Seminar emphasizes critical thinking, academic integrity, and reflection, preparing students for future college coursework and informed participation in an increasingly complex world.

AP English Literature and Composition **Course No/MI ID: 01006**
GRADES: 11-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 1**
Following the College Board's suggested curriculum designed to parallel college-level English courses, AP English Literature and Composition courses enable students to develop critical standards for evaluating literature. Students study the language, character, action, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing).

AP English Language and Composition **Course No/MI ID: 01005**
Grades: 11 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 1**
This course is designed to provide high school students the opportunity to engage in a typical introductory-level college English curriculum. The AP English Language and Composition course focuses on rhetorical analysis of nonfiction texts and the development and revision of well-reasoned, evidence-centered analytic and argumentative writing. Students choosing AP English Language and Composition should be interested in studying and writing various kinds of analytic or persuasive essays.

English - Test Prep **Course No/MI ID: 01203**
GRADES: 9-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**
English - Test preparation courses provide students with activities in analytical thinking and with the skills and strategies associated with standardized test taking. Topics covered include vocabulary, reading comprehension, and writing strategies, as well as time management, scoring procedures, and dealing with stress. Course materials may include the SAT and PSAT review materials, current assessment software programs, and previous standardized examinations.

Research/Technical Writing **Course No/MI ID: 01105**
GRADES: 10-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**
Research/Technical Writing classes prepare students to write research papers and/or technical reports. These classes emphasize researching (primary and secondary sources), organizing (material, thoughts, and arguments), and writing in a persuasive or technical style.

Applied English and Communications **Course No/MI ID: 01156**
GRADES: 10-12 CREDIT TYPE: EnglishLanguageLiterature CREDIT(S): 0.5
Applied English and Communications courses teach students communication skills—reading, writing, listening, speaking—concentrating on "real-world" applications. These courses usually emphasize the practical application of communication as a business tool—using technical reports and manuals, business letters, resumes, and applications as examples—rather than emphasize language arts skills as applied to scholarly and literary materials.

Literature of a Theme **Course No/MI ID: 01065**
GRADES: 10-12 CREDIT TYPE: EnglishLanguageLiterature CREDIT(S): 0.5
These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), but use selected literature to explore a particular theme as expressed from several points of view. Such themes might include The American Dream, Society and Self, Exploration, War and Peace, and the like.

Literature of an Author **Course No/MI ID: 01060**
GRADES: 9-12 CREDIT TYPE: EnglishLanguageLiterature CREDIT(S): 0.5
These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on a particular author and his or her work. Students determine the underlying assumptions and values within the selected works; compare techniques, styles, and themes of the author; and reflect upon the time period in which the author lived. Oral discussion is an integral part of literature courses, and written compositions are often required.

Literature of a Genre **Course No/MI ID: 01061**
GRADES: 9-12 CREDIT TYPE: EnglishLanguageLiterature CREDIT(S): 0.5
These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on one or several genres, such as poetry, essay, biography, short story, drama, and so on. Students determine the underlying assumptions and values within the selected works and also examine the structure, techniques, and intentions of the genre being studied. Oral discussion is an integral part of these genre-oriented courses, and written compositions are often required.

Literature of a Period **Course No/MI ID: 01062**
GRADES: 9-12 CREDIT TYPE: EnglishLanguageLiterature CREDIT(S): 0.5
These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on the literature written during or reflecting a particular time period (such as the French Revolution, the 1960s, or the 20th century). Students determine the underlying assumptions and values within the selected works, reflect upon the influence of societal events and social attitudes, and compare the points of view of various authors. Oral discussion is an integral part of literature courses, and written compositions are often required.

Literature of a People **Course No/MI ID: 01064**
GRADES: 9-12 CREDIT TYPE: EnglishLanguageLiterature CREDIT(S): 0.5
These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), but use literature written by authors who share a particular

characteristic such as culture or gender. Students determine the underlying assumptions and values within the selected works, reflect upon the influence of a common characteristic, and compare the points of view of various authors. Oral discussion is an integral part of literature courses, and written compositions are often required.

Creative Writing **Course No/MI ID: 01104**
GRADES: 10-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**
Creative Writing course offers students with the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the courses is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft. Although most creative writing classes cover several expressive forms, others concentrate exclusively on one particular form (such as poetry or playwriting).

English IS **Course No/MI ID: 01997**
GRADES: 10-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**
This course seeks to support and enhance students' test-taking skills. The targeted skills practice and period full-length practice tests will prepare students for the SAT English and Reading portion of the exam, as well as the Work Keys Reading for Information test.

Exploration in Drama **Course No/MI ID: 05054**
GRADES: 9-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**
Students will analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various styles and media. Students will create characters consistent with a variety of styles, including classical, contemporary, and realistic/non-realistic dramatic texts in informal/formal theatre, film, television, or electronic media productions.

Public Speaking **Course No/MI ID: 01151**
GRADES: 9-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**
This course will enable students, through practice, to develop communication skills that can be used in a variety of speaking situations (such as small and large group discussions, delivery of lectures or speeches in front of audiences, and so on). Course topics may include (but are not limited to) research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence.

Yearbook **Course No/MI ID: 12051**
GRADES: 9-12 **CREDIT TYPE: EnglishLanguageArts** **CREDIT(S): 0.5**
Yearbook courses provide students with the knowledge and skills necessary to produce the school newspaper, yearbook, literary magazine, or other printed publication. Students may gain experience in several components (writing, editing, layout, production, and so on) or may focus on a single aspect while producing the publication.

Particular Topics in Journalism and Broadcasting **Course No/MI ID: 61105**
GRADES: 10-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**
This course will address such topics as: First Amendment Rights, with a focus on freedom of the press, as they apply to written communication; the basics of writing objective news stories;

journalistic law; and the history of journalism.

Journalism **Course No/MI ID: 61101**
GRADES: 10-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**
This course will address such topics as: basic writing skills in various journalistic styles and formats with an emphasis on the idea of writing for one's target reader and adjusting language usage accordingly. Specific topics of focus would target: grammar, spelling, punctuation, and Associated Press style. This would prepare students for advanced level journalism classes as well as writing as a career and within other career fields.

Other Electives for 11-12th as outlined in the IES National Center for Education Statistics Secondary School Course Classification System SCED found online[6]:

- Communications
- Forensic Speech – Debate
- Literature of an Author (Shakespeare)
- Literature of a Place
- Literature of a People (Arab American)
- Literature of a People (African American)

Life and Physical Science Department

Per MI Merit Curriculum (MMC) Course/Credit Requirements[7], Science defines useful and connected knowledge at four levels: prerequisite, essential, core and recommended. The Life and Physical Sciences expectations are organized into Disciplines, Standards, Content Standards and Specific Performance Expectations. Essential expectations are defined and organized by discipline: Earth Science, Biology, Physics, and Chemistry. Essential content knowledge and performance expectations are required for graduation and are assessable on the Michigan Merit Exam (MME) and can also be assessed with formative assessments. Students who have useful and connected knowledge should be able to apply knowledge in new situations; to solve problems by generating new ideas; to make connections among what they read and hear in class, the world around them, and the future; and through their work, to develop leadership qualities while still in high school. In particular, high school graduates with useful and connected knowledge are able to engage in four key practices of science literacy. Overall course goals are organized in Bookmarks for students to use as checklists.

The first key practice is to be able to communicate accurately and effectively Identifying Life and Physical Sciences Principles as follows:

- Describe, measure, or classify observations.
- State or recognize correct science principles.
- Demonstrate relationships among closely related science principles.
- Demonstrate relationships among different representations of principles.

The second key practice is to be able to communicate accurately and effectively Using Science

[6] SCED: Secondary School Course Classification System: School Codes for the Exchange of Data: http://nces.ed.gov/pubs2007/2007341.pdf

[7] Michigan K-12 Science Standards:http://www.michigan.gov/documents/mde/K-12_Science_Performance_Expectations_v5_496901_7.pdf

Principles as follows:

- Explain observations of phenomena.
- Predict observations of phenomena.
- Suggest examples of observations that illustrate a science principle.
- Propose, analyze, and evaluate alternative explanations or predictions.

The third key practice is to be able to communicate accurately and effectively Scientific Inquiry as follows:

- Generate new questions that can be investigated in the laboratory or field.
- Critique aspects of scientific investigations.
- Conduct scientific investigations using appropriate tools and techniques.
- Identify patterns in data; relate patterns to theoretical models.
- Describe a reason for a given conclusion using evidence from an investigation.
- Explain how scientific evidence supports or refutes claims or explanations of phenomena.
- Design and conduct a scientific investigation with a hypothesis, several controlled variables, and one manipulated variable; gather data and organize the results in graphs, tables and/or other charts.

The fourth key practice is to be able to communicate accurately and effectively Reflection and Social Implications as follows:

- Critique whether questions can be answered through scientific investigations.
- Identify and critique arguments based on scientific evidence.
- Use appropriate scientific knowledge in social arguments, recognizing their limitations.
- Gather, synthesize, and evaluate information from multiple sources.
- Discuss scientific topics in groups, make presentations, summarize what others have said, ask for clarification, take alternative perspectives, and defend a position.
- Evaluate the future career and occupational prospects of science fields.
- Explain why a claim or a conclusion is flawed.
- Critique solutions to problems, given criteria and scientific constraints.
- Identify scientific tradeoffs in design decisions and choose among alternative solutions.
- Apply science principles or scientific data to anticipate effects of technological design decisions.

Star International Academy has adopted the released K-12 Michigan Science Standards that were adopted in November 2015 by the state. Design teams working in four domains- live sciences, physical sciences, earth and space sciences, and engineering and technology. Research suggests students need to be engaged in doing science by engaging the same practices used by scientists and engineers.

Furthermore, students should engage in science and engineering practices in the context of core ideas that become ever more sophisticated as students move through school. Students also need to

see the connections of these disciplinary-based core ideas to the bigger science concepts that cross disciplinary lines.

Cross Cutting Concepts (CCC)

The seven Crosscutting Concepts outlined by the *Framework for K-12 Science Education* are the overarching and enduring understandings that provide an organizational framework under which students can connect the core ideas from the various disciplines into a "cumulative, coherent, and usable understanding of science and engineering."

These crosscutting concepts are…

1. Patterns
2. Cause and Effect
3. Scale, Proportion, and Quantity
4. Systems and System Models
5. Energy and Matter in Systems
6. Structure and Function
7. Stability and Change of Systems

Disciplinary Core Ideas (DCI)

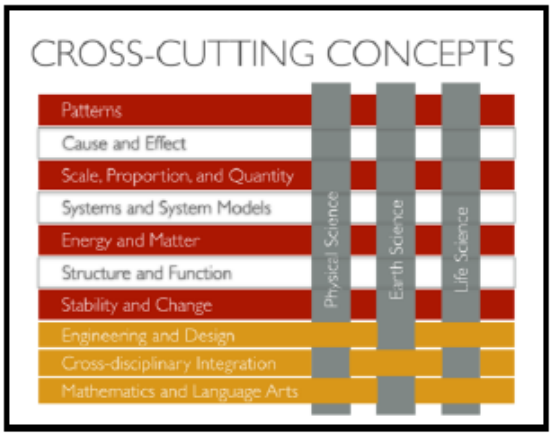
The crosscutting concepts cross disciplines. However, within each discipline are core ideas that are developed across grade spans, increasing in sophistication and depth of understanding. Each performance expectation (PE) is coded to a DCI. A list of DCIs and their codes can be found on the MDE website and in the MDE Guidance Documents.

Science and Engineering Practices

In addition to the Crosscutting Concepts and Disciplinary Core Ideas, the National Research Council has outlined 8 practices for K-12 science classrooms that describe ways students should be engaged in the classroom as a reflection of the practices of actual scientists and engineers. When students "do" science, the learning of the content becomes more meaningful. Lessons should be carefully designed so that students have opportunities to not only learn the essential science content, but to practice being a scientist or engineer. These opportunities set the stage for students to transition to college or directly into STEM careers.

Developing Michigan's New K-12 Science Standards

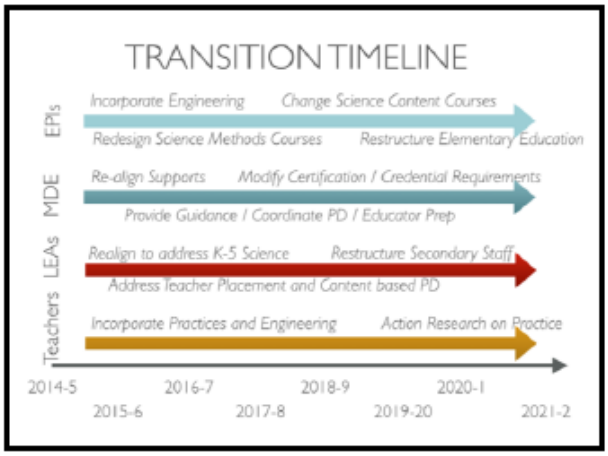
Michigan became a lead state in the development of the Next Generation Science Standards in 2011. Michigan was one of 26 lead states involved, with over 60 Michigan educators and scientists participating as lead developers or reviewers. Many college and university professors, teacher educators, business and industry professionals, district and ISD leaders, and classroom teachers became involved in the process, representing several organizations that will eventually support implementation of the standards.



Based upon the Framework, the new standards are really a set of student performance expectations. These performance expectations incorporate three main elements:

- Disciplinary Core Ideas (science specific concepts in the life, earth, and physical sciences),
- Science and Engineering Practices (the practices of engaging in scientific investigation to answer questions, and engineering design to solve problems),
- Cross-Cutting Concepts (conceptual ideas common to all areas of science).

These expectations are also interwoven across disciplines, including connections to language arts and mathematics.



Implementing the Standards

Upon adoption of new standards, the real challenge of implementing the standards throughout Michigan's educational system begins. Parts of this are already in development, including professional development from organizations like the Michigan Science Teachers Association and the Michigan Mathematics and Science Center Network. These efforts need to happen with a variety of stakeholders to develop a new support structure to address school district and higher education systems to engage in continuous improvement.

The Michigan Department of Education is working with the State Board of Education to ensure that our legislature and the education community at large understand the benefits and challenges of implementation of these new standards. Next steps, upon legislative review and adoption, include initial stages of an implementation plan, including communication to all stakeholders, identification of instructional and systems exemplars, and development of Michigan-specific guidance for how to incorporate Michigan examples of science and engineering content into classroom instruction for all students.

For additional information, contact Stephen Best (BestS1@michigan.gov).

MICHIGAN Department of Education

Earth Science Bookmark

Processes and Materials of the Geosphere

- ___ Infer geologic events using features and dating techniques.
- ___ Relate geologic features to plate tectonics.
- ___ Describe evolution of scientific consensus and current questions being researched.*

Hydrogeology

- ___ Compare ground and surface water systems.
- ___ Evaluate sustainability of aquifers related to land use decisions.
- ___ Design and conduct an investigation on a the local watershed.*
- ___ Evaluate solutions and careers in hydrogeology.*

Atmosphere and Severe Weather

- ___ Analyze variables to predict severe weather.
- ___ Propose plans to reduce risk of severe weather.*
- ___ Evaluate the uncertainties that limit forecasting precision.*

Oceans, Climate and Climate Change

- ___ Explain the mechanisms that control climate.
- ___ Explain historical climate change.
- ___ Analyze changes in CO_2 and temperature.
- ___ Analyze the assumptions and variables of climate change models.*
- ___ Distinguish observations, hypotheses, laws, and theories in climate change research.*

Understanding Earth Systems Science

- ___ Analyze the interactions of four earth-spheres as they relate to coral reef degradation.
- ___ Track the movement of heat energy through the four spheres using a climatic scenario.
- ___ Explain the Gulf of Mexico dead zone using biogeochemical principles.
- ___ Evaluate the societal trade offs of various renewable and non-renewable resources.*

Astronomy

- ___ Describe the physical nature and history of our galaxy and the universe.
- ___ Describe evidence about galaxy and universe.
- ___ Explain stellar processes of stars.
- ___ Describe how discoveries in astronomy changed societal perspectives. *

*Inquiry, Reflection, and Social Implications.

v.10.06

MICHIGAN Department of Education

Biology Bookmark

Nature of Science / Science Inquiry

- ___ Generate new questions.
- ___ Evaluate scientific conclusions.
- ___ Use models to predict results of inquiry.
- ___ Conduct and design scientific investigations.

Organization of Living Systems

- ___ All organisms are composed of cells .
- ___ Multicellular organisms have cells specialized to carry out specific functions.
- ___ Energy and matter transformations are required to supply cells with basic needs.
- ___ Cells are composed of biomolecules – carbohydrates, fats, proteins and nucleic acids.
- ___ Complex processes provide a stable internal environment through homeostasis.

Interdependence of Living Systems and the Environment

- ___ Photosynthesis and cellular respiration are basic processes that support life.
- ___ Ecosystems are supported by both biotic and abiotic factors.
- ___ Matter is cycled in ecosystems (water, carbon, oxygen and nitrogen).
- ___ Ecosystem stability results from biodiversity.
- ___ Populations fluctuate as organisms interact with other species and the environment.
- ___ Humans have tremendous impact on the environment.

Genetics

- ___ Inherited traits result from genes that are passed from parent to offspring.
- ___ Nucleic acids are biomolecules that contain protein assembly information.
- ___ Cell division results in new cells for an organism as well as genetic information for offspring.
- ___ Genetic variation is essential to biodiversity and population stability.

Evolution and Biodiversity

- ___ Evolution provides a scientific explanation for the history of life on Earth.
- ___ Molecular evidence supports kinship between species.
- ___ Natural selection is the process that results in evolution.

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MICHIGAN Department of Education

Chemistry Bookmark

Matter and Change

- ___ Describe states of matter with phase diagrams and in terms of motion and arrangement of molecules.
- ___ Distinguish between chemical and physical changes in terms of properties of substances.

Atomic Structure

- ___ Identify the number of sub-atomic particles in an ion or isotope and write the symbol as ${}^{A}_{Z}X$.
- ___ Describe the location of electrons in terms of energy levels and orbitals.
- ___ Use strong force and mass defect to explain nuclear stability and determine age using the ratio of different isotopes of an element.
- ___ Use periodic table to write electron configurations and predict trends of atomic properties.

Moles

- ___ Calculate percent weight of each element of the molecula formula of a compound.
- ___ Identify limiting reagents in a reaction.

Compounds

- ___ Predict types of bonds formed between two atoms as primarily ionic or covalent.
- ___ Name and write formulae of simple ionic and molecular compounds; draw Lewis structures.
- ___ Calculate empirical and molecular formula of a compound.

Reactions and Energy

- ___ Balance chemical reactions and calculate the mass of reactants used, the mass of products made, or the ΔH.
- ___ Explain how the rate of a chemical reaction is dependent on temperature and activation energy.
- ___ Describe and predict equilibrium shifts in reactions caused by changing conditions.
- ___ Balance half reactions and describe them as oxidation or reduction.

States of Matter

- ___ Explain energy changes associated with changes in the state of matter.
- ___ Explain changes in gas pressure, temperature, and volume in terms of the kinetic molecular theory.

Solutions

- ___ Calculate concentration of solutes and explain how solutes affect properties of the solution.
- ___ Classify solutions as acidic or basic, calculate pH, and predict products of an acid-base neutralization.
- ___ Predict if a reaction is spontaneous.

Carbon

- ___ Draw structural formulas for up to 10 carbon chains of simple hydrocarbons and draw their isomers.

Physics Bookmark

Motion

- ___ Analyze and predict position, time, velocity, and acceleration using graphs, motion diagrams and different frames of reference.
- ___ Describe, classify and solve problems that involve circular, projectile, or periodic motion.

Forces

- ___ Analyze the effects of inertia and resistance forces such as air resistance and friction and their effects on acceleration.
- ___ Solve problems involving force, mass, acceleration, and Newton's law of gravitation.

Momentum & Impulse

- ___ Apply the law of conservation of momentum to analyze the motions of systems of objects.
- ___ Solve problems involving momentum and impulse including simple collisions.

Mechanical Energy

- ___ Solve problems involving work, PE, KE and the law of conservation of energy.
- ___ Apply the law of conservation of energy to analyze the motions of systems of objects.

Electricity & Electromagnetism

- ___ Explain how objects are charged in terms of conduction and induction and charge distribution.
- ___ Use electrostatic attraction and repulsion to explain common experiences with charged objects, electrostati forces and electric current.
- ___ Analyze series and parallel electric circuits in terms of electric current, resistance, voltage, and power.
- ___ Use magnetic repulsion and attraction to explain common experiences with magnets and magnetic objects.
- ___ Relate magnetic fields and forces with electric current such as in the workings of motors and generators.

Waves

- ___ Understand and solve problems involving frequency, wavelength, and wave speed including examples of light and sound.
- ___ Describe and predict how waves and wave motion change due to interference with other waves and their surroundings.

Thermal

- ___ Analyze the effects of heat, temperature, and efficiency in thermal systems.

Nuclear

- ___ Understand nuclear fission and fusion and the interchangeable nature of mass and energy.

Students must successfully complete prior classes with a final marking period average of 63% or above in order to proceed to the next level of the course. Details for specific standards covered per section are outlined in the course syllabus by each teacher and shared with students when they enroll and attend the required courses.

Biology **Course No/MI ID: 03051**
GRADES: 9 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 1**
Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include, but are not restricted to, such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.

Life/Physical Sci. Proficiency Development **Course No/MI ID: 03994**
GRADES: 9-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 1**
The courses are designed to assist students in acquiring the skills necessary to pass proficiency examinations related to the life sciences and physical sciences.

Chemistry **Course No/MI ID: 03101**
GRADES: 10 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 1**
Chemistry courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.

Biochemistry **Course No/MI ID: 03149**
GRADES: 11-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**
Biochemistry focuses on processes happening at a molecular level. It focuses on what's happening inside our cells, studying components like proteins, lipids and organelles. It also looks at how cells communicate with each other, for example during growth or fighting illness. Biochemistry covers a range of scientific disciplines, including genetics, microbiology, forensics, plant science and medicine. Because of its breadth, biochemistry has driven major developments in science, health, and biotechnology.

AP Chemistry **Course No/MI ID: 03106**
GRADES: 11-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 1**
The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

Integrated Science **Course No/MI ID: 03201**
GRADES: 11-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 1**
The specific content of Integrated Science courses varies, but draws upon the principles of several scientific specialties—earth science, physical science, biology, chemistry, and physics—and organize the material around thematic units. Common themes covered include systems, models, energy, patterns, change, and constancy. The courses use appropriate aspects from each specialty to investigate applications of the theme.

Earth and Space Science **Course No/MI ID: 03008**
GRADES: 9-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**
Earth and Space Science courses introduce students to the study of the earth from a local and global perspective. In these courses, students typically learn about time zones, latitude and longitude, atmosphere, weather, climate, matter, and energy transfer. Advanced topics often include the study of the use of remote sensing, computer visualization, and computer modeling to enable earth scientists to understand earth as a complex and changing planet.

Environmental Science **Course No/MI ID: 03003**
GRADES: 9-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**
Environmental Science is an interdisciplinary course that examines the interactions between humans and the natural world. Students explore ecological principles, natural resource management, biodiversity, climate systems, energy use, and environmental policy. Through scientific inquiry, data analysis, and laboratory and field investigations, students evaluate current environmental challenges and consider sustainable solutions. The course emphasized critical thinking and responsible decision-making regarding environmental stewardship.

AP Biology **Course No/MI ID: 03056**
GRADES: 11-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 1**
Adhering to the curricula recommended by the College Board and designed to parallel college level introductory biology courses, AP Biology courses stress basic facts and their synthesis into major biological concepts and themes. These courses cover three general areas: molecules and cells (including biological chemistry and energy transformation); genetics and evolution; and organisms and populations (i.e., taxonomy, plants, animals, and ecology). AP Biology courses include college-level laboratory experiments.

AP Environmental Science **Course No/MI ID: 03207**
GRADES: 11-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 1**
AP Environmental Science courses are designed by the College Board to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems (both natural and human made), evaluate the relative risks associated with the problems, and examine alternative solutions for resolving and/or preventing them. Topics covered include science as a process, ecological processes and energy conversions, earth as an interconnected system, the impact of humans on natural systems, cultural and societal contexts of environmental problems, and the development of practices that will ensure sustainable systems.

Biology Investigations **Course No/MI ID: 53099**
GRADES: 9-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**
This course contains investigations for many fundamental concepts in Biology. Each investigation includes a preliminary activity, teacher information, sample researchable questions, and sample data. Labs are correlated to AP* and IB** standards. Topics covered include: Cell and Molecular Biology, Organismal Biology, Ecology, Evolution.

Conceptual Biology **Course No/MI ID: 03062**
GRADES: 9-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**
A survey of fundamental concepts and principles in the biological sciences designed for the non-science and pre-allied health major. The course prepares students for intelligent participation in the biological world and provides a solid scientific basis on which knowledgeable attitudes and opinions can be developed. Lecture includes characteristics of life, evolution, biomolecules, cell biology, biological organization, cellular reproduction, inheritance, biotechnology, and mechanisms of disease. Lab exercises emphasize the scientific method and reinforce lecture topics.

Biology - IS **Course No/MI ID: 03097**
GRADES: 9-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**
Biology Independent Study is a course that provides students with unique opportunities for independent, in-depth study of one or more specific biological problems. Students develop a familiarity with the laboratory procedures used in a given biological domain. Students enrolled in this course will complete an extended essay intended to promote high-level research and writing skills, intellectual discovery and creativity with a focus on the selected biological problem. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of structured writing that will be formally presented in class at the end of the school year. It is recommended that completion of the written essay is followed by a short, concluding interview, or *viva voce*, with the supervisor.

Zoology **Course No/MI ID: 03061**
GRADES: 9-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**
Modern Zoology is the study of all things dealing with animals. As the science has advanced over the decades, modern zoologists study more than just recognition and classification of animals; their attention now includes animal anatomy, physiology, development, histology, ecology, behavior, and evolution. The focus of this course is the recognition of key features of the major body plans that have evolved in animals and how those body plans have changed over time resulting in the diversity of animals that are evident today. Students will develop an understanding that all living things are interconnected.

Science - IS **Course No/MI ID: 03997**
GRADES: 9-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**
Science Independent Study is a course that provides students with unique opportunities for independent, in-depth study of one or more specific scientific problems. Students develop a familiarity with the laboratory procedures used in a given educational, research, or industrial setting or a variety of such settings. Students enrolled in this course will complete a science extended essay intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of structured writing that will be formally presented in class at the end of the school year. It is recommended that completion of the written essay is followed by a short, concluding interview, or *viva voce*, with the supervisor.

Physics **Course No/MI ID: 03151**
GRADES: 9-12 CREDIT TYPE: LifeandPhysicalSciences CREDIT(S): 1
Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of Physics includes examination of sound, light, and magnetic and electric phenomena.

AP Physics 1 Algebra-Based **Course No/MI ID: 03155**
GRADES: 9-12 CREDIT TYPE: LifeandPhysicalSciences CREDIT(S): 1
AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound

Physical Science **Course No/MI ID: 03159**
GRADES: 9-12 CREDIT TYPE: LifeandPhysicalSciences CREDIT(S): 0.5
The physical science course is designed to prepare students for college. The course covers topics from Physics and Earth Science. It applies conceptual science with mathematical modeling and contains a significant laboratory component. It is intended for students who have demonstrated a willingness to commit considerable time to studying and completing assignments outside of class, and who have successfully completed a prior course in science during high school. The course will develop the student's ability to incorporate mathematical skills in the solution of physics problems, both through the use of textbook based activities and laboratory ones. Students will be required to draw and write, and to keep a thorough and accurate ongoing physics notebook/portfolio.

Particular Topics in Biology **Course No/MI ID: 03063**
GRADES: 9-12 CREDIT TYPE: LifeandPhysicalSciences CREDIT(S): 0.5
Particular Topics in Biology courses concentrate on a particular subtopic within the field of biology (such as botany, zoology, genetics, and so on) that is not otherwise described within this classification system.

Particular Topics in Chemistry **Course No/MI ID: 03108**
Grades: 11-12 CREDIT TYPE: LifeandPhysicalSciences CREDIT(S): 0.5
This course is designed to provide a survey of inorganic and physical chemistry. Topics studied in this course include atomic structure, covalent and ionic bonding, chemical reactions, chemical calculations, acid, base and solution chemistry, radiochemistry and chemistry of hydrocarbons. Quantitative reasoning skills are developed and used where appropriate to enhance the understanding of these concepts.

Anatomy and Physiology **Course No/MI ID: 03053**
GRADES: 9-12 CREDIT TYPE: LifeandPhysicalSciences CREDIT(S): 0.5
Usually taken after a comprehensive initial study of biology, Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals.

Astronomy **Course No/MI ID: 03004**
GRADES: 9-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**
Astronomy courses offer students the opportunity to study the solar system, stars, galaxies, and interstellar bodies. These courses usually introduce and use astronomic instruments and typically explore theories regarding the origin and evolution of the universe, space, and time.

Genetics **Course No/MI ID: 03059**
GRADES: 9-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**
Genetics courses provide students with an understanding of general concepts concerning genes, heredity, and variation of organisms. Course topics typically include chromosomes, the structure of DNA and RNA molecules, and dominant and recessive inheritance and may also include lethal alleles, epistasis and hypostasis, and polygenic inheritance.

Technological Inquiry **Course No/MI ID: 03204**
GRADES: 10-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**
Technological Inquiry courses provide students with an understanding of the use of process skills as an integral part of scientific activity and technological development. Students learn how scientific phenomena are explained, measured, predicted, organized, and communicated.

Science, Technology and Society **Course No/MI ID: 03210**
GRADES: 10-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**
Science, Technology, and Society courses encourage students to explore and understand the ways in which science and technology shape culture, values, and institutions and how such factors, in turn, shape science and technology. Topics covered may include how science and technology enter society and how they change as a result of social processes.

Forensic Science **Course No/MI ID: 99019**
GRADES: 10-12 **CREDIT TYPE: LifeandPhysicalScience** **CREDIT(S): 0.5**
Forensic Science introduces students to the application of scientific principles in criminal and civil investigations. The course explores techniques used to analyze physical evidence, including DNA, fingerprints, trace materials, and toxicology. The course involves hands-on labs and case-based learning to develop skills in observation, data analysis, and scientific reasoning while examining the role of forensics in the legal system.

Applied Biology/Chemistry **Course No/MI ID: 03203**
GRADES: 10-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**
Applied Biology/Chemistry courses integrate biology and chemistry into a unified domain of study and present the resulting body of knowledge in the context of work, home, society, and the environment, emphasizing field and laboratory activities. Topics include natural resources, water, air and other gases, nutrition, disease and wellness, plant growth and reproduction, life processes, microorganisms, synthetic materials, waste and waste management, and the community of life.

Other Electives for 11-12th as outlined in the IES National Center for Education Statistics Secondary School Course Classification System SCED found online[8].

[8] SCED: Secondary School Course Classification System: School Codes for the Exchange of Data: http://nces.ed.gov/pubs2007/2007341.pdf

Social Sciences and History Department

Per MMC Course/Credit Requirements[9], Social Sciences and History is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. This includes knowledge of the human condition, how it has changed over time, the variations that occur in different physical environments and cultural settings, and the emerging trends that appear likely to shape the future in an independent world. Civic efficacy is the readiness and willingness to assume responsibilities of citizenship, knowing how, when, and where to make informed and reasoned decisions for the public good in a pluralistic, democratic society.[10]

During the 2019-2020 school year, per the new State signed law House Bill 4493; Star International Academy will be implementing the teachings of genocides within the social studies curriculum for grades 9 to 11 with a combined total of 6 hours of this instruction.

Our constitutional democracy requires active citizens. Responsible citizenship requires students to participate actively while learning in the classroom. Instruction should provide activities that actively engage students so that they simultaneously learn about civic participation while involved in the civic life of their communities, our state, and our nation. The social Sciences and History curriculum prepares students to participate in political activities, to serve their communities, and to regulate themselves responsibly.

The Responsible Citizen:

- Uses knowledge of the past to construct meaningful understanding of our diverse cultural heritage and inform his/her civic judgments (Historical Perspective)
- Uses knowledge of spatial patterns on earth to understand processes that shape both the natural environments and the diverse societies that inhabit them (Geographic Perspective)
- Uses knowledge of American government and politics to make decisions about governing his/her community (Civic Perspective)
- Uses knowledge of the production, distribution and consumption of goods and services to make personal, career and societal decisions about the use of scarce resources (Economic Perspective)
- Knows how, when, and where to construct and express reasoned positions on public issues (Public Discourse and Decision Making)
- Acts constructively to further the public good (Citizen Involvement)

Successful post-secondary engagement requires students to have the ability of applying knowledge in new situations; solving problems by generating new ideas; making connections between what they read and discuss in class and the world around them; and through their work, developing leadership qualities while still in high school. Therefore, educators must model for and develop in students the knowledge, skills, and dispositions that will result in responsible citizenship and successful post-secondary engagement.

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[9] Michigan Merit Curriculum – Social Studies: https://www.michigan.gov/mde/-/media/Project/Websites/mde/Academic-Standards/SS_Course_Credit.pdf

[10] Michigan K-12 Standards – Social Studies: https://www.michigan.gov/mde/-/media/Project/Websites/mde/Academic-Standards/Social_Studies_Standards.pdf

Components of Social Sciences and History Proficiency include:

- Disciplinary Knowledge
- Thinking Skills
- Democratic Values
- Citizen Participation
- Leadership Skills

Genocides within the social studies curriculum for grades 9 to 11

- What is genocide?
- Provide students with the actual list of genocides that have occurred in the 20th century
- What are some of the causes for genocide?
- Can genocide be prevented?

U.S. History and Geography Things to Remember:

- Foundational Issues in U.S. History and Geography
- The Development of an Industrial, Urban and Global United States, 1870-1930
- The Great Depression and World War II, 1920-1945
- Postwar United States, 1945-1989
- America in a New Global Age, 1989 to the present

Civics Things to Remember:

- What are civic life, politics and government?
- What are the origins and foundations of the American political system?
- How does the government established by the Constitution function to embody the purposes, values and principles of American constitutional democracy?
- What is the relationship of the United States to other nations and its role in world affairs?
- What are the roles of citizens in American society?

Economics Things to Remember:

- Understand the fundamental constraints imposed by limited resources, the resulting choices people have to make, and the trade-offs they face
- Understand how economies and markets work and how people function within them
- Understand the benefits and costs of economic interaction and interdependence among people and nations
- Develop intellectual skills of economic reasoning, problem solving, decision making and analyzing real-life situations
- Develop the ability to identify, analyze, and evaluate the consequences of individual decisions and public policy
- Study the Market Economy, National Economy, International Economy and Personal Finance

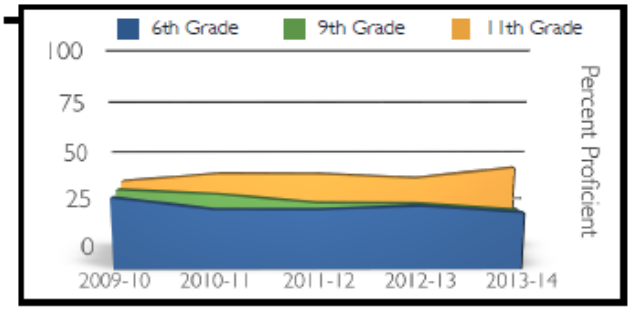
Michigan Social Studies C3 Update

A Plan for Adoption and Implementation

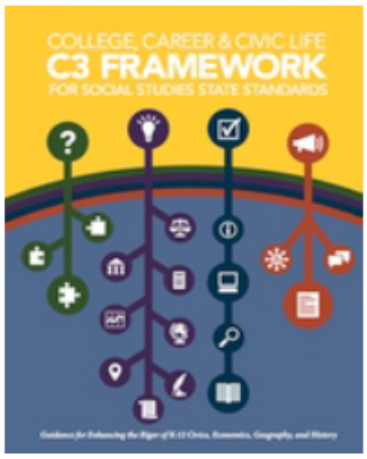
Michigan's current K-12 Social Studies Standards were written in 2006 to provide guidance for our state's K-12 social studies education as described by the Michigan Merit Curriculum. The C3 Framework, which promotes career, college, and civic readiness, and specifically addresses geography, history, economics, and civics, was released in 2013. Michigan was a lead developer in this framework, which guides states in updating content standards in these topics.

Student Proficiency in Social Studies

Michigan students continue to struggle in social studies, and lag behind many states in student achievement in this topic, with less than half of our students being proficient in social studies. There are a variety of possible reasons for this, including poor preparation of educators, the lack of appropriate resources and time for instruction, a lack of focus on higher-order thinking skills, and an overly complex set of standards.



As a result of this and other feedback from educators, Michigan's social studies communities came together this past year to update the standards, with the mantra of "fewer, clearer, higher." The goal was to reduce and clarify the standards and introduce a framework for inquiry and questioning that focuses on higher order thinking skills. The group also focused on incorporating civil rights considerations and perspectives, and aligning the standards to the C3 Framework.



The Arc of Inquiry

The organizing structure for the social studies framework, the "Arc of Inquiry," guides the instructional process, and is at the heart of the learning experience. It involves:

- Developing Questions and Planning Inquiries
- Applying Disciplinary Concepts and Tools
- Evaluating Sources and Using Evidence
- Communicating Conclusions and Taking Informed Action

This organizer supports social studies instruction at all levels, whether students are exploring questions around 21st century global economies or participating in an archeological "dig" (at right) to discover how people lived in Michigan over 700 years ago.

The State Board of Education is beginning to review the new standards now, and will be considering adoption later this year. For more information about this update, contact Gregg Dionne (dionneg@michigan.gov).

U.S. History-Comprehensive **Course No/MI ID: 04101**
GRADES: 9 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 1**
U.S. History-Comprehensive course provide students with an overview of the history of the United States, examining time periods from discovery or colonialism through World War II or after. These courses typically include a historical overview of political, military, scientific, and social developments. Course content may include a history of the North American peoples before European settlement.

Civics **Course No/MI ID: 04161**
GRADES: 10 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 0.5**
Civics courses examine the general structure and functions of American systems of government, the roles and responsibilities of citizens to participate in the political process, and the relationship of the individual to the law and legal system. These courses do not typically delve into the same degree of detail on constitutional principles or the role of political parties and interest groups as do comprehensive courses in U.S. Government.

Economics **Course No/MI ID: 04201**
GRADES: 10 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 0.5**
Economics courses provide students with an overview of economics with primary emphasis on the principles of microeconomics and the U.S. economic system. These courses may also cover topics like principles of macroeconomics, international economics, and comparative economics. Economic principles may be presented in formal theoretical contexts, applied contexts, or both.

World History & Geography **Course No/MI ID: 04051**
GRADES: 11 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 1**
In addition to covering the objectives of World History-Overview courses, World History and Geography courses provide an overview of world geography. These courses are often developed in response to increased national concern regarding the importance of geography, and they explore geographical concepts.

Global Geography **Course No/MI ID04049**
GRADES: 9-12 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 0.5**
This course will examine the world around us. Students will learn and explain how we as people live and learn from it, what condition it is in, and what impact we can and could have on the environment.

Anthropology **Course No/MI ID: 04251**
GRADES: 9-12 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 0.5**
The Anthropology course introduces students to the study of human evolution with regard to the origin, distribution, physical attributes, environment, and culture of human beings. The course provides an overview of anthropology, that includes but is not limited to physical and cultural anthropology.

World Area Studies **Course No/MI ID: 04061**
GRADES: 10-12 CREDIT TYPE: SocialSciencesandHistory CREDIT(S): 0.5
World Area Studies courses examine the history, politics, economics, society, and/or culture of one or more regions of the world, such as Africa, Latin America, the former Soviet Union, Far East Asia, and the Middle East. These courses may focus primarily on the history of a particular region or may take an interdisciplinary approach to the contemporary issues affecting the region. Furthermore, these courses may emphasize one particular country (other than the United States), rather than emphasizing a region or continent.

Contemporary World Issues **Course No/MI ID: 04064**
GRADES: 10-12 CREDIT TYPE: SocialSciencesandHistory CREDIT(S): 0.5
Contemporary World Issues courses enable students to study political, economic, and social issues facing the world. These courses may focus on current issues, examine selected issues throughout the 20th century, and look at historical causes or possible solutions.

European History **Course No/MI ID: 03207**
GRADES: 11-12 CREDIT TYPE: SocialSciencesandHistory CREDIT(S): 1.0
Medieval European History courses provide a survey of European civilization from the fall of Rome through the late Middle Ages. The course also gets into modern European history and examines a small component of the development of political, social, and economic movements in Europe over the past few centuries (from the Renaissance period, or later, to the contemporary period) and usually include such topics as the rise of the modern nation state, scientific and industrial revolutions, the age of exploration and nationalism, imperialism, and world war.

AP World History-Modern **Course No/MI ID: 04057**
GRADES: 10-12 CREDIT TYPE: SocialSciencesandHistory CREDIT(S): 1
Following the College Board's suggested curriculum designed to parallel college-level World History courses, AP World History courses examine world history from 1200 CE to the present with the aim of helping students develop a greater understanding of the evolution of global processes and contracts and how different human societies have interacted. These courses highlight the nature of changes in an international context and explore their causes and continuity.

AP U.S. History **Course No/MI ID: 04104**
GRADES: 11-12 CREDIT TYPE: SocialSciencesandHistory CREDIT(S): 1
AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

AP U.S. Government and Politics **Course No/MI ID: 04157**
GRADES: 10-12 CREDIT TYPE: SocialSciencesandHistory CREDIT(S): 1
AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that

characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Students will also engage in skill development that requires them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project

AP Psychology **Course No/MI ID: 04256**
GRADES: 10-12 CREDIT TYPE: SocialSciencesandHistory CREDIT(S): 1
Following the College Board's suggested curriculum designed to parallel a college-level psychology course, AP Psychology courses introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals, expose students to each major subfield within psychology, and enable students to examine the methods that psychologists use in their science and practice.

Contemporary U.S. Issues **Course No/MI ID: 04106**
GRADES: 9-12 CREDIT TYPE: SocialSciencesandHistory CREDIT(S): 0.5
Contemporary U.S. Issues courses study the political, economic, and social issues facing the United States, with or without an emphasis on state and local issues. These courses may focus on current issues or may examine selected issues that span throughout the 20th century to the present.

Political Science **Course No/MI ID: 04153**
GRADES: 9-12 CREDIT TYPE: SocialSciencesandHistory CREDIT(S): 0.5
Political Science courses approach the study of politics from a theoretical perspective, including an examination of the role of government and the nature of political behavior, political power, and political action.

Comparative Government **Course No/MI ID: 04154**
GRADES: 9-12 CREDIT TYPE: SocialSciencesandHistory CREDIT(S): 0.5
Comparative Government courses study the basic tenets of government, searching for the differences and similarities among several forms of government. These courses take a comparative approach to the study of government and politics, focusing on how the United States compares with other nations.

Legal System **Course No/MI ID: 04165**
GRADES: 9-12 CREDIT TYPE: SocialSciencesandHistory CREDIT(S): 0.5
Legal System courses examine the workings of the U.S. criminal and civil justice systems, including providing an understanding of civil and criminal law and the legal process, the structure and procedures of courts, and the role of various legal or judicial agencies. Although these courses emphasize the legal process, they may also cover the history and foundation of U.S. law (the Constitution, statutes, and precedents). Course content may also include contemporary problems in the criminal justice system.

History – IS **Course No/MI ID: 04147**
GRADES: 10-12 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 0.5**
This course will be inquiry-based, with students conducting research and investigating issues and topics that relate to our modern world. Students will also practice real–life 21st Century skills such as collaboration, verbal and written communication and creativity. Students will compose an extended essay on a historical topic of their choosing. They will be guided through the research and writing process, building their work throughout the school year. The culmination of this work will be a capstone essay and presentation to peers.

Law Studies **Course No/MI ID: 04162**
GRADES: 9-12 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 0.5**
This course allows students to examine and study the development, structure and nature of the American legal system, and will also examine various current and major legal issues within the American legal system. Included in this effort will be extensive study and examination of the Constitution of the United States and its continuous interpretation. This course will also allow students to compare varying forms of legal systems on a global scale. Emphasis will be placed on the interaction between the American political and legal systems. The course will most likely cover the following topics: foundations of American law, trial procedures/mock trial, case studies.

Social Science – IS **Course No/MI ID: 04260**
GRADES: 10-12 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 0.5**
Social Science – Independent Studies (IS) allows students to compose an extended essay on a social science topic of their choosing. Students will be guided through the research and writing process, building their work throughout the school year. The culmination of this work will be a capstone essay and presentation to peers. The teacher will guide students through the following processes: selecting a topic, creating a thesis, gathering resources, citing resources, drafting, outlining, compiling information/writing skills, revising/peer editing, presentation of topic.

US and World Affairs **Course No/MI ID: 04156**
GRADES: 9-12 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 0.5**
This course will address issues affecting our lives as Americans and global citizens in our modern world - primarily based on major events and trends occurring and unfolding during the length of the school year. The course will generally cover the following topics: historical roots of modern international relations and diplomacy, current economic trends, international relations, current conflicts, and other events that will arise during the length of the course.

Other Electives for 11-12th as outlined in the IES National Center for Education Statistics Secondary School Course Classification System SCED found online[11]:

- Anthropology
- Comparative Economics
- Comparative Government
- Consumer Law
- International Relations
- Legal System
- Modern Intellectual History
- Particular Topics Courses
- Philosophy
- Principles of Democracy
- Sociology
- U.S. Ethnic Studies
- Western Civilization
- World Area Studies
- World People Studies

[11] SCED: Secondary School Course Classification System: School Codes for the Exchange of Data: http://nces.ed.gov/pubs2007/2007341.pdf

Foreign Language and Literature Department

Michigan students, like students throughout the United States, are living in and contributing to an increasingly diverse society and interdependent community of nations in the 21st century. To realize their personal, social and long-term career goals, individuals need to be able to communicate with others skillfully, appropriately, and effectively. The challenge of contemporary education is to prepare all students for life in this new world. Because language and communication are at the heart of the human experience, the United States must equip students linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative addition to our students' learning experience envisions a future in which all students develop and maintain proficiency in English and in at least one other language. Michigan has set up its standards to cover five major areas of learning:

- Communication – communicate in languages other than English
- Cultures – gain knowledge and understanding of other cultures
- Connections – connect with other disciplines and acquire information
- Comparisons – develop insight into the nature of language and culture
- Communities – participate in multilingual communities at home and around the world

The proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL) describe language proficiency in terms of five levels: Novice, Intermediate, Advanced, Superior and Distinguished. At the Novice, Intermediate, and Advanced levels, proficiency is further defined as low, mid, or high. MMC requirements expect students to reach proficiency of Novice High Level which typically requires more than two credits of study. This is why we offer Arabic language for students from Kindergarten through 12th grade as students will need the opportunity to attain high levels of proficiency for meeting MMC and IB MYP program requirements. This will also set students up to be able to demonstrate proficiency and earn High School credit through K-8th experiences effective for the class of 2020 as studies show you can reach the level of Novice mid by studying in grades K-4. Students are also offered the opportunity to study French or other languages through electives upon completion of their Arabic Language requirements.

Our Foreign Language and Literature courses are set up so that students progress from one level to another and are able to enroll in higher levels at a grade level based on their proficiency. Courses are scheduled at the school level based on need and levels of experience of students and classes. While credit requirements are at 2.00 credits, some students may need additional credit to meet the requirement of attaining mastery at the Novice High Level.

Students may fulfill the language requirements for Arabic by demonstrating proficiency at the Novice High level in speaking and writing (productive skills) and in listening and reading (interpretive skills) based on years of experience per Principal and Assistant Superintendent approval.

The assessment process can be a powerful tool when students are actively involved in the process. Involvement allows students to take ownership of their learning and builds confidence in their ability over time. Reliable formative and summative assessments provide teachers with

information they need to make informed instructional decisions and be more responsive to students' needs. Both assessment of learning and assessment for learning are essential and share common elements. World languages assessments will:

- Align with learning goals and instruction;
- Incorporate performance-based assessments that have application beyond the classroom;
- Vary in type and format;
- Use criteria scoring tools such as rubrics or exemplars;
- Demonstrate the acquisition of important language skills and cultural knowledge;
- Cause students to use critical thinking skills;
- Meet the needs of diverse learners;
- Provide opportunities for students to reflect on their own learning and progress through timely feedback.

MICHIGAN SEAL OF BILITERACY

The **Michigan Seal of Biliteracy**[12] has been created to recognize high school graduates who exhibit language proficiency in English and at least one additional world language. The **Seal** will provide employers with a way to identify individuals with strong language and biliteracy skills. The Seal may be awarded to any student receiving a high school diploma, a high school certificate of completion, or a high school equivalency certificate, AND who has demonstrated Intermediate High proficiency on acceptable world language assessments and met the English Language Arts requirements for graduation.

The Seal was created to encourage students to learn world languages and/or maintain their native and heritage languages. It also provides employers with a way to identify individuals with strong language and biliteracy skills, and serves as an additional tool for colleges and universities to recognize applicants' language abilities for admission and placement.

Official Seal resources can be obtained at the Michigan Department of Education (MDE) Seal of Biliteracy website.

Arabic I **Course No/MI ID: 06721**
GRADES: 9-12 CREDIT TYPE: ForeignLanguageandLiterature CREDIT(S): 1.0
The courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Arabic language and students' knowledge of Arabic-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and vocal tones so that students have an understanding of the language and its rules. The course will focus on the Arabic spoken and written language by having students involved in discussions about different topics, sharing information, written composition skills, grammar and reading comprehension skills.

Arabic II **Course No/MI ID: 06722**
GRADES: 10-12 CREDIT TYPE: ForeignLanguageandLiterature CREDIT(S): 1.0
This course will focus on the Arabic spoken and written language by having students involved in discussions about different topics, sharing information, written composition skills, grammar and

[12] Michigan Seal of Biliteracy: https://www.michigan.gov/mde/services/flexible-learning/michigan-seal-of-biliteracy

reading comprehension skills. Arabic courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Arabic language and students' knowledge of Arabic-speaking cultures. The courses advance students' knowledge and ability to express themselves beyond basic communication and to understand others, either in a written or verbal format, to enable students to express more complex concepts, in different tenses with more ease.

Arabic III **Course No/MI ID: 06723**
GRADES: 11-12 CREDIT TYPE: ForeignLanguageandLiterature CREDIT(S): 1.0
Students continue to develop their reading, writing, speaking, and listening skills in Arabic, expand their vocabulary, and deepen their knowledge of pronunciation and grammatical principles in order to comprehend and express essential ideas in both spoken and written Arabic.

Arabic IV **Course No/MI ID: 06724**
GRADES: 11-12 CREDIT TYPE: ForeignLanguageandLiterature CREDIT(S): 1.0
Students continue to develop their reading, writing, speaking, and listening skills in Arabic, expand their vocabulary, and deepen their knowledge of pronunciation and grammatical principles in order to comprehend and express essential ideas in both spoken and written Arabic.

Arabic Conversation & Culture **Course No/MI ID: 06728**
GRADES: 10-12 CREDIT TYPE: ForeignLanguageandLiterature CREDIT(S): 1
Arabic Conversation and Culture courses provide students with an introduction to the Arabic language and the culture(s) of Arabic-speaking people, placing greater emphasis on speaking and listening skills while de-emphasizing writing and reading the language.

Arabic Literature Drama **Course No/MI ID: 06729**
GRADES: 10-12 CREDIT TYPE: ForeignLanguageandLiterature CREDIT(S): 0.5
The course will explore the meaning of drama and compare classical and modern Arab dramas. Students will explore the different genres of drama (Comedy, Heroic, Tragedy, etc.) and reflect on everyday society through a variety of mediums. Plays, puppet shows, traditional dances and music will be explored through the duration of the course, allowing students to express themselves and discover their personal talents. Delving into historical folklore and family traditions allows students to understand and analyze a rich tapestry of Arab drama that includes theatrical storytelling, playwriting, and expressive song and dance. The course will encourage students to have an appreciation for the cultural significance of Arab drama and partake in collaborative performances and personal experiential ones that strengthen student's ability of drama activities.

Arabic Literature Poetry **Course No/MI ID: 067291**
GRADES: 10-12 CREDIT TYPE: ForeignLanguageandLiterature CREDIT(S): 0.5
The course will explore the meaning of poetry and compare classical and modern Arabic poetry. Students will explore the different types of poems (Lyric, Epic, Free Verse, etc.) and understand the structure and grammatical rules that define the poems. Analyzing and critiquing the different forms of poetry will be an essential component of the course; students will develop the ability to determine the theme, purpose and meaning of the poetry through their analytical skills. The course will encourage students to develop their poetry writing skills and express their personal feelings through poetry. Poetry competitions will be an experiential experience for students to strengthen their skills and techniques and participate in a poetic performance.

Academic Enrichment, Tutorial, and Miscellaneous Courses

Academic Enrichment courses are based on student individual targeted needs and are focused on remediation. These courses are also supplemental courses to provide make-up credit for areas where students need additional time to master curriculum content expectations. Courses are available for 9^{th}–12^{th} grade students for core subjects and are scheduled in place of electives as needed and determined by school counselor(s) and/or principal. Students are also scheduled for caseload roster sections to allow tutorial staff to track progress in supplemental services provided for our *before, during, and after school* tutorial programs.

Introduction to Business **Course No/MI ID: 12051**
GRADES: 9-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 0.5**
Introductory Business courses survey an array of topics and concepts related to the field of business. These courses introduce business concepts such as banking and finance, the role of government in business, consumerism, credit, investment, and management. They usually provide a brief overview of the American economic system and corporate organization. Introductory Business courses may also expose students to the varied opportunities in secretarial, accounting, management, and related fields.

Marketing Education **Course No/MI ID: 12199**
GRADES: 9-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 0.5**
Principles of Marketing courses offer students insight into the processes affecting the flow of goods and services from the producer to the consumer. Course content ranges considerably as general marketing principles such as purchasing, distribution, and sales are covered; however, a major emphasis is often placed on kinds of markets; market identification; product planning, packaging, and pricing; and business management.

Math Remediation **Course No/MI ID: 02049**
GRADES: 9-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 0.5**
This course is designed to support students through individualized, needs-based instruction in mathematics. Instruction emphasizes targeted intervention and skill development to help students address learning gaps and achieve proficiency in required curriculum standards.

Particular Topics in Recreation, Amusement, and Attractions **Course No/MI ID: 16203**
GRADES: 11-12 **CREDIT TYPE: AcademicEnrichment** **CREDIT(S): 0.5**
These courses examine specific topics in recreation, amusement, and attractions such as local opportunities rather than provide a general study of the industry.

Tutorial – Checklist **Course No/MI ID: 72999c**
GRADES: 9-12 **CREDIT TYPE: AcademicEnrichment** **CREDIT(S): 0**
Miscellaneous - Checklists Courses allow teachers to communicate electronically with parents and students on their approaches to learning skills related to student learning and submission of required forms and checklist items.

Tutorial - Team Teaching **Course No/MI ID: 22005a**
GRADES: 9-12 **CREDIT TYPE: AcademicEnrichment** **CREDIT(S): 0**
Tutorial courses provide the assistance students need to successfully complete their coursework. Students may receive help in one or several subjects.

Tutorial - During School **Course No/MI ID: 22005b**
GRADES: 9-12 **CREDIT TYPE: AcademicEnrichment** **CREDIT(S): 0**
Tutorial courses provide the assistance students need to successfully complete their coursework. Students may receive help in one or several subjects.

Tutorial - After School **Course No/MI ID: 22005c**
GRADES: 9-12 **CREDIT TYPE: AcademicEnrichment** **CREDIT(S): 0**
Tutorial courses provide the assistance students need to successfully complete their coursework. Students may receive help in one or several subjects.

Tutorial - Before School **Course No/MI ID: 22005d**
GRADES: 9-12 **CREDIT TYPE: AcademicEnrichment** **CREDIT(S): 0**
Tutorial courses provide the assistance students need to successfully complete their coursework. Students may receive help in one or several subjects.

Tutorial - Support Services **Course No/MI ID: 22005e**
GRADES: 9-12 **CREDIT TYPE: AcademicEnrichment** **CREDIT(S): 0**
Tutorial courses provide the assistance students need to successfully complete their coursework. Students may receive help in one or several subjects.

Tutorial - Summer School **Course No/MI ID: 22005f**
GRADES: 9-12 **CREDIT TYPE: AcademicEnrichment** **CREDIT(S): 0**
Tutorial courses provide the assistance students need to successfully complete their coursework. Students may receive help in one or several subjects.

Study Hall **Course No/MI ID: 22006**
GRADES: 10-12 **CREDIT TYPE: AcademicEnrichment** **CREDIT(S): 0.5**
Study Hall courses provide students with the opportunity and time to complete classroom assignments or school projects. Students typically work on their own, without the help of a tutor; however, they are supervised and usually remain in the classroom.

Seminar **Course No/MI ID: 22106**
GRADES: 11-12 **CREDIT TYPE: AcademicEnrichment** **CREDIT(S): 0.5**
Seminar courses vary widely, but typically offer a small peer group the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigatory skills, presentation skills, interpersonal skills, group process skills, and problem-solving and critical thinking skills. Seminars aimed at juniors and seniors often include a college and career exploration and planning component.

APPENDIX

HIGH SCHOOL FORMS

Star International Academy
24425 Hass St – Dearborn Heights, MI 48127
Tel: (313) 724-8990 – Fax: (313) 724-8994

Community Service Time Sheet

(*Volunteer Experience Only*)

Student's Name: _____ **Grade:**_____

Date	Time In	Time Out	Total Time	Volunteer Site	Type of Work Performed/Activities

Supervisor's Name (Please Print): _____

Supervisor's Signature: _____

Supervisor's Phone Number: _____

Student's Signature: _____

SIA Counselor's Signature: _____

In order for this to be counted toward graduation, all THREE signatures are needed. Once you have reached the **REQUIRED 50 hours**, you must complete a **ONE PAGE TYPED JOURNAL** describing your experience.

Please return this form to the Counselors at Star International Academy

ACADEMY:

☐ **Star International Academy**
☐ **Universal Academy**
☐ **Universal Learning Academy**

TRAINING PLAN FOR WORK-BASED LEARNING

Type of Placement (check one)

- ☐ NON-CTE PROGRAMS [REGULAR]
- ☐ SPECIAL EDUCATION TRANSITION PROGRAMS
- ☐ CAREER AND TECHNICAL EDUCATION (CTE) PROGRAM Name of Related State-Approved CTE Program: ____ Program Serial Number (PSN) of Related State-Approved CTE Program:____

Student/Learner Information (*Note: This training plan MUST be attached to the student's trainingagreement. When attached, only one set of signatures is necessary.)*

Student Last Name: _____ First Name: _____ Middle Initial: ___

District:	School Year:
Building:	Date:
*EDP Relates to Placement: ☐	*Placement Relates to Academic Program: ☐ (Non-CTE Regular Education Placement Only)

*Not Required for Special Education Transitions Students

Performance Elements (Specific Job Skills To Be Learned)

Note: For state-approved career and technical education programs, the training plan MUST BE developed from the related CTE standards and competencies as posted at the following link: MDE - CTE Instructional Resources, by Career Cluster (michigan.gov): https://www.michigan.gov/mde/0,4615,7-140-2629-540254--,00.html **Select the related Federal Cluster and then select the specific CTE program.**

For Non-CTE Work-Based Learning, CTE standards may be used as listed above or other performance elements as deemed appropriate by the local district. Another site to consider for developing Non-CTE

If this is an unpaid work-based learning experience, specific, unduplicated skills that the pupil will be learning need to be listed for each 45 hours of placement. Note: Different training experiences can occur at one location. In these instances, the training plan must clearly delineate a separate set of skills every 45 hours (no duplication of tasks).

Work-Based Learning performance elements is as follows: http://online.onetcenter.org/

Following are the performance elements/job skills that contribute to the pupil's progress toward a careerobjective (attach additional pages as necessary). These performance elements/job skills will be used to assess/evaluate the pupil's progress.

(CTE EXAMPLE):

4	3	2	1	N		Not exposed to task, 1 = Exposed to task, 2 = Accomplishes task with help.
						3 = Accomplishes task to criterion, 4 = Exceeds criteria and/or able to teach task

4	3	2	1	N	I	ACADEMIC FOUNDATIONS
					1	*Demonstrate language arts knowledge and skills required to pursue the full range ofpost-secondary education and career opportunities.*
					1.1	Demonstrate use of the concepts, strategies, and systems for obtaining and conveyingideas and information to enhance communication in the workplace.
					1.2	Use correct grammar, punctuation and terminology to write and edit documents.

(NON-CTE EXAMPLE):

4	3	2	1	N		Not exposed to task, 1 = Exposed to task, 2 = Accomplishes task with help.
						3 = Accomplishes task to criterion, 4 = Exceeds criteria and/or able to teach task

4	3	2	1	N		
						Receive payment by cash, check, credit cards, vouchers, or automatic debits.
						Issue receipts, refunds, credits, or change due to customers.
						Assist customers by providing information and resolving their complaints.
						Establish or identify prices of goods, services or admission, and tabulate billsusing calculators, cash registers, or optical price scanners.
						Greet customers entering establishments.
						Answer customers' questions, and provide information on procedures orpolicies.
						Sell tickets and other items to customers.

ACADEMY:

☐ **Star International Academy**
☐ **Universal Academy**
☐ **Universal Learning Academy**

School Year: _____

WORK-BASED LEARNING TRAINING AGREEMENT:
Non-CTE PROGRAM/Special Education Transitions Program

Student/Learner Information

Last Name: _____ First Name: _____ Middle Initial: _____ Grade: _____

Home Address: _____

Telephone Number(s): _____

Birth Date:_____ Emergency Contact Information: _____

School District Information

School District Name: _____

School Address: _____

Vocationally Certificated Teacher/Coordinator: _____

Telephone Number(s): _____

Employer Information

Name of Business: _____

Address:_____

Supervisor: _____

Telephone Number(s): _____

Worker's Disability Carrier: _____ Liability Insurance Carrier: _____

Policy Number: _____Policy Number: _____

Placement Information

Type of Placement (check one):

- ☐ Paid
- ☐ Unpaid [If this is an unpaid work-based learning experience, specific, unduplicated skills that the pupil will be learning need to be listed on the training plan for each 45 hours of placement.]

Job Title: _____

Date Placement Begins:_____ Date Placement Ends: _____

Date of Safety Training that has been provided by the school or the employer: _____

Hours to be worked (cannot exceed 24 hours per week when school is in session for students ages 16 & 17):

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Earliest							
Latest							

Total Classes/Hours Per Day:_____Total WBL Hours Per Day:_____ Starting Wage (if paid): _____

☐ Student is eligible to receive credit.

Dates of Site Visits (Must minimally be conducted every nine weeks after the initial visit.)

Date:_____Initials:_____Date:_____Initials:_____Date:_____Initials: _____

Date:_____Initials:_____Date:_____Initials:_____Date:_____Initials: _____

Date:_____Initials:_____Date:_____Initials:_____Date:_____Initials:_____

[Note: Site visits must be conducted and documented; however, it is not a mandated training agreement component]

Training Plan

IN ORDER FOR THIS TRAINING AGREEMENT TO BE VALID, A RELATED TRAINING PLAN FORTHE PUPIL BEING PLACED MUST BE ATTACHED OUTLINING THE SPECIFIC PERFORMANCE ELEMENTS/JOB SKILLS THAT THE STUDENT WILL BE LEARNING. For Non-CTE Work-Based Learning, CTE Standard Performance Elements may be used (www.ctenavigator.org) or otherperformance elements as deemed appropriate by the local district. A site to consider for developing Non-CTE Work-Based Learning performance elements is as follows: http://online.onetcenter.org/.

Student Responsibilities [Local district determines these responsibilities]

1. Transportation to and from the training site, for the duration of the placement, is the student'sresponsibility.
2. The trainee must maintain a passing grade in the related course to pass the work experience andremain in the program.
3. Any student who will be tardy or absent from the scheduled work time must notify their employer.
4. Any student who skips school, will have the work based learning placement reviewed and may beremoved from the program.
5. Should any problems arise at work or school that may affect the student's placement, the studentshould notify the coordinator immediately.
6. Students are required to obtain permission from the designated vocationally certified teacher/coordinator before quitting any work-based learning placement.
7. Students are required to complete weekly work hour reports to the coordinator. Failure to completethese required hour reports will result in the student failing the work experience.
8. Students will adhere to all safety requirements specific to this placement as identified by MI-OHSAand their supervisor.
9. Students who are absent from school are not permitted to work that day at their placement and mustnotify the employer.

School Responsibilities [Local district determines these responsibilities]

1. The placement relates to the student's career/education goals as outlined in their educationdevelopment plan (EDP).

2. The vocationally certificated teacher/coordinator makes at least one visit, every nine weeks, to thein-district placement training site.
3. Student is regularly supervised by certified staff and provided instruction in areas of skillattainment and work safety.
4. High school completion credit will be granted upon successful completion of the placement.
5. Daily attendance is recorded.
6. The program must not violate the Fair Labor Standards Act, the Youth Employment Standards Act and any other federal, state and local laws and regulations, including those that prohibit discrimination against any applicant or employee because of race, color, religion, national origin orancestry, age, gender, height, weight, marital status or disability.

Employer Responsibilities [Local district determines these responsibilities]

1. The employer will provide the trainee with the broadest occupational experience in keeping withthe job duties listed in the training plan and provide specific instruction on the use of any equipment or materials related to job duties. Documentation of this instruction should be maintained in the trainee's employment file.
2. The employer will ensure the student learner's employment activity is supervised by an experienced and qualified person (work-based mentor), and will complete trainee performanceevaluations and verify attendance as required.
3. A written evaluation of student performance will be completed based on the performanceelements/job skills listed on the attached training plan.
4. The employer will provide a training site that is free of obvious hazards that could cause potentialinjury or harm to the student.

The signature of the employer below certifies that the employment of the student learner will conform to all federal, state and local laws and regulations, including those that prohibit discrimination against any applicantor employee because of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability.

Student Signature Date

Parent or Legal Guardian Signature Date

Vocationally Certificated Teacher/Coordinator Signature Date

Principal or Designee Signature Date

Employer Signature Date

NOTICE OF NONDISCRIMINATION: It is the policy of the_____School District not to discriminate on the basis of race, color, national origin, gender, age, disability, height, weight or marital status in its programs,services or activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Administrative Assistant, 222 Education Avenue,_____, MI 48888, 313-555-8888. Upon request to the school district superintendent, the district shall make reasonableaccommodations for a person with disabilities to be able to participate in this program.

Required Attachment: Training Plan

KEYSTONE
Credit Recovery
A Division of The Keystone School

ENROLLMENT FORM

keystonecreditrecovery.com **E** info@keystoneschoolonline.com **P** 800.255.4937 **F** 570.784.2129

SCHOOL INFORMATION Complete this form in full and send with payment to Keystone Credit Recovery, 920 Central Rd., Bloomsburg, PA 17815, or e-mail to **Info@keystoneschoolonline.com**, or e-fax (credit card payments only) to 570.784.2129. You may also complete this form online at **keystoneschoolonline.com/credit-recovery/getting-started**

School Name

School Official's Name

School Address

Title

Keystone recommends seeking school official pre-approval. Refunds will not be given due to school non-acceptance.

City/State/Zip

SPECIAL INSTRUCTIONS:

Phone Fax

E-mail Address

COURSE SELECTION

ONLINE

Part A or B: $116 | 4 weeks min/8 weeks max
Both Parts A and B: $155 | 8 weeks min/16 weeks max

COURSE	GRADE				PART
English	9	10	11	12	A | B | Both
Mathematics (General)			11	12	A | B | Both
Algebra 1	9	10	11	12	A | B | Both
Algebra 2		10	11	12	A | B | Both
Geometry		10	11	12	A | B | Both
Biology		10	11	12	A | B | Both
Chemistry		10	11	12	A | B | Both
Earth Science	9	10	11	12	A | B | Both
Physical Science	9	10			A | B | Both
U.S./American History	9	10	11	12	A | B | Both
World History	9	10	11	12	A | B | Both
Geography	9	10	11	12	A | B | Both
American Government	9	10	11	12	A Only
Economics	9	10	11	12	A Only
Health	9	10	11	12	A Only
Physical Education	9	10	11	12	Part A Only
Spanish 1	9	10	11	12	A | B | Both

CORRESPONDENCE

$116/course | 4 weeks min/8 weeks max
For faster shipping and foreign rates, call 800.255.4937

COURSE							
English	6	7	8	9	10	11	12
Mathematics (General)	6	7	8	9	10	11	12
Algebra 1				9	10	11	12
Algebra 2					10	11	12
Geometry					10	11	12
Biology					10	11	12
Chemistry						11	12
Earth Science		7	8	9	10	11	12
Life Science		7	8	9	10	11	12
Physical Science			8	9			
American Cultures		7	8				
World Cultures		7	8				
U.S./American History					10	11	12
World History					10	11	12
Geography (U.S.)		7	8	9			
Social Studies (Civics)				9	10	11	12
American Government				9	10	11	12
Health				9	10	11	12
Physical Education	6	7	8	9	10	11	12

Enter course selection(s) below.

COURSE	GRADE	Part A	Part B	Part BOTH	ONLINE Part A or B: $116; both parts: $155	CORRESPONDENCE $116 per course	PRICE
							$
							$
							$
				TOTAL PAYMENT DUE –		$	

STUDENT/PARENT Form must be completed in full, signed, and dated by a parent/guardian. Please keep a copy of this form for your records.

Student Name First/Last

Parent Name First/Last

Mailing Address

City/State/Zip

Phone E-mail (required for students in online courses)

Student Signature Date

Parent/Guardian Signature (required) Date

Signature verifies that student has previously failed the selected course(s) or is working to improve grade, and also confirms understanding that no original credit will be granted for credit recovery courses. Impact of course grade on student's transcript is at the discretion of his or her primary school.

Parent/Guardian E-mail (required)

Method of Payment:

Total Payment Enclosed $ _____

☐ Certified Check or Money Order

☐ Personal Check ($20 service charge on all returned checks)

☐ Credit Card (select one)

Credit card payment: Provide details below and e-fax form or e-mail and attach form.

Card Number

Card Security Code Expiration Date (month/year)

Card Holder Name (type out)

Card Holder Signature (required)

A complete refund less a $20 cancellation fee is issued if a student cancels (unenrolls) within 10 days from his/her date of enrollment. Shipping and handling are nonrefundable. Enrollment forms may be duplicated.

Dual Enrollment/Work-Based Learning Student Permission Slip

Name: _____ Grade: _____

Your student is participating in a dual enrollment (DE) and/or work-based learning (WBL) program, which allows for taking college courses or employment during school hours. For your student to participate, your consent and acknowledgement of the conditions stated below are required.

Leaving School Premises:

- Students who are scheduled for DE or WBL between 1st and 5th period **MAY NOT** leave the building and will be asked to report to the library and/or a designated area to continue their studies.
- Students who are scheduled for DE or WBL consecutively during 5th and 6th period or for only 6th period **MAY** leave the school building to attend their DE college or job.

No Re-Entry to School Building:

- Once students leave the school building for DE or WBL, they are not permitted to re-enter during school hours for any reason. If the student completes their DE class or WBL and school hours are still in progress, they must remain off school premises until the end of the school day.
- Students who participate in afterschool programs/activities may come back to the school building upon completion of the school day at 3:15 PM on Monday-Thursday and 1:00 PM on Fridays.

Terms and Conditions

- The student is responsible for their own transportation.
- The student may not re-enter the building until after the school day has ended.
- The school is not liable for the students' actions once they have left school property.
- This permission is valid for the current academic year (2026-27).
- If the student is not allowed to leave the building, they must report to the assigned designated area per the principal. Students may also be assigned community service.

Acknowledgement

I have read and understand the above terms and conditions. I give permission for my child to leave the school building during their dual enrollment hour as specified.

Parent/Guardian Signature: _____ **Date**: _____

Student Signature: _____ **Date**: _____

Please return this signed form to your school counselor. If you have any questions or concerns, feel free to contact the school's Main office at (313) 724-8990 or your counselor via email. Thank you for your cooperation.

MMC and Graduation Requirement Template

GRADUATION REQUIREMENTS				
GRADE LEVEL		COURSE	EARNED	NOT EARNED
ENGLISH LANGUAGE ART (4 credits)				
ELA	9th Grade	ELA I		
	10th Grade	ELA II		
	11th Grade	ELA III		
	12th Grade	ELA IV		
MATHEMATICS (4 credits)				
Math	9th Grade	Algebra I		
	10th Grade	Geometry		
	11th Grade	Algebra II		
	12th Grade	4th Year Math Options: Business Math, Pre-Calculus, AP Calculus, College Algebra		
SCIENCE (3 credits)				
Science	9th Grade	Biology		
	10th Grade	Chemistry		
	11th Grade	Physics		
	**Anything else is an elective*			
SOCIAL STUDIES (3 credits)				
Social Studies	9th Grade	U.S History		
	10th Grade	Civics		
	10th Grade	Economics		
	11th Grade	World History		
	** Anything else is an elective*			
WORLD LANGUAGE (2 credits)				
World Language (Arabic)	9-12th Grade	Foreign language: *Formal coursework in grades K-12 (2 credits) or for coursework (1 credit) and additional visual/performing arts credit (1 credit)		
VISUAL PERFORMING ARTS (1 credit)				
Art	9-12th Grade	Art and/or Music		
PHYSICAL EDUCATION (1 credit)				
PE	9-12th Grades	PE/Health		
	9-12th Grades	* Or - PE/Health (0.5 semester) and play a sport for one season		
PERSONAL FINANCE (0.5 credit)				
Personal Finance	9-12th Grades	Personal Finance course (0.5 credit) (Beginning with pupils entering grade 8 in 2023)		
ELECTIVES (6 credits)				
Electives	9-12th Grades	***Any offered elective course of interest per student educational development plan (EDP)*		
(50) HOURS COMMUNITY SERVICE HOURS				

SECTION D

CURRICULUM

CURRICULUM
TO BE UPLOADED SEPARATELY

SECTION E

METHODS OF PUPIL ASSESSMENT

Star International Academy
24425 Hass Street
Dearborn Heights, MI 48127
Tel: 313.724.8990
Fax: 313.724.8994

Teachers will use 3 types of assessments: Diagnostic, Formative and Summative:

- Diagnostic Assessments: Will be used by teachers prior to teaching (pre-teaching) to get to know each student's level of mastery or progress at the start of a new unit. Students will be informed about learning goals for the topic or unit, the assessment and criteria used to conclude the unit and see examples or role models of the performances expected of them (non-graded and do not adversely affect students' self-esteem);

- Formative Assessments: Will be used by teachers during teaching to provide frequent feedback throughout the teaching unit and students will receive very specific feedback. Lessons will be modified based on the feedback and students will be given opportunities to show they can correct and adjust the quality of their work. This includes learning to self-assess their own work (graded and may adversely affect students' self-esteem if not given sufficient opportunity to practice proficiency before end of unit/summative assessment that impacts final grade) → PRACTICE MAKES PERFECT!!!

- Summative Assessments: (End of Unit) Will be used by teachers to give students the opportunity to demonstrate knowledge and skills they have learned. Teachers will offer two or more options accommodating various learning styles and targeting different learning goals. Students will be aware of the criteria on which their work or performance will be assessed including the use of Rubrics and will know this information at the start of each unit.

Diagnostic tells us what students know before teaching starts, formative tells us what students learn as we go and summative tells us what you have learned after the lesson is complete and students have taken advantage of all the formatives to practice before the end of unit assessment!

Formative	Summative
AS students are being taught.	AFTER students have been taught.
Used by teacher to ADJUST instruction as we go.	Used by teacher to EVALUATE student progress.
How are students doing on their journey toward achieving the standard or skill?	Did students reach proficiency on the standard or skill?
Samples: Pretests, Quizzes, Writing Prompts, Story Summaries, Role Play, Demonstrations, Journals, Graphic Organizers, etc.	End-of-Chapter Exams, Statewide Tests, Oral Interviews, Entrance Exams, Projects/Presentations, etc.

For the Culinary Arts program, student learning is assessed through written tests, cooking demonstrations, kitchen lab activities, projects, and performance-based evaluations. Students are evaluated on their cooking skills, food safety knowledge, teamwork, professionalism, ability to follow recipes and kitchen procedures, as well as their personal hygiene, cleanliness, and proper sanitation practices.

Star International Academy
Career Technical Education Program

Child Development Associate
CIP 13.0000 General Educations
Cluster: Education and Training
2023-2024, Full Year Program (38 Weeks)
Classes Meet Monday through Friday
Class time: 7:55 am -10:05 am

Instructor Name
Email:
Office: _____
Direct: 313.565.0507
Office Hours: Mon- Fri 3:10-4:00 PM or by appt.

Students who complete the course may test and become a Child Development Associate (CDA) Preschool and be job-ready upon graduation.

QUALIFICATIONS OR PRE-REQUISITES:

To be eligible to test, a candidate must be enrolled as a junior or senior in SIA's Career and Technical Education program in the Education & Training Career Cluster. Students must apply to begin the credential process and develop a portfolio with training documentation. Students must log 120 hours of instructional time and 480 hours of work-based learning working with children ages 3-5 in a center-based setting. Each CDA Credential will expire after three years, but is renewable with continuing education.

General Education is a program that focuses on the general theory and practice of learning and teaching, the basic principles of educational psychology, the art of teaching, the planning and administration of educational activities, school safety and health issues, and the social foundations of education.

This course prepares students for careers in childcare, teaching, and other careers involving young children. Emphasis is placed on understanding children and applying that knowledge while providing care or teaching. Topics include child development, developmentally appropriate practices and activities, health, safety, guidance, nutrition, and administrative skills. Skills in communication, interpersonal relationships, and professional development are reinforced in this course. Students will have the opportunity to interact with young children in a childcare setting next door in the Pre-K classrooms.

BY END OF COURSE STUDENT SHOULD BE ABLE TO:

- Establish and maintain a safe, healthy learning environment
- Maintain a commitment to professionalism
- Build productive relationships with families
- Manage an effective program operation
- Support children's social and emotional development
- Advance children's physical and intellectual development
- Observe and record children's behavior
- Understand principles of child development and learning

STUDENT LITERACY OBJECTIVES:

- Use appropriate strategies to construct meaning.
- Actively engage and skillfully interpret, analyze, evaluate, and synthesize information.
- Be active listeners by making meaning from what is heard by questioning, reflecting, responding, and evaluating.
- Prepare and communicate messages to address the audience and purpose
- Use of varied resources to gain or expand knowledge.
- Influence a writer's choice of organizational pattern, language, concepts using appropriate literacy techniques.

TEXTBOOKS

• Council for Professional Recognition. (2013). The Child Development Associate National Credentialing Program® and CDA Competency Standards: Preschool Edition. Washington, DC: Council for Professional Recognition.

• Council for Professional Recognition, and Valora Washington, ed. (2017). Essentials for Working with Young Children. 2nd ed. Washington, DC: Council for Professional Recognition.

• Council for Professional Recognition, and Valora Washington, ed. (2017). Essentials Workbook. 2nd ed. Washington, DC: Council for Professional Recognition

EXPECTATIONS

Appropriate behavior is expected at all times in the classrooms, in the school building and at off-school sites at all times. Students must be accountable for their behavior. Appropriate disciplinary measures will be taken in addressing misbehavior. Personal accountability is demonstrated when the student:

- Regularly and punctually attends all classes
- Comes to class prepared with the necessary books and supplies
- Participates in class activities and completes all assignments
- Reflects a positive and responsible attitude toward learning
- Advocates mature attitude, behavior and actions that lead to solutions rather than problems
- Challenges himself/herself to attain exemplary education goals
- Demonstrates respect for himself/herself and others
- Demonstrates respect for property of himself/herself and others
- Follows rules set by the classroom teacher

CELL PHONES AND ELECTRONIC DEVICES

Personal electronic devices such as cell phones, tablets, headphones, etc., prevent us from being engaged and are disrespectful to one another, and therefore are not to be used in the learning environment.

DRESS CODE

The Academy has established a student dress code in order to maintain an orderly and safe environment conducive to learning. All students are expected to wear a uniform top, black bottom and closed toe shoes that comply with the uniform policy per the Parent Student Handbook.

GRADES

Students must participate as members of an educational team. Effort is the most critical aspect of grading. Failing to put in effort is a failure of the student. Late work will be accepted with penalty at the instructor's discretion, up to the posted grading deadlines, however, the overall purpose of the General Education program is to ensure mastery of skills, preparation for the workforce, and successful completion of the CDA exam.

Grades categories are as follows:

- Attendance and Participation: 10%
- Assignments: 15%
- Quizzes and Tests: 20%
- Midterm: 15%
- Final: 15%
- Portfolio: 25%

** You will have one week from the due date of the assignment to turn in for credit, after one week has passed, the assignment will still need to be completed but no credit will be given. **

- **The following grade scale is used for students to determine their proficiency:**

A	93-100 **4.0**	**C**	73-77 **2.3**
A-	90-92 **3.7**	**C-**	70-72 **1.8**
B+	88-89 **3.5**	**D+**	65-69 **1.5**
B	83-87 **3.3**	**D**	64-63 **1.3**
B-	80-82 **2.8**	**F**	0-62 **0.0**
C+	78-79 **2.5**		

ATTENDANCE POLICY:

If you are absent from this class, it is YOUR responsibility to see me about the work you have missed. If you have missed a test or a quiz, you must make arrangements to make them up within 2 days of your return to school.

Excused Absences:

- Missed homework: must be made up within 2 days of your return to school
- Missed quizzes and tests: must be made up within 2 days of your return to school.
- Failure to make up missed work will result in a 0 grade.

Unexcused Absences:

For any unexcused absences, a zero will be given for all missed work.

Academic Dishonesty

Cheating, plagiarism, or any other form of academic dishonesty is unacceptable and will be disciplined according to district policy. When students have questions or need assistance in academics, we will work together to prevent an incident.

Course Schedule: The yearlong program includes 38 weeks of classroom instruction and a work based learning experience.

Week	CDA Subject Area and Functional Area	Student Learning Objectives	Assignments/ Workbook	Competency
1-5	CDA Subject Area 1: Planning a Safe and Healthy Learning Environment CDA Functional Area 1: Safe CDA Functional Area 2: Healthy CDA Functional Area 3: Learning Environment	1. Explain the importance of natural light and noise control for children's health. 2. Identify sources of environmental toxins and explain why these toxins are harmful to humans and especially to children. 3. Identify ways to minimize children's exposure to toxins and prevent poisoning accidents. 4. Explain the importance of good nutrition, the negatives of poor nutrition, and the importance of exercise. 5. Identify toxins and additives in food and explain their negative health effects and ways to avoid them. 6. Explain safe food handling procedures and identify problems that are caused by unsafe food handling procedures. 7. Identify infectious communicable diseases that affect children, symptoms of these diseases, ways these diseases can be spread, appropriate responses to the presence of communicable diseases among children in your program, and the role of vaccines in preventing these diseases. 8. Identify ways to control the spread of communicable diseases. 9. Describe requirements for receiving, handling, administering, and documenting the administration of medication to children in your program. 10. Describe a healthy and safe diaper changing method. 11. Identify typical allergens, typical reactions to allergens,	CDA Functional Area 1 Safe: • Essentials for Working with Young Children – Read pages 4 – 37. • Essentials Workbook – Complete activities on pages 2 – 16. CDA Functional Area 2 Healthy: • Essentials for Working with Young Children – Read pages 38 – 74.	A1 Demonstrates knowledge of ethical practices aligned with state laws related to the responsibilities of the educator in recognizing and reporting known or suspected abuse, neglect, or maltreatment (mandated reporting). A2 Establishes and maintains a safe, health, learning environment that ensures the safety and wellness of learners by

		appropriate responses in the event of a child's allergic reaction, and ways to avoid children's exposure to allergens while in your care. 12. Explain the importance of supervision and safe spaces for children's safety. 13. Identify special precautions for infant and toddler toys and equipment. 14. Identify several risk factors of Sudden Infant Death Syndrome (SIDS). 15. Describe guidelines for handling accidents and injuries, and key elements of vehicle and fire safety. 16. Describe steps to take in the event of an emergency. 17. Explain the definition and long-term consequences of adverse childhood experiences and how to meet the needs of children who are experiencing them. 18. Describe how to report suspected cases of child abuse and neglect to appropriate authorities. 19. Identify strategies for children to protect themselves and ways to support children who are abused and neglected. 20. Describe strategies you can use to support and strengthen families facing challenges. 21. Explain the eight intelligences that every person has and the corresponding learning styles. 22. Discuss strategies of adapting behavior guidance to children's different learning styles. 23. Describe skills and behaviors that indicate competence in verbal-linguistic and logical-mathematical intelligences. 24. Identify strategies for developing competence in verbal-linguistic and logical-mathematical intelligences. 25. Describe skills and behaviors that indicate competence in visual-spatial, bodily-kinesthetic, and musical intelligences. 26. Identify strategies for developing competence in visual-spatial, bodily-kinesthetic, and musical intelligences. 27. Describe skills and behaviors that indicate competence in naturalist, intrapersonal, and interpersonal intelligences. 28. Identify strategies for developing competence in naturalist, intrapersonal, and interpersonal intelligences.	• Essentials Workbook – Complete activities on pages 17 – 29. CDA Functional Area 3 Learning Environment: • Essentials for Working with Young Children – Read pages 75 – 109. • Essentials Workbook – Complete activities on pages 30 – 41	implementing prevention, preparedness, and health and safety practices that promote wellness.
6-10	CDA Subject Area 2: Advancing Children Physical and Intellectual Development CDA Functional Area 4: Physical CDA Functional Area 5: Cognitive CDA Functional Area 6: Communication CDA Functional Area 7: Creative	1. Describe typical physical growth patterns of young children. 2. Explain the four phases of motor development. 3. Describe skills, functions and traits of the brain. 4. Describe aspects of typical perceptual and motor skill development for young children. 5. Identify methods for facilitating young children's optimum motor development. 6. Identify various concepts children need to learn and how to support their learning. 7. Describe typical language development levels of young children. 8. Identify methods for facilitating children's language development. 9. Describe how to support children's development through play activities. 10. Describe the characteristics of typical 3-, 4-, and 5-year-olds' emotional development.	CDA Functional Area 4 Physical: • Essentials for Working with Young Children – Read pages 111 – 134. • Essentials Workbook – Complete activities on pages 42 – 50. CDA Functional	C4 Demonstrate knowledge and application of research-based instructional strategies to support the whole child's development through movement and physical activity and to create opportunities to develop critical knowledge, skills, and

		11. Explain how temperament, distractibility, approach, adaptability, intensity levels influence children's behavior. 12. Describe terms related to emotional development and strategies for meeting children's emotional needs. 13. List forms of play that are important for preschoolers. 14. Identify typical social development levels of children at ages 3, 4, and 5. 15. Identify characteristics of children who act as bullies and those who are bullied. 16. Identify strategies for helping children learn pro-social skills. 17. Describe how diet and the environment impacts children's health. 18. Identify strategies for teaching children how to stay safe. 19. Identify guidelines for safe play space and play equipment. 20. Describe various safety practices, policies, and procedures.	Area 5 Cognitive: • Essentials for Working with Young Children – Read pages 135 – 160. • Essentials Workbook – Complete activities on pages 51 – 60. CDA Functional Area 6 Communication: • Essentials for Working with Young Children – Read pages 161 – 197. • Essentials Workbook – Complete activities on pages 61 – 73. CDA Functional Area 7 Creative: • Essentials for Working with Young Children – Read pages 198 – 214. • Essentials Workbook – Complete activities on pages 74 – 84	behaviors that contribute to life-long health. C5 Design and provide learning experiences that include active manipulation of a wide variety of materials and equipment in all developmental and content areas, both indoors and outdoors. C6 Knows the typical benchmarks for growth and development and uses this knowledge to provide a program that meets the multiple needs of learners. C7 Supports the whole child through knowledge and understanding of student characteristics and needs, including multiple interrelated areas of child development and learning, learning processes, and motivation to learn. C8 Uses a variety of developmentally appropriate learning experiences and teaching

				strategies to promote curiosity, reasoning and problem-solving to lay a foundation for later learning. D3 Provides a supportive environment and uses effective strategies to support learner's self-regulation and acceptable behaviors, and effectively intervenes for learners with persistent, challenging, behaviors.
11-15	CDA Subject Area 3: Supporting Children's Social and Emotional Development CDA Functional Area 8: Self CDA Functional Area 9: Social CDA Functional Area 10: Guidance	1. Explain basic principles of children's development. 2. Describe the milestones that indicate different stages in each developmental domain. 3. Explain the importance of nutrition for children's development. 4. Explain the importance of opportunity for children's development and the lack of opportunity as a risk factor for developmental delays. 5. Identify strategies for recognizing and reporting the characteristics associated with developmental delays and developmental disabilities. 6. Outline the milestones and typical characteristics (behaviors and skill development) of infants and toddlers in all developmental domains. 7. Describe the needs of infants and toddlers. 8. Identify techniques for meeting the needs of infants and toddlers. 9. Outline the milestones along the path of development in children between 2 ½ and 6 years of age. 10. Identify typical developmental characteristics (behaviors and skill development) of children between 2 ½ and 6 years of age in all developmental domains. 11. Explain what is meant by positive guidance. 12. Identify the goals of positive guidance. 13. Explain techniques of positive guidance. 14. Identify ways that adult behaviors, attitudes, and interactions can promote children's positive social emotional development and guide positive behavior. 15. Describe positive guidance strategies and opportunities for interaction that lead to young children's healthy concept of self, self-regulation, and appropriate interaction with others. 16. Name the elements of a typical daily schedule for early	CDA Functional Area 8 Self: • Essentials for Working with Young Children – Read pages 215 – 237. • Essentials Workbook – Complete activities on pages 85 – 94. CDA Functional Area 9 Social: • Essentials for Working with Young Children – Read pages 238 – 252. • Essentials Workbook – Complete activities on pages 95 – 104. CDA Functional	C1 Identifies signs of trauma in students and responds with trauma-informed and resiliency-informed instruction that promotes communication, safety, and a sense of belonging in the classroom. Appropriately adjusts instruction in response to the emotional and social distress in the classroom through positive relationships with learners and families. C2 Develops a warm, positive, supportive, and responsive relationship with

		childhood programs. 17. Explain why routines are important for children's development. 18. Identify strategies for developing daily routines in an early childhood program. 19. List reasons why transitions are often troublesome. 20. Identify strategies for pleasant transitions that contribute to children's development. 21. Explain what is meant by curriculum and developmentally appropriate curriculum. 22. Identify guidelines for developmentally appropriate curriculum planning. 23. Explain how curriculum planning relates to child development and fits within a daily schedule. 24. Identify goals for young children's development at your early childhood program. 25. List strategies for promoting development and learning by encouraging children's active interaction with their environment. 26. Choose materials, toys, and games that will support creative play and exploration and create a learning environment.	Area 10 Guidance: • Essentials for Working with Young Children – Read pages 253 – 272. • Essentials Workbook – Complete activities on pages 105 – 116.	each learner, helps each child learn about and take pride in his or her individual and cultural identities, and supports children by using practices that engage and empower. C3 Implements guidance techniques and strategies to support learners individually and in group experiences to develop self-regulation, self-concept, coping mechanisms, and promote positive interactions with their peers and adults. B5 Demonstrate understanding of the implications for development in learning of common disabilities in students, including etiology, characteristics and classification. B6 Demonstrate knowledge and use of a variety of strategies, instructional accommodations, and adaptations of the learning environment including

				accommodation of instructional and assessment materials as appropriate to meet children's abilities or disabilities, home language, and culture to promote the full participation of all children, including those with special needs, in general education classrooms. D2 Implement norms and routines and use classroom management strategies that support individual and group motivation and behavior among learners to generate active engagement in play and learning, self-motivation, and positive social interaction, and to create supportive and dynamic indoor and outdoor learning environments D4 Organizes and uses relationships, the physical space, materials, daily schedule and routines to create a secure, interesting, and enjoyable environment that promotes engagement,

				play, exploration and learning of all learners, including those with disabilities and special needs.
16-20	CDA Subject Area 4: Building Productive Relationships with Families CDA Functional Area 11: Families	1. Explain the importance of parental involvement in child care and its benefits for children. 2. Discuss the meaning of the teacher-parent relationship as a partnership. 3. Indicate the teacher's role in establishing a partner relationship and empowering parents. 4. Identify ways to create a classroom community that includes all families' cultural backgrounds, overcomes language barriers, and recognizes parents' adult learning styles. 5. List factors that contribute to parent's favorable first impressions when they are searching for a child care program. 6. Discuss the importance of the orientation process. 7. Explain the significance of parent collaboration in creating policies. 8. List important items to be included in your child care program's policy statement. 9. Describe ways to build a trusting relationship with parents and children who experience separation anxiety. 10. Discuss the importance of effective communication with parents. 11. List ways you can achieve two-way communication. 12. Recognize approaches that maintain harmony between parents and teachers. 13. Indicate strategies for effective communication with parents, including adjusting to diverse communication styles and situations. 14. Outline a plan for initiating parent participation in parent-child activities. 15. Discuss using an interactive website to maintain contact and invite collaboration with parents. 16. Describe how to conduct frequent teacher-parent conferences that encourage parents' participation in their child's care and education. 17. Explain the value of home visits and group meetings in encouraging parent involvement.	CDA Functional Area 11 Families: • Essentials for Working with Young Children – Read pages 273 – 302. • Essentials Workbook – Complete activities on pages 117 – 126.	B1 Use a variety of communication strategies that support and empower families and communities through respectful, reciprocal relationships. B2 Describe the roles and responsibilities of school professionals and utilize them as resources to support learners, classroom instruction, and positive classroom climate and culture. B3 Promotes and provides opportunities to engage parents, families, and communities and identifies appropriate agencies and other resources in the larger community to support student learning and well-being.
21-25	CDA Subject Area 5: Managing an Effective Program Operation CDA Functional Area 12: Program Management	1. Identify the elements of a high-quality early childhood program. 2. Discuss developmentally appropriate practices. 3. List various program requirements and rules applicable to your child care setting and the responsibilities of your role. 4. Describe the qualities, standards, responsibilities, and rights	CDA Functional Area 12 Program Management: • Essentials for Working with	A6 Design opportunities for learning that are equitable, irrespective of gender, ability,

		of professional caregivers. 5. Explain policies and procedures for creating a safe physical environment for young children. 6. Describe how the conduct of early childhood professionals can provide children with a positive social-emotional environment. 7. Discuss how you can create lifelong learners by understanding how children learn and develop, including fostering early literacy, math, and science learning. 8. Describe strategies for facilitating learning by providing appropriate challenges, discovering children's interests, and offering an engaging curriculum. 9. Discuss the meaning of diversity, and how to avoid harmful stereotypes and bias in an early childhood setting. 10. Identify ways to establish effective communication with children's parents and coworkers. 11. Identify sources, signs, and effects of stress and ways you can cope and prevent job burnout. 12. Discuss sources, signs and effects of stress in children and families and ways to support them.	Young Children – Read pages 303 – 324. • Essentials Workbook – Complete activities on pages 127 – 137.	age, ethnicity, language, or family structure and promote active and equitable participation for all learners. A7 Demonstrates recognition of how implicit bias affects learning and reflect on how personal cultural biases may influence interactions and relationships. A8 Actively promotes respect for cultural diversity and creates an inclusive, welcoming, and respectful environment that embraces diversity by selecting instructional materials that value and reflect the multidimensional ity of diversity represented in society, and using language and teaching practices in which learners are affirmed as individuals, including person-first language. B7 Understands how policies, procedures, and systems support stable staff and strong personnel, fiscal, and

				program management/administration so all learners, families and staff have high-quality experiences.
26-29	CDA Subject Area 6: Maintaining a commitment to Professionalism CDA Functional Area 13: Professionalism	Objectives Continue from Unit 5 through Unit 6 1. Identify the elements of a high-quality early childhood program. 2. Discuss developmentally appropriate practices. 3. List various program requirements and rules applicable to your child care setting and the responsibilities of your role. 4. Describe the qualities, standards, responsibilities, and rights of professional caregivers. 5. Explain policies and procedures for creating a safe physical environment for young children. 6. Describe how the conduct of early childhood professionals can provide children with a positive social-emotional environment. 7. Discuss how you can create lifelong learners by understanding how children learn and develop, including fostering early literacy, math, and science learning. 8. Describe strategies for facilitating learning by providing appropriate challenges, discovering children's interests, and offering an engaging curriculum. 9. Discuss the meaning of diversity, and how to avoid harmful stereotypes and bias in an early childhood setting. 10. Identify ways to establish effective communication with children's parents and coworkers. 11. Identify sources, signs, and effects of stress and ways you can cope and prevent job burnout. 12. Discuss sources, signs and effects of stress in children and families and ways to support them.	CDA Functional Area 13 Professionalism: • Essentials for Working with Young Children – Read pages 325 – 345. • Essentials Workbook – Complete activities on pages 138 – 147.	A3 Demonstrates knowledge of and critically analyzes the various ethical/professional codes of conduct in education, including, but not limited, to the Michigan State Board of Education Code of Ethics and the Family Educational Rights and Privacy Act. A4 Evaluates the effects of their professional and personal decisions and actions on learners, families, and other professionals in the learning community. A5 Identifies, analyzes, and engages in ongoing professional learning opportunities that strengthen their instructional practice and knowledge of learners.
30-33	CDA Subject Area 7: Observing and Recording Children's Behavior	1. Select methods of gathering information about what children know and can do. 2. Explain how observations are planned in a child care setting. 3. Describe different types of observation records.	• Essentials for Working with Young Children –	E1 Uses assessment data to make decisions about teaching

		4. Identify ways to use observation records to facilitate children's learning and development. 5. Describe your observations of a child's behavior using an anecdotal record. 6. Select the types of observation records that best support your goals. 7. Identify physical, cognitive, language, and social–emotional development milestones in young children. 8. Describe your observations of a child's skills in the physical, cognitive, language, and social–emotional domains using checklists. 9. Recognize characteristics of different intelligences and corresponding learning styles. 10. Describe your observations of a child's dominant intelligences and learning styles. 11. Recognize different temperament traits. 12. Describe your observations of a child's temperament traits using a rating scale. 13. Explain how you can use accurate observations of children's intelligences, learning styles, and temperament traits to support their needs and facilitate learning and development.	Review "Observing Children With the Setting" and "Documenting Children's Learning" in chapter 12 "Program Management" (pages 304 – 316)	practices and curriculum development. E2 Demonstrate understanding of and ability to use ongoing systematic observation, documentation, and screening tools, and other appropriate forms of formative and summative assessment tools, and approaches embedded in assessment related activities in curriculum and daily routines. B4 Demonstrate understanding of the teacher's role as a participant in the development, enactment, and assessment of an Individualized Education Program (IEP) and 504 Plan including the identification and evaluation process. B8 Uses observation, organized documentation, communication, cooperation, and planning to support student development and learning and to ensure effective operation of the classroom or

				group.
34-38	CDA Subject Area 8: Understanding Principles of Child Development and Learning	1. Explain how domains of development are interrelated. 2. Identify the sequence of developmental milestones in the physical, cognitive, language, and social-emotional domains. 3. Recognize children's individual timetables and how they build new skills. 4. Recognize the significance of early experiences and optimal periods in children's development. 5. Identify strategies to provide a high-quality, developmentally appropriate early childhood program based on principles of child development. 6. Describe the different ways in which children learn by actively exploring their world. 7. Explain the role of appropriate challenges in children's development and learning. 8. Discuss how children's learning moves in a predictable direction from a lesser to a greater level of organization and internalization. 9. Recognize characteristics of different intelligences and corresponding learning styles. 10. Define how social and cultural context influences children's learning. 11. Indicate how children's needs for safety, security, and feeling valued are related to children's development and learning. 12. Identify strategies to provide a high-quality, developmentally appropriate early childhood program based on principles of children's learning.	• Essentials for Working with Young Children – Review Chapters 4-10 (pages 113 – 272) i	D1 Demonstrate the ability to challenge children and to use scaffolding strategies to advance each child's optimal development and learning, supporting many opportunities to practice newly acquired skills, incorporating supportive and assistive technologies when appropriate. D5 Plan, implement and assess developmentally appropriate experiences based on state and national learning standards that promote concept and skill development and challenging learning experiences. E3 Perform occupational technical skills required for credential or certification. E4 Demonstrate understanding of and utilize appropriate Core Teaching Practices during Clinical Placements.

				E5 Uses reflective practices to design, monitor, and adapt instruction as a means for gauging personal and professional growth. E6 Demonstrate a variety of interpersonal and communication skills necessary for employment.

Portfolio Requirements

"The Professional Portfolio is compiled independently by each Candidate as part of the CDA credentialing process. The compiled resources and documents are reviewed by the CDA PD Specialist during the CDA Verification Visit. The Professional Portfolio is composed of:"

1. My CDA Professional Portfolio cover sheet
   - This is found in the back of the CDA Competency Standards Book. Use this cover sheet as a checklist to ensure your portfolio is complete.
2. Summary of My CDA Education cover sheet
   - This is found in the back of the CDA Competency Standards Book.
   - Place your transcripts, certificates, letters, etc behind this cover sheet.
3. Family Questionnaires cover sheet
   - This is found in the back of the CDA Competency Standards book.
   - Place your completed family questionnaires behind this cover sheet.
4. Resource Collection
   - Resource section 1
     - Valid and current First Aid and Infant/child CPR certification
     - A copy of a sample weekly menu
     - A sample weekly plan for the age group your CDA setting will be with. It should include goals and descriptions of experiences as well as accomodations for children with special needs.
   - Resource section 2
     - Nine learning experiences written in your own words with one in each of the following curricular areas: Science/Sensory, Language and Literacy, Creative Arts, Fine Motor (inside), Gross Motor (outside), Self-Concept, Emotional Skills/ Regulation, Social Skills, Mathematics.
   - Resource section 3
     - A bibliography that includes the titles, authors, publishers, copyright dates, and short summaries of ten developmentally appropriate children's books you have used. Topics should relate to children's lives and challenges. Examples include: cultural identity, gender identity, children with special needs, family structures, the life cycle

- Resource section 4
  - Family Resource Guide
    - Name and contact information of a local agency that provides family counseling
    - Name and contact information of a translation service as well as a service that provides American Sign Language translation
    - Name and contact information with a description of two agencies in the community that provide resources and services for children with disabilities
    - List of three or more websites with descriptions that provide information to families about how children learn and develop. Include a current article for each site and include at least one article related to child guidance.
- Resource section 5
  - Three samples of record keeping forms including an accident report form, and emergency form, and an observation/assessment form
- Resource section 6
  - Name and contact information of your state's agency that is responsible for the regulation of child care centers and family child care homes. In Michigan, the agency that performs this regulation is the Bureau of LIcensing and Regulatory Affairs www.lara.gov.
  - List of 2-3 early childhood associations including website addresses and description of professional resources and membership opportunities
  - Summaries of the legal requirements in your state regarding child abuse and neglect and Mandatory Reporting Guidelines. In Michigan, this information can be found on the Mandated Reporter's Resource Guide found on the Michigan Department of Health and Human Services website www.michigan.gov/mdhhs

- Six (6) Reflective Statements of Competence
  - The instructions for completing the Reflective Statements of Competence are found in the Competency Standards book on p. 17. The length of each reflective statement will vary, but will be between 1-4 paragraphs each. The purpose of the is section is to reflect on your own teaching practices, relationships, and professionalism. You should draw on real experiences and practices. The 6 Competency Statement subjects are listed below:
    1. To establish and maintain a safe, healthy learning environment
    2. To advance physical and intellectual competence
    3. To support social and emotional development and to provide positive guidance
    4. To establish positive and productive relationships with families
    5. To ensure a well-run, purposeful program that is responsive to participant needs
    6. To maintain a commitment to professionalism
- A Professional Philosophy Statement
  - The Professional Philosophy Statement should summarize your professional beliefs and values about early childhood education after completing the portfolio. It should be no longer than two pages in length.
    Use these questions to write your statement: How do you believe young children learn? And based on this, what do you believe your role is?

Portfolio Outline Source:
https://micda.info/cda-info/#step_1

Star International Academy
Career Technical Education Program

Certified Nurse Aide
CIP: 51.0000 Health/Therapeutic Services
2023-2024, Full Year Program (38 Weeks)
Classes Meet Monday through Friday
Shift 1 Class time: 7:55 am -8:58 am
Shift 2 Class time: 10:45 am- 11:47 am

Instructor Name
Email:
Office: _____
Direct: 313.565.0507
Office Hours: Mon- Fri 3:10-4:00 PM or by appt.

Course Description
The Certified Nurse Aide (CNA) program is designed to prepare students for a successful career in the healthcare industry. This year-long course covers various aspects of patient care, including anatomy and physiology, infection control, communication and interpersonal skills, and practical skills for patient care. Students will have a comprehensive understanding of the roles and responsibilities of a CNA and will be equipped with the knowledge and skills to provide safe and effective patient care. This is a one-year program that will consist of classroom experiences, lab simulations and a clinical placement. Upon completion, students will be eligible to take the Michigan State Certified Nurse Aide Exam. This course is designed to meet the requirements for certification as a CNA. Successful completion of the course does not guarantee certification, as additional requirements and exams are required.

Course Objectives
- Provide students with the knowledge and skills required to perform basic nursing duties in a healthcare setting
- Teach students how to provide high-quality care to patients in a safe, compassionate, and professional manner
- Understand the role of a CNA and the responsibilities involved
- Acquire knowledge of anatomy and physiology and their relevance in patient care
- Learn basic medical terminology and abbreviations
- Develop students' communication and interpersonal skills to enhance their ability to work effectively with patients and other healthcare professionals
- Gain practical skills for patient care, such as bathing, grooming, transferring, and feeding
- To familiarize students with basic nursing skills, mental health and social services, and rehabilitation and restorative care
- Acquire knowledge of infection control and safety measures to prevent the spread of infections safety procedures to minimize the risk of healthcare-associated infections
- Prepare students for the Michigan State Certified Nurse Aide Exam

Course Clock Hours

This program is one year in length, consisting of classroom, lab, and clinical instruction. Over the 38-week period students will experience a total of 185 hours.

Classroom Instruction: Students will engage in the curriculum through a variety of means; lecture, discussion, projects, videos, simulations, and other methodologies will assist the students in learning the content. Upon completion of the course students will have 130 hours in the classroom

Lab Simulation: Students will participate in experiential learning to practice the clinical skills. Students are required to complete 30 lab hours throughout the duration of the course.

Clinical Practicum: Students will participate in clinical rotations in a healthcare setting to apply their knowledge and skills in a real-world setting. Students are required to complete 25 clinical hours throughout the duration of the course.

Required Materials

- Watch Analog with a second hand
- Scrubs
- Comfortable, closed-toe shoes (black or white)
- Stethoscope
- Gait Belt

Required Immunization

- A report of current physical examination upon entry to the program (report must be on file)
- COVID-19 vaccination
- Annual Influenza vaccine
- A current (within one year) negative Tuberculosis test

Required Textbooks/Resources

Textbook: *Mosby's Textbook for Nursing Assistants 9th edition* Authors: Sheila A Sorrentino, PHD, RN & Leighann N Remmert, MS, RN

Workbook: *Mosby's Textbook for Nursing Assistants 9th edition* Authors: Sheila A Sorrentino, PHD, RN & Leighann N Remmert, MS, RN Relda T Kelly

Online Resource Modules: Health Center 21, Applied Education Systems (AES)

Dress Code

- Scrubs, clean and pressed
- Closed-toe shoes (black or white)
- Clean and combed hair either short or pulled back/off shoulders
- Fingernails, no longer than tips of fingers. Artificial nail coverings may not be worn
- Jewelry – one pair of small "post type" earrings may be worn on the lobe of the ear
- Perfume/Cologne should not be worn because it can be offensive to patients
- No jackets are to be worn over scrub uniform

Cell Phones and Electronic Devices

Personal electronic devices such as cell phones, tablets, headphones, etc., prevent us from being engaged and are disrespectful to one another, and therefore are not to be used in the learning environment. Use is only allowed at the instructor's discretion.

Grading

Students must participate as members of a healthcare and educational team. Effort is the most critical aspect of grading. The course is structured to allow students to learn the content in a variety of methods. Students will have multiple opportunities to master skills during the course, it is the student's responsibility to put in time and effort to learn and master the concepts presented in class. Late work will be accepted with penalty at the instructor's discretion, up to the posted grading deadlines, however, the overall purpose of the Certified Nurse Aide Program is to ensure mastery of skills, preparation for the workforce, and successful completion of the Michigan Nurse Aide exam.

Grades categories are as follows:

- Attendance and Participation: 10%
- Modules and Assignments: 15%
- Quizzes and Tests: 20%
- Midterm: 15%
- Final: 15%
- Clinical Lab Skills and Clinical Performance: 25%

Students must pass the Michigan Certified Nurse Aide Exam to receive a CNA certification

Student Expectations: Grading

- **Attendance and Participation**: Students are expected to arrive on time and actively participate in all classroom activities and discussions. Chronic absenteeism may result in removal from the program
- **Modules and Assignments**: Online modules are an integral component of the course; students will watch simulations and videos to understand the course concepts. Assignments and modules are low-stakes assessments after each lesson, a validated learning method, to reinforce understanding. The student is responsible for managing their completion of module by the due date.
- **Quizzes and Exams:** Weekly quizzes will be used to test students' knowledge of concepts and terminology after each lesson. Students will be expected to use a variety of study skills in order to The end of each unit will have an exam that will include
- **Midterm**: The midterm will be comprehensive of all units of study completed to that point in the program. Students must be present for the midterm; failure to attend will result in removal from the course.
- **Final**: The final will be comprehensive and it will be structured in a similar manner to the Michigan Nursing exam to assess competency. Students must be present for the final; failure to attend will result in failure of the course.
- **Clinical Lab Skills and Clinical Performance**: Students are expected to master the clinical lab skills (see list, pg.14) throughout the course of the program. During the lab simulations students will have opportunities to practice the skills and watch demonstrations. The clinical experience will be in a healthcare facility. The student will be able to use the skills learned during lab training and receive supervision from qualified staff. Students must master all the skills by the end of the program. Students will complete 25 hours in a healthcare facility, during that time they will continue to master the clinical skills. Their clinical supervisor will also evaluate the student during their clinical hours. CPR and AED certification must be completed prior to beginning the clinical practicum.

Student Expectations: Behavioral

- **Students must be safe at ALL times:** Health courses and careers require close physical contact and infection control is imperative. Clinical skills include using needles and potentially sharp objects thatcan cause injury to self and others if not handled properly.
- **Students must be respectful:** Healthcare workers encounter and treat people of all backgrounds and their differences must be understood and valued. We will all make mistakes–mistakes will be encouraged–and the class will learnfrom them without judgment. The classroom will be a safe environment for learning.
- **Students are responsible for themselves:** Students must demonstrate maturity and professionalism at all times of the program

Academic Dishonesty

Cheating, plagiarism, or any other form of academic dishonesty is unacceptable and willbe disciplined according to district policy. When students have questions or need assistance in academics, we will work together to prevent an incident.

Course Schedule: The yearlong program includes 38 weeks of classroom instruction, lab simulations and clinical practicum. The clinical practicum will begin in week 24 and all 25 hours must be completed no later than week 38.

Week	Topics	Student Objectives	Assignments/ Modules	Competency
1-2	Introduction to Long Term Care Facilities	1. Identify three basic purposes of long-term care facilities. 2. Identify two types of long-term care facilities. 3. Identify a major legal responsibility of the long-term care facility 4. Identify two examples of ethical issues faced by long-term care facilities 5. Identify the basic organizational structure of a long-term care facility. 6. Identify the members, roles, and relationships of health care workers in a long-term care facility. 7. Identify three main areas of employment for nurse aides. 8. Identify examples of standards for long-term care facilities. 9. Identify methods of payment for a resident in long-term care.	Chapter 1 AES Modules: 1) Health Assisting	A8 Describe and follow legal and ethical boundaries in health care delivery. A9 Describe and follow ethical practice as it applies to health care delivery B3 Describe legal implications affecting health care workers.
3-4	The Long-Term Care Resident	1. Identify common physical changes of aging and their impact on function. 2. Identify major life changes and losses experienced by residents of long-term care facilities. 3. Identify common chronic illnesses and diseases of the long-term care resident. 4. Identify the differences between acute and chronic care. 5. Identify the aspects of holistic care. 6. Identify ways the nurse aide can meet the psychosocial needs of long-term care residents. 7. Identify the role of significant others in identifying residents' needs and the development of care plans. 8. Identify cultural and religious differences that may influence values and preferences.	Chapters 8,9,10,11,12 AES Module: 1) Nursing	A5 Describe and promote healthy behaviors. A10 Explain cultural, social and ethnic diversity as it applies to health care delivery.

5-6	Resident Rights	1. Identify the rights of the resident as specified in the Michigan Public Health Code 368, 333.21765, 333.202001, 333.21771 2. Identify ways the nurse aide can promote and protect residents' rights. 3. Identify and give examples of: a.) abuse, b.) neglect, c.) exploitation, d.) endangerment. 4. Identify common situations that can cause abuse, neglect, exploitation and endangerment. 5. Identify procedures and requirements for reporting abuse. 6. Identify the nurse aide responsibility in an investigation of abuse. 7. Identify penalties incurred for substantiated cases of abuse and neglect. 8. Identify HIPAA and how it impacts a resident's privacy. 9. Identify a long-term care resident's sexuality and ways to handle both appropriate and inappropriate behaviors.	Chapters 2, 5 AES Module: 1) Patient Rights and Code of Ethics	A8 Describe and follow legal and ethical boundaries in health care delivery. A9 Describe and follow ethical practice as it applies to health care delivery. B3 Describe legal implications affecting health care workers.
7	The Nurse Assistant as Health Care Team Member	1. Identify the role and responsibilities of the nurse assistant in a long-term care facility. 2. Identify ethical behaviors of the nurse assistant. 3. Identify legal responsibilities of the nurse assistant. 4. Identify qualities of the effective nurse assistant. 5. Identify the roles of the nurse assistant, licensed practical nurse (LPN) and registered nurse (RN) in planning and provision of resident care.	Chapters 3,4,5 AES Module: 1) Legal Conduct	A8 Describe and follow legal and ethical boundaries in health care delivery. A9 Describe and follow ethical practice as it applies to health care delivery. B2 Describe and actively practice team member participation. B3 Describe legal implications affecting health care workers. C8 Communicate with patients and colleagues using appropriate medical terminology.
8	Communication and Interaction Skills	1. Identify elements necessary for effective communication. 2. Identify barriers to communication. 3. Identify four ways to facilitate communication with residents in long-term care. 4. Identify communication strategies to assist residents who have special needs. 5. Identify ways the nurse aide uses written and oral communication. 6. Identify the differences between fact and opinion. 7. Identify strategies to resolve conflicts among residents, among staff and between residents and staff. 8. Identify common medical terms and symbols. 9. Identify common abbreviations.	Chapters 6, 7 AES Module: 1) Qualities of Healthcare Assistant 2) Verbal and Nonverbal Communication	B1Employ communication strategies used in the delivery of quality health care. C8 Communicate with patients and colleagues using appropriate medical

		10. Identify the use of the senses for observation. 11. Identify areas for observation of the long-term resident. 12. Identify nurse aide responsibilities in reporting and recording		terminology.
9-10	Infection Control	1. Identify infection. 2. Identify common causes of infection. 3. Identify ways that infection is spread among residents of long-term care facilities. 4. Identify the most common infectious organisms found in long-term care residents. 5. Identify requirements needed for the growth of microorganisms. 6. Identify common signs and symptoms of infection. 7. Identify reasons for the susceptibility of the elderly to infection. 8. Identify the nurse assistant responsibilities in reporting and recording observations of the resident who has an infection. 9. Identify measures to prevent and control infection in the long-term care resident and health care worker. 10. Identify Standard Precautions. 11. Identify the appropriate use of Standard Precautions. 12. Demonstrate Standard Precautions. 13. Identify occasions when hand washing is essential. 14. Demonstrate hand washing. 15. Identify the purpose of isolation and its effect on a resident. 16. Identify types of isolation, including transmission-base isolation. 17. Identify general rules for maintaining isolation. 18. Demonstrate isolation techniques.	Chapter 16 AES Module: 1) Introduction to Infection Control 2) Infection Control and Safety Precautions 3) Standard Precautions 4) Transmission Based Precautions 5) Sterile Techniques	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices. C5 Understand the existing and potential hazards to clients, co-workers and self.
11	Care of Residents with Acquired Immune Deficiency Syndrome	1. Identify Acquired Immune Deficiency Syndrome (AIDS). 2. Identify Human Immunodeficiency Virus (HIV). 3. Identify sources of the AIDS virus and methods of transmission. 4. Identify symptoms and problems of the nursing home resident with AIDS. 5. Identify one's own feelings and attitudes about caring for a person with AIDS. 6. Identify the nurse assistant's role in caring for a person with AIDS	Chapter 43	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices.
12-13	Safety and Emergency Procedures	1. Identify common emergency situations which occur in long-term care facilities. 2. Identify common causes of resident falls. 3. Identify three ways to prevent falls in a long-term care resident. 4. Demonstrate the appropriate response/action for a nurse aide when a resident falls. 5. Identify common causes for respiratory emergencies in the long-term care resident. 6. Identify three ways to prevent respiratory emergencies in the long-term care resident. 7. Identify the appropriate nurse assistant's response/action for a resident in respiratory distress/arrest. 8. Demonstrate the Heimlich maneuver. 9. Identify the signs of cardiac arrest. 10. Identify the appropriate nurse aide response/action when a resident is in cardiac arrest. 11. Demonstrate the appropriate nurse aide response/action when a resident is in cardiac arrest. 12. Identify common reasons why a resident may lose consciousness. 13. Demonstrate the appropriate nurse assistant response/action for an unconscious resident. 14. Identify common causes for burns in the long-term care resident. 15. Identify measures to prevent burns in a long-term care resident. 16. Demonstrate the appropriate nurse assistant's response/action when a resident is burned.	Chapters 13, 14, 54 AES Module: 1) Safety Guidelines 2) Moving Patients	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices. A3 Use techniques to ensure environmental safety. A4 Identify and apply strategies to mitigate common safety hazards/safety protocols. A6 Utilize

	Safety and Emergency Procedures	17. Identify common causes for bleeding/lacerations in the nursing home resident. 18. Identify measures to prevent bleeding/lacerations in the long-term care resident. 19. Demonstrate the appropriate nurse aide response/action for the resident who is bleeding. 20. Identify the appropriate nursing assistant response/action when a resident is having a seizure. 21. Identify safety practices to prevent fires in the long-term care facility. 22. Demonstrate the appropriate nurse assistant response/action if a fire occurs in the long-term care facility. 23. Identify the appropriate nurse assistant response/action during severe weather. 24. Identify the appropriate nurse aide response/action during a power failure.		emergency procedures and protocols. C1 Utilize knowledge of human structure and function to conduct health care role. C5 Understand the existing and potential hazards to clients, co-workers and self.
14	Restraint Reduction/Elimination and Appropriate Use	1. Identify the term "physical restraint" and "chemical restraint." 2. Identify strategies to reduce or eliminate the use of physical and chemical restraints. 3. Identify devices in a long-term care facility that could meet the definition of physical restraint. 4. Identify examples for the use of physical restraints: a) appropriate and b) inappropriate use. 5. Demonstrate the application and removal of physical restraints. 6. Identify appropriate observations to make while a resident is physically restrained. 7. Identify the term "chemical restraint." 8. Identify the possible effects of chemical restraints. 9. Identify examples for the use of chemical restraints: a) appropriate and b) inappropriate use. 10. Identify appropriate observations to make while a resident is chemically restrained. 11. Identify possible outcomes of the use of physical and chemical restraints.	Chapter 15 AES Module: 1) Restraints	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices. A3 Use techniques to ensure environmental safety. A4 Identify and apply strategies to mitigate common safety hazards/safety protocols. C5 Understand the existing and potential hazards to clients, co-workers and self.
15-17	Rehabilitative and Restorative Care	1. Identify rehabilitative and restorative care. 2. Identify the major goals of rehabilitative/restorative care. 3. Identify the components of rehabilitative/restorative care. 4. Identify the members of the rehabilitative/restorative care team. 5. Identify the role of the nurse assistant in rehabilitative/restorative care. 6. Identify the importance of proper body mechanics for the nurse assistant and resident. 7. Demonstrate the use of proper body mechanics when delivering care. 8. Identify the general principles to follow when assisting in rehabilitative care. 9. Identify examples of, and reasons for using, assistive devices. 10. Demonstrate proper ambulation.	Chapters 17, 18, 19, 41 AES Module: 1) Rehabilitation and Restorative Care 2) Ambulation 3) Assistive Devices for Ambulation 4) Position Patients 5) Transferring	A2 Demonstrate personal safety practices. A3 Use techniques to ensure environmental safety. A4 Identify and apply strategies to mitigate common safety

	Rehabilitative and Restorative Care	11. Demonstrate transfer technique. 12. Identify the benefits of proper turning and positioning. 13. Identify the factors that determine frequency of positioning and turning a resident. 14. Demonstrate technique for positioning and turning a resident. 15. Identify the complications of immobility. 16. Identify the nurse aide's responsibility in reporting, recording and observing related to positioning and turning a resident. 17. Demonstrate proper use of equipment for positioning and turning a resident. 18. Identify the importance of range of motion exercised for long-term care residents. 19. Identify active and passive range of motion. 20. Demonstrate active and passive range of motion. 21. Identify skills and procedures the nurse aide can use to reduce the likelihood of complications. 22. Identify reasons for using assistive devices. 23. Identify examples of assistive devices. 24. Identify correct procedures for assisting with ambulation, positioning, turning, range of motion and transfer using mechanical lift, gait belt, walker, cane, and wheelchair.	Patients: Bed 6) Transferring Patients: Toilet and Vehicle 7) Range of Motion Exercises 8) Compressive Garments and Breathing Exercises ***Midterm 15%**	hazards/safety protocols. B4. Demonstrate a knowledge of the math concepts important in health care professions and use those skills to solve medical math problems.
18-19	Care of Resident Environment	1. Identify the components of resident environment. 2. Identify the importance of a resident's personal space. 3. Identify unsafe conditions in the resident's environment. 4. Identify resident risks that can result from unsafe conditions. 5. Identify the ways a nurse assistant can maintain a safe environment for the resident of long-term care. 6. Identify the nurse assistant's role in reporting and recording conditions in the resident's environment. 7. Identify types of bed making: occupied, unoccupied, closed, open, surgical and other special types of beds. 8. Identify the importance of handling bed linen properly. 9. Identify situations when a resident's bed linen should be changed. 10. Identify special equipment that can be used on a bed. 11. Demonstrate operation of a bed. 12. Demonstrate making an occupied and unoccupied bed.	Chapter 20, 21 AES Module: 1) Observing Patients 2) Handling Bed Linens 3) Making Beds	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices. A3 Use techniques to ensure environmental safety. A4 Identify and apply strategies to mitigate common safety hazards/safety protocols. B1 Employ communication strategies used in the delivery of quality health care.
20-23	Personal Care Skills	1. Identify factors that ensure the comfort, dignity, safety, cleanliness and independence of the resident in the provision of personal care. 2. Identify three reasons personal care is essential to a long-term care resident. 3. Identify the components of personal care. 4. Demonstrate basic personal care skills. 5. Identify observations the nurse aide should make during the provision of personal care. 6. Identify the nurse aide's responsibilities in reporting and recording	Chapters 22, 23, 24, 31, 33 AES Module: 1) Oral Care 2) Hand and Foot Care 3) Hair Care 4) Perineal Care	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices.

	Personal Care Skills	observations noted during the provision of personal care. 7. Identify the term "oral hygiene." 8. Identify the importance and frequency of oral hygiene. 9. Identify the levels of assistance required for oral hygiene. 10. Identify safety precautions for the nurse aide providing oral hygiene. 11. Demonstrate oral hygiene for the resident with natural teeth. 12. Demonstrate oral hygiene for the resident with dentures. 13. Identify special precautions used in the care of dentures. 14. Demonstrate oral hygiene for the resident without teeth or dentures (edentulous). 15. Demonstrate oral hygiene for the resident with special needs. 16. Identify the nurse aide's responsibilities in reporting and recording observations noted during the provision of oral hygiene. 17. Identify skin changes that occur with aging 18. Identify the importance of skin care. 19. Identify skin care needs 20. Identify methods to maintain healthy skin. 21. Demonstrate techniques for proper skin care, 22. Identify the nurse aide's responsibilities in reporting and recording observations noted during the provision of skin care. 23. Identify conditions that predispose a resident to skin problems. 24. Identify the importance of hand and fingernail care for the long-term care resident. 25. Identify observations the nurse aide should make during hand and fingernail care. 26. Identify the nurse aide's responsibilities in reporting and recording observations noted during the provision of hand and fingernail care. 27. Demonstrate cleaning, filing and trimming of residents' fingernails. 28. Identify the importance of foot and toenail care for the long-term care resident. 29. Identify observations the nurse aide should make during foot care. 30. Identify the nurse aide's responsibilities in reporting and recording observations noted during the provision of foot care. 31. Identify the risk factors and problems that can require a nurse or podiatrist to perform foot and toenail care. 32. Identify examples of problems and consequences that may result from toenail care or neglected nails. 33. Identify the importance of proper fit of shoes, socks, and slippers. 34. Demonstrate foot care. 35. Identify the importance of hair care and shaving. 36. Identify observations the nurse aide should make during hair care and shaving. 37. Identify the nurse aide's responsibilities in reporting and recording observations noted during the provision of hair care and shaving. 38. Demonstrate hair care for a male and female resident using the appropriate level of assistance. 39. Demonstrate shaving the male resident using the appropriate level of assistance. 40. Demonstrate shaving/hair removal for a female resident using the appropriate level of assistance. 41. Identify the term "perineal" care. 42. Identify the importance of perineal care. 43. Identify observations the nurse aide should make during perineal care. 44. Identify the nurse aide's responsibilities in reporting and recording observations noted during the provision of perineal care. 45. Identify examples of resident problems or conditions that necessitate frequent perineal care.	5) Dressing and Undressing 6) Bathing ***AED and CPR Certification**	A3 Use techniques to ensure environmental safety. A4 Identify and apply strategies to mitigate common safety hazards/safety protocols. A7 Obtain CPR/First Aid/ AED training or certification. B1Employ communication strategies used in the delivery of quality health care. B4. Demonstrate a knowledge of the math concepts important in health care professions and use those skills to solve medical math problems. C2 Utilize knowledge of diseases and disorders to conduct health care role. C5 Understand the existing and potential hazards to clients, co-workers and self. C7 Display behaviors and practices that meet the expectations for employment in health care professions.

	Personal Care Skills	46. Demonstrate perineal care for male and female residents. 47. Demonstrate the procedure for changing a brief. 48. Identify the importance of bathing. 49. Identify factors that ensure the comfort, dignity, safety, cleanliness and independence of the resident who is being bathed. 50. Identify types of baths. 51. Identify the levels of assistance that can be required for bathing. 52. Identify observations the nurse aide should make while bathing a resident. 53. Identify the nurse aide's responsibilities in reporting and recording observations noted while bathing a resident. 54. Demonstrate: bed bath, partial bath, tub bath and shower. 55. Identify the importance of clean, appropriate dress for the long-term care resident. 56. Identify ways to promote resident rights in relation to dress and appearance. 57. Identify observations the nurse aide should make while dressing a resident. 58. Demonstrate dressing a resident using the appropriate level of assistance. 59. Identify ways to enhance a resident's appearance according to resident's preferences and/or past preference and lifestyle.		
24-26	Vital Signs	1. Identify the term "body temperature." 2. Identify ways to take a resident's body temperature. 3. Identify normal range for body temperature. 4. Identify factors and conditions that affect body temperature. 5. Demonstrate taking a resident's temperature: oral, rectal and axillary. 6. Identify the term "pulse." 7. Identify the method used by a nurse aide to take a resident's pulse. 8. Identify normal range for pulse. 9. Identify factors and conditions that affect pulse. 10. Demonstrate taking and recording a resident's pulse. 11. Identify the term "respiration." 12. Identify normal range for respiration. 13. Identify factors and conditions that affect respiration. 14. Demonstrate taking and recording a resident's respiration. 15. Identify the term "blood pressure." 16. Identify the type of equipment required for taking blood pressure. 17. Identify factors and conditions that affect blood pressure. 18. Demonstrate taking and recording a resident's blood pressure. 19. Identify the importance of taking the resident's height and weight. 20. Identify factors and conditions that affect the resident's height and weight. 21. Demonstrate taking and recording a resident's weight: standing or unable to stand. 22. Demonstrate taking and recording a resident's height: standing or unable to stand. 23. Identify the nurse aide's responsibility in reporting and recording vital signs, height, and weight.	Chapters 29, 30, 39, 40, 45 AES Module: 1) Vital Signs and Body Measurements 2) Temperature 3) Pulse 4) Respiration 5) Blood Pressure 6) Reading Analog Devices ***Clinical Placements Begin**	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices. A3 Use techniques to ensure environmental safety. A4 Identify and apply strategies to mitigate common safety hazards/safety protocols. B4. Demonstrate a knowledge of the math concepts important in health care professions and use those skills to solve medical math problems. C1 Utilize knowledge of

				human structure and function to conduct health care role.
27-28	Nutrition and Hydration Needs	1. Identify the terms "nutrition and hydration." 2. Identify the six food groups. 3. Identify the nutrition and hydration needs of the long-term care resident. 4. Identify the physical changes of aging that affect the nutrition and hydration status of the long-term care resident. 5. Identify psychosocial factors that affect the nutrition and hydration status of the long-term care resident. 6. Identify changes that can occur with inadequate nutrition and hydration. 7. Identify the nurse aide's responsibility in reporting and recording observations related to nutrition and hydration. 8. Identify the meaning of the following orders: force fluids, restrict fluids and the role of the nurse aide in carrying out these orders. 9. Identify the nurse aide's role in creating a pleasant meal time experience. 10. Identify various types of therapeutic, or special, diets that can be used for a long-term care resident. 11. Identify items excluded from diabetic and low sodium diets. 12. Identify common diets for the nursing home resident. 13. Identify the term "fluid balance." 14. Identify edema and dehydration, and signs and symptoms. 15. Identify alternative nutrition and hydration strategies: intravenous, tube feeding, nasogastric, PEG tube, and hyperalimentation/total parenteral nutrition. 16. Identify strategies to maintain and improve a resident's nutrition and hydration status. 17. Identify strategies to maintain and improve nutrition and hydration for the resident with special needs or problems. 18. Identify the purpose of supplementary nourishment. 19. Identify the importance of a team approach in maintaining and improving a resident's nutrition and hydration status. 20. Demonstrate feeding techniques using the appropriate level of assistance. 21. Identify the terms 'intake' and 'output.' 22. Identify common reasons for measuring intake and output. 23. Identify the nurse aide's responsibility in reporting and recording intake and output. 24. Demonstrate measuring and recording intake and output. 25. Demonstrate the Heimlich maneuver.	Chapters 27, 28 AES Module: 1) Optimal Nutrition 2) Diets 3) Feeding Patients 4) Intake and Output	A5 Describe and promote healthy behaviors. B4. Demonstrate a knowledge of the math concepts important in health care professions and use those skills to solve medical math problems. C1 Utilize knowledge of human structure and function to conduct health care role. C2 Utilize knowledge of diseases and disorders to conduct health care role.
29-30	Elimination: Urinary and Digestive Systems	1. Identify routes and patterns of elimination. 2. Identify the changes of aging that affect bowel and bladder elimination in the long-term care resident. 3. Identify common elimination problems that can occur in the long-term care resident. 4. Identify the impact of restraint use on elimination patterns. 5. Identify ways to enhance elimination and prevent common elimination problems. 6. Identify the nurse aide's responsibility in reporting and recording observations related to elimination. 7. Identify the nurse aide's role in bowel and bladder training. 8. Identify the meaning of the term "incontinence." 9. Identify factors that can cause incontinence. 10. Identify the impact of incontinence on the long-term care resident 11. Identify ways to decrease/prevent incontinent episodes.	Chapters 24, 25, 26, 46, 47 AES Module: 1) Assisting with Toileting 2) Urinary Catheters 3) Special Bowel Elimination Procedures	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices. A3 Use techniques to ensure

	Elimination: Urinary and Digestive Systems	12. Identify ways to manage incontinence. 13. Demonstrate toileting using appropriate level of assistance for: toilet, commode, bedpan and urinal. 14. Identify reasons for using urinary catheters. 15. Identify types of urinary catheters. 16. Identify special considerations in caring for the resident with a urinary catheter. 17. Demonstrate catheter care. 18. Demonstrate measuring and recording output. 19. Demonstrate collecting urine and stool specimens.		environmental safety. A4 Identify and apply strategies to mitigate common safety hazards/safety protocols. C1 Utilize knowledge of human structure and function to conduct health care role
31	Care of the Resident with Cognitive Impairment	1. Identify the term "cognitive impairment." 2. Identify causes of cognitive impairment. 3. Identify the term "dementia." 4. Identify the importance of understanding cognitive impairment and dementia and appropriate ways to care for the resident with these conditions. 5. Identify the effects of cognitive impairment and implications for care. 6. Identify common causes of increased confusion and altered behavior in the resident with cognitive impairment. 7. Identify ways to minimize confusion and prevent altered behavior in the resident with cognitive impairment. 8. Identify ways to deal with resident behaviors. 9. Identify ways to prevent and eliminate the use of physical and chemical restraints in the resident with cognitive impairment. 10. Identify ways to promote resident rights for the person with cognitive impairment. 11. Identify feelings and attitudes a nurse aide can experience in caring for a resident with cognitive impairment. 12. Identify ways to use the resident's family as a source of information and support.	Chapters 48, 49 AES Module: 1) Cognitively Impaired Patients	C2 Utilize knowledge of diseases and disorders to conduct health care role. C8 Communicate with patients and colleagues using appropriate medical terminology.
32	Care of Depressed Resident	1. Identify symptoms of depression in the elderly. 2. Identify two types/causes of depression in the elderly. 3. Identify possible outcomes of untreated depression. 4. Identify methods used to treat depression. 5. Identify the nurse assistant's role in caring for the long term care resident who is depressed.	Chapter 48 AES Module: 1) Elderly Patients	A5 Describe and promote healthy behaviors.
33	Care of Resident with Developmental Disabilities	1. Identify characteristics of the resident with mental retardation (developmental disabilities). 2. Identify the common causes of developmental disabilities (mental retardation). 3. Identify the nurse aide's role in caring for the resident with developmental disabilities.	Chapter 50 AES Module: 1) Physically and Developmentally Impaired Patients	C2 Utilize knowledge of diseases and disorders to conduct health care role.
34	Death and Dying - End of Life Care	1. Identify common feelings that a resident can have about death and dying. 2. Identify the stages of grief and ways to cope. 3. Identify physical needs of the dying resident. 4. Identify psychological needs of the dying resident. 5. Identify the feelings and responses of the resident's family, friends and roommate during the dying process. 6. Identify ways to assist family, friends, roommate, other residents and staff members in dealing with their feelings.	Chapter 55 AES Module: 1) Dealing with Death	A8 Describe and follow legal and ethical boundaries in health care delivery. A9 Describe and follow ethical

		7. Identify the nurse assistant's role in caring for a dying resident. 8. Identify one's own feelings about death and dying. 9. Identify ways to cope with one's own feelings when a resident dies. 10. Identify the meaning of "no code status" and "do not resuscitate" orders. 11. Identify Advanced Directives.		practice as it applies to health care delivery.
35	Specialized Care	1. Demonstrate a non-sterile dressing change. 2. Demonstrate oxygen use. 3. Demonstrate method for collecting a sputum specimen. 4. Demonstrate methods for TED hose application. 5. Demonstrate procedures for giving an enema. 6. Demonstrate procedures used for colostomy care.	Chapters 34, 35, 36, 37, 53, 54	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices. A3 Use techniques to ensure environmental safety. A4 Identify and apply strategies to mitigate common safety hazards/safety protocols. A6 Utilize emergency procedures and protocols.
36	Seeking Employment	1. Identify areas of interest in the nurse aide field. 2. Identify personal characteristics for each area. 3. Identify methods for finding a job. 4. Identify the resume, application, interview, accepting a job and the orientation process.	Chapter 56	C7 Display behaviors and practices that meet the expectations for employment in health care professions.
37	Competency Evaluation Test Preparation	1. Identify the process to take the clinical and knowledge tests. 2. Identify ways to be successful on the tests. 3. Review	***Final 15%**	C7 Display behaviors and practices that meet the expectations for employment in health care professions.
24-38	Clinical Practicum	1. Demonstrate skills 1-49 independently with 100% Mastery. 2. Demonstrate entry-level ability to function as a nurse aide in a long-term care facility. 3. Demonstrate the integration and application of skills learned in lecture and laboratory.	**25 Clinical Hours must be completed**	C7 Display behaviors and practices that meet the expectations for employment in health care professions.

Clinical Lab Skills

1. Handwashing, Using Protective Clothing & Handling a Plastic Trash Bag
2. First Aid for Choking (Airway Obstruction*), Bleeding, Burns, Falls/Seizure, and Unconscious, Sudden Illness or Injury
3. Taking and Recording a Person's Axillary Temperature
4. Taking a Person's Rectal Temperature (Lecture)
5. Taking and Recording a Person's Oral Temperature
6. Reading, Cleaning, and Handling Thermometer
7. Using an Electronic Thermometer
8. Counting and Recording a Person's Pulse
9. Counting and Recording a Person's Respirations
10. Taking and Recording a Person's Blood Pressure
11. Moving a Person Around in Bed
12. Positioning a Person in a Supine Position
13. Positioning a Person in a Fowler's Position
14. Positioning a Person in a Modified Side -Lying Position
15. Positioning a Person in a Prone Position
16. Transferring a Person from the Bed to the Chair
17. Repositioning a Person in a Chair (Two Nurse Aides)
18. Using a Mechanical Lift to Transfer a Person from the Bed to a Chair (Two Nurse Aides)
19. Turning a Person Using a Log - Rolling Technique
20. Making an Unoccupied Bed/Bed Operation
21. Making an Occupied Bed
22. Brushing & Flossing a Person's Teeth
23. Providing Denture Care
24. Providing Mouth Care for an Unconscious Person
25. Shampooing, Brushing, and Combing a Person's Hair
26. Helping a Man Shave with an Electric and/or Safety Razor
27. Cleaning & Trimming a Person's Fingernails
28. Providing Foot Care & Cleaning a Person's Toenails
29. Helping a Person Dress
30. Helping a Person Undress
31. Helping a Person with Bathing in a Tub /Shower/Bed Bath/Skin Care Inspection
32. Measuring a Person's Height and Weight
33. Helping a Person Eat
34. Measuring & Recording Intake & Output
35. Maintaining Gastric Suctioning (Lecture)
36. Helping a Person Use the Bathroom Toilet
37. Helping a Person Use a Portable Commode
38. Helping a Person Use a Bedpan or Urinal
39. Providing Perineal Care for a Person (male/female) with/without a Urinary Catheter
40. Cleaning Around Tubes & Catheters
41. Changing an Ostomy Appliance
42. Emptying a Urinary Drainage Bag
43. Applying an External Urinary Catheter to a Male – simulate in clinical if facility does not use this item*
44. Collecting Urine Specimens
45. Collecting Stool Specimens
46. Helping a Person Walk, or use a Walker/Cane/Wheelchair
47. Helping a Person with Passive ROM Exercises
48. Collecting Sputum Specimens (Lecture)
49. Postmortem Care (Simulated)*

Michigan Department of Licensing and Regulatory Affairs (LARA)
Bureau of Community and Health Systems (BCHS)
Michigan Competency-Driven Core Curriculum for Nurse Aides
Effective March 2023

This table outlines the competencies that must be taught by a Michigan Nurse Aide Training Program (NATP), as well as the competencies required by the Centers for Medicare and Medicaid Services (CMS). Competencies not identified as "CMS Required" are "State Required". Numbering in columns is for easy identification of topic and not intended for any other purpose.

TOPIC / COMPENTENCY	COGNITIVE / KNOWLEDGE	PSYCHOMOTOR / SKILLS
Below must be taught and knowledge / skills confirmed prior to direct contact with residents (minimum of 16 hours)		
1A. Communication and Interpersonal Skills (CMS Required)	1A.1 Identify types of verbal and nonverbal communication 1A.2 Identify communication barriers 1A.3 Identify techniques for overcoming communication barriers 1A.4 Identify considerations associated with diversity as it relates to resident care 1A.5 Define guidelines for quality documentation	1A.A Respond to nonverbal communication 1A.B Demonstrate professional techniques in communicating with: A. Residents B. Team members 1A.C Demonstrate empathy for resident concerns 1A.D Document relevant information
1B. Infection Control (CMS Required)	1B.1 Identify the chain of infection 1B.2 Identify standard precautions 1B.3 Identify transmission-based precautions:	1B.A Perform proper handwashing 1B.B Properly don and doff PPE A. Gloves B. Gowns

TOPIC / COMPENTENCY	COGNITIVE / KNOWLEDGE	PSYCHOMOTOR / SKILLS
	A. Contact B. Droplet C. Airborne D. Multi-Route 1B.4 Identify appropriate personal protective equipment (PPE) based on transmission-based precautions and sequence for donning and doffing A. Gloves B. Gowns C. Goggles / face shields D. Masks E. Respirators (minimum N95) F. Shoe coverings 1B.5 Identify proper hand hygiene technique	C. Goggles / face shields D. Masks 1B.C Demonstrate proper emptying of a urinary drainage bag 1B.D Demonstrate safe handling of food A. Preparation process B. Storage 1B.E Demonstrate proper handling and disposal of soiled linen 1B.F Demonstrate proper handling and disposal of biohazard material
1C. Safety and Emergency Procedures (CMS Required)	1C.1 Identify safety techniques that can be used in responding to accidental exposure to A. Blood B. Bodily fluids C. Chemicals 1C.2 Identify principles of ergonomics and body mechanics 1C.3 Identify the behaviors of a resident after experiencing traumatic situations	1C.A Demonstrate Heimlich maneuver (abdominal thrust) technique (CMS Required) 1C.B Use proper body mechanics 1C.C Evaluate an environment to identify unsafe conditions 1C.D Locate a posted safety/emergency evacuation plan

TOPIC / COMPENTENCY	COGNITIVE / KNOWLEDGE	PSYCHOMOTOR / SKILLS
	1C.4 Identify characteristics of a safe vs unsafe environment	
1D. Promoting Residents' Independence (CMS Required)	1D.1 Identify strategies to promote resident rights to make personal choices to accommodate needs (CMS Required) 1D.2 Identify ways to give assistance in resolving grievances and disputes (CMS Required) 1D.3 Identify the role of a nurse aide in providing needed assistance in getting to and participating in resident and family groups and other activities (CMS Required)	1D.A Demonstrate compliance with a care plan
1E. Respecting Residents' Rights (CMS Required)	1E.1 Identify strategies to maintain care and security of resident personal possessions (CMS Required) 1E.2 Identify ways to promote resident rights to be free from abuse, mistreatment, and neglect and the need to report instances of such treatment to appropriate facility staff (CMS Required) 1E.3 Identify strategies to avoid the need for restraints in accordance with current professional standards (CMS Required)	1E.A Demonstrate care of the resident environment A. Quality of life B. Health and safety C. OBRA 1E.B Demonstrate how to report to the nurse in response to a resident requesting to adapt the care plan

Below must be taught and measured in the remaining hours of the program in a classroom (virtual) / laboratory and clinical setting (minimum of 59 hours)		
2. Basic Nursing Skills (CMS Required)	2.1 Identify abnormal changes in body functions and importance of reporting such changes to a supervisor (CMS Required) 2.2 Identify principles for end-of-life care (CMS Required) 2.3 Differentiate between normal ranges and abnormal ranges of vital signs (CMS Required) 2.4 Identify methods to care for the residents' environment (CMS Required) to meet resident care needs 2.5 Identify signs of effective/improved circulation 2.6 Identify principles of practice for catheter care 2.7 Identify techniques of fall prevention and response to a fall	2.A Accurately measure, record, and report (CMS Required) A. Electronic and manual blood pressure B. Pulse C. Respirations D. Temperature E. Height F. Weight 2.B Demonstrate correct positioning techniques in bed and chair (CMS Required) 2.C Demonstrate catheter care for a male and female 2.D Demonstrate perineal care for the male and female 2.E Demonstrate use of bedpan 2.F Accurately measure, record, and report urine output 2.G Apply knee-high anti-embolic stocking to one leg 2.H Demonstrate lower extremity and foot care 2.I Demonstrate use of mechanical lift 2.J Demonstrate how to respond to a fall

3. Personal Care Skills (CMS Required)	3.1 Identify proper positioning techniques (CMS Required) 3.2 Identify proper turning techniques (CMS Required) 3.3 Identify proper feeding techniques (CMS Required) 3.4 Identify techniques to dress residents (CMS Required) 3.5 Identify personal care and hygiene needs of the resident including bathing (CMS Required) 3.6 Identify transfer techniques for a resident (CMS Required) 3.7 Define conditions that place residents at risk for impaired skin integrity 3.8 Identify health conditions that may influence dietary intake	3.A Demonstrate proper positioning techniques (CMS Required) 3.B Demonstrate proper turning techniques (CMS Required) 3.C Demonstrate toileting on a commode (CMS Required) 3.D Perform oral care (CMS Required) 3.E Perform skin care (CMS Required) 3.F Demonstrate supportive feeding and hydration (CMS Required) 3.G Demonstrate hair care/grooming (CMS Required) 3.H Demonstrate safe shaving techniques/grooming (CMS Required) 3.I Perform nail care/grooming (CMS Required) 3.J Demonstrate the dressing of an impaired resident or the dressing of a resident with an affected side 3.K Perform denture care 3.L Perform modified bed bath - face and one hand, arm, underarm

		3.M Accurately measure, record, and report food and fluid intake
4. Mental Health and Social Service Needs (CMS Required)	4.1 Identify behavior modifications of the nurse aide in response to resident behavior (CMS Required) 4.2 Identify developmental changes associated with the aging process (CMS Required) 4.3 Identify methods to support resident independence and dignity (CMS Required) 4.4 Identify sources of emotional support for the resident, including the use of family (CMS Required) 4.5 Define care techniques that meet the needs of cognitively/uniquely impaired resident including dementia, Alzheimer's, and others (CMS Required) 4.6 Identify methods on how to respond to resident's behavior (CMS Required) 4.7 Identify resources for resident/patient alcohol or substance use disorder concerns.	4.A Demonstrate methods of reducing the effects of cognitive impairment (CMS Required) including methods listed in the care plan 4.B Demonstrate developmentally appropriate interactions
5. Care of Cognitively Impaired Residents (CMS Required)	5A.1 Identify challenges in communication with cognitively/uniquely impaired resident (CMS Required)	5A.A Demonstrate appropriate responses to the behavior of cognitively impaired resident (CMS Required)

	5A.2 Identify ways to understand the behavior of cognitively impaired residents (CMS Required)	
6. Basic Restorative Services (CMS Required)	6.1 Identify appropriate use of assistive devices (CMS Required) 6.2 Identify use of assistive devices including prosthetic and orthotic devices (CMS Required): A. Transferring B. Ambulation C. Eating D. Dressing 6.3 Identify appropriate bowel and bladder training (CMS Required) 6.4 Define the following terms for range of motion exercises and maintenance (CMS Required) A. Abduction / Adduction B. Flexion / Extension C. Pronation / Supination 6.5 Identify strategies to train resident in self-care according to their abilities (CMS Required)	6.A Demonstrate range of motion to shoulder, hip, and knee 6.B Demonstrate use of gait belt during ambulation and transfers 6.C Demonstrate appropriate use of: A. Cane B. Walker C. Wheelchair, including transfer to or from wheelchair 6.D Follow the care plan for transfer of the resident including 2-person assist
7. Residents Rights (CMS Required)	7.1 See Promoting Residents' Independence (1D) and Respecting Residents' Rights (1E)	7.A See Promoting Residents' Independence (1D) and Respecting Residents' Rights (1E)
8. Nurse Aide Roles and Responsibilities	8.1 Identify the role of the nurse aide as indicated in Michigan Public Health Code Act 368 of 1978, Part 219, and applicable Administrative Rules.	8.A Locate Michigan Public Health Code Act 368 of 1978, Part 219, and applicable Administrative Rules

	8.2 Identify the steps and responsibilities for certification 8.3 Identify professional development and continuing education requirements 8.4 Define implicit bias 8.5 Identify ways a nurse aide must interact and implement a resident's care plan 8.6 Define a nurse aide's role in a multi-disciplinary team	8.B Register in Michigan testing center system
9. Legal and Ethical	9.1 Identify components of the Health Insurance Portability & Accountability Act (HIPAA) (including implications for social media) 9.2 Define: A. Abuse B. Neglect C. Misappropriation of resident property D. Malpractice E. Good Samaritan acts F. Living will G. Advanced directives H. Medical durable power of attorney (MDPA) 9.3 Identify responsibilities regarding abuse and neglect and the legal implications to certification:	9.A Apply privacy and maintenance of confidentiality (CMS Required) including HIPAA 9.B Demonstrate professional response to ethical issues

	A. Witnesses abuse or neglect B. Is a victim of abuse or neglect C. Is accused of abuse or neglect 9.4 Define ethics 9.5 Define morals 9.6 Identify ethical and moral issues that impact the quality of care for residents 9.7 Identify potential effects of personal morals and ethics on professional performance	

Note: Resident also means a patient.

Star International Academy
Career Technical Education Program

Child Development Associate
CIP 13.0000 General Educations
Cluster: Education and Training
2023-2024, Full Year Program (38 Weeks)
Classes Meet Monday through Friday
Class time: 7:55 am -10:05 am

Instructor Name
Email:
Office: _____
Direct: 313.565.0507
Office Hours: Mon- Fri 3:10-4:00 PM or by appt.

Students who complete the course may test and become a Child Development Associate (CDA) Preschool and be job-ready upon graduation.

QUALIFICATIONS OR PRE-REQUISITES:

To be eligible to test, a candidate must be enrolled as a junior or senior in SIA's Career and Technical Education program in the Education & Training Career Cluster. Students must apply to begin the credential process and develop a portfolio with training documentation. Students must log 120 hours of instructional time and 480 hours of work-based learning working with children ages 3-5 in a center-based setting. Each CDA Credential will expire after three years, but is renewable with continuing education.

General Education is a program that focuses on the general theory and practice of learning and teaching, the basic principles of educational psychology, the art of teaching, the planning and administration of educational activities, school safety and health issues, and the social foundations of education.

This course prepares students for careers in childcare, teaching, and other careers involving young children. Emphasis is placed on understanding children and applying that knowledge while providing care or teaching. Topics include child development, developmentally appropriate practices and activities, health, safety, guidance, nutrition, and administrative skills. Skills in communication, interpersonal relationships, and professional development are reinforced in this course. Students will have the opportunity to interact with young children in a childcare setting next door in the Pre-K classrooms.

BY END OF COURSE STUDENT SHOULD BE ABLE TO:

- Establish and maintain a safe, healthy learning environment
- Maintain a commitment to professionalism
- Build productive relationships with families
- Manage an effective program operation
- Support children's social and emotional development
- Advance children's physical and intellectual development
- Observe and record children's behavior
- Understand principles of child development and learning

STUDENT LITERACY OBJECTIVES:

- Use appropriate strategies to construct meaning.
- Actively engage and skillfully interpret, analyze, evaluate, and synthesize information.
- Be active listeners by making meaning from what is heard by questioning, reflecting, responding, and evaluating.
- Prepare and communicate messages to address the audience and purpose
- Use of varied resources to gain or expand knowledge.
- Influence a writer's choice of organizational pattern, language, concepts using appropriate literacy techniques.

TEXTBOOKS

• Council for Professional Recognition. (2013). The Child Development Associate National Credentialing Program® and CDA Competency Standards: Preschool Edition. Washington, DC: Council for Professional Recognition.

• Council for Professional Recognition, and Valora Washington, ed. (2017). Essentials for Working with Young Children. 2nd ed. Washington, DC: Council for Professional Recognition.

• Council for Professional Recognition, and Valora Washington, ed. (2017). Essentials Workbook. 2nd ed. Washington, DC: Council for Professional Recognition

EXPECTATIONS

Appropriate behavior is expected at all times in the classrooms, in the school building and at off-school sites at all times. Students must be accountable for their behavior. Appropriate disciplinary measures will be taken in addressing misbehavior. Personal accountability is demonstrated when the student:

- Regularly and punctually attends all classes
- Comes to class prepared with the necessary books and supplies
- Participates in class activities and completes all assignments
- Reflects a positive and responsible attitude toward learning
- Advocates mature attitude, behavior and actions that lead to solutions rather than problems
- Challenges himself/herself to attain exemplary education goals
- Demonstrates respect for himself/herself and others
- Demonstrates respect for property of himself/herself and others
- Follows rules set by the classroom teacher

CELL PHONES AND ELECTRONIC DEVICES

Personal electronic devices such as cell phones, tablets, headphones, etc., prevent us from being engaged and are disrespectful to one another, and therefore are not to be used in the learning environment.

DRESS CODE

The Academy has established a student dress code in order to maintain an orderly and safe environment conducive to learning. All students are expected to wear a uniform top, black bottom and closed toe shoes that comply with the uniform policy per the Parent Student Handbook.

GRADES

Students must participate as members of an educational team. Effort is the most critical aspect of grading. Failing to put in effort is a failure of the student. Late work will be accepted with penalty at the instructor's discretion, up to the posted grading deadlines, however, the overall purpose of the General Education program is to ensure mastery of skills, preparation for the workforce, and successful completion of the CDA exam.

Grades categories are as follows:

- Attendance and Participation: 10%
- Assignments: 15%
- Quizzes and Tests: 20%
- Midterm: 15%
- Final: 15%
- Portfolio: 25%

** You will have one week from the due date of the assignment to turn in for credit, after one week has passed, the assignment will still need to be completed but no credit will be given. **

- **The following grade scale is used for students to determine their proficiency:**

A	93-100 **4.0**	**C**	73-77 **2.3**
A-	90-92 **3.7**	**C-**	70-72 **1.8**
B+	88-89 **3.5**	**D+**	65-69 **1.5**
B	83-87 **3.3**	**D**	64-63 **1.3**
B-	80-82 **2.8**	**F**	0-62 **0.0**
C+	78-79 **2.5**		

ATTENDANCE POLICY:

If you are absent from this class, it is YOUR responsibility to see me about the work you have missed. If you have missed a test or a quiz, you must make arrangements to make them up within 2 days of your return to school.

Excused Absences:

- Missed homework: must be made up within 2 days of your return to school
- Missed quizzes and tests: must be made up within 2 days of your return to school.
- Failure to make up missed work will result in a 0 grade.

Unexcused Absences:

For any unexcused absences, a zero will be given for all missed work.

Academic Dishonesty

Cheating, plagiarism, or any other form of academic dishonesty is unacceptable and will be disciplined according to district policy. When students have questions or need assistance in academics, we will work together to prevent an incident.

Course Schedule: The yearlong program includes 38 weeks of classroom instruction and a work based learning experience.

Week	CDA Subject Area and Functional Area	Student Learning Objectives	Assignments/ Workbook	Competency
1-5	CDA Subject Area 1: Planning a Safe and Healthy Learning Environment CDA Functional Area 1: Safe CDA Functional Area 2: Healthy CDA Functional Area 3: Learning Environment	1. Explain the importance of natural light and noise control for children's health. 2. Identify sources of environmental toxins and explain why these toxins are harmful to humans and especially to children. 3. Identify ways to minimize children's exposure to toxins and prevent poisoning accidents. 4. Explain the importance of good nutrition, the negatives of poor nutrition, and the importance of exercise. 5. Identify toxins and additives in food and explain their negative health effects and ways to avoid them. 6. Explain safe food handling procedures and identify problems that are caused by unsafe food handling procedures. 7. Identify infectious communicable diseases that affect children, symptoms of these diseases, ways these diseases can be spread, appropriate responses to the presence of communicable diseases among children in your program, and the role of vaccines in preventing these diseases. 8. Identify ways to control the spread of communicable diseases. 9. Describe requirements for receiving, handling, administering, and documenting the administration of medication to children in your program. 10. Describe a healthy and safe diaper changing method. 11. Identify typical allergens, typical reactions to allergens,	CDA Functional Area 1 Safe: • Essentials for Working with Young Children – Read pages 4 – 37. • Essentials Workbook – Complete activities on pages 2 – 16. CDA Functional Area 2 Healthy: • Essentials for Working with Young Children – Read pages 38 – 74.	A1 Demonstrates knowledge of ethical practices aligned with state laws related to the responsibilities of the educator in recognizing and reporting known or suspected abuse, neglect, or maltreatment (mandated reporting). A2 Establishes and maintains a safe, health, learning environment that ensures the safety and wellness of learners by

		appropriate responses in the event of a child's allergic reaction, and ways to avoid children's exposure to allergens while in your care. 12. Explain the importance of supervision and safe spaces for children's safety. 13. Identify special precautions for infant and toddler toys and equipment. 14. Identify several risk factors of Sudden Infant Death Syndrome (SIDS). 15. Describe guidelines for handling accidents and injuries, and key elements of vehicle and fire safety. 16. Describe steps to take in the event of an emergency. 17. Explain the definition and long-term consequences of adverse childhood experiences and how to meet the needs of children who are experiencing them. 18. Describe how to report suspected cases of child abuse and neglect to appropriate authorities. 19. Identify strategies for children to protect themselves and ways to support children who are abused and neglected. 20. Describe strategies you can use to support and strengthen families facing challenges. 21. Explain the eight intelligences that every person has and the corresponding learning styles. 22. Discuss strategies of adapting behavior guidance to children's different learning styles. 23. Describe skills and behaviors that indicate competence in verbal-linguistic and logical-mathematical intelligences. 24. Identify strategies for developing competence in verbal-linguistic and logical-mathematical intelligences. 25. Describe skills and behaviors that indicate competence in visual-spatial, bodily-kinesthetic, and musical intelligences. 26. Identify strategies for developing competence in visual-spatial, bodily-kinesthetic, and musical intelligences. 27. Describe skills and behaviors that indicate competence in naturalist, intrapersonal, and interpersonal intelligences. 28. Identify strategies for developing competence in naturalist, intrapersonal, and interpersonal intelligences.	• Essentials Workbook – Complete activities on pages 17 – 29. CDA Functional Area 3 Learning Environment: • Essentials for Working with Young Children – Read pages 75 – 109. • Essentials Workbook – Complete activities on pages 30 – 41	implementing prevention, preparedness, and health and safety practices that promote wellness.
6-10	CDA Subject Area 2: Advancing Children Physical and Intellectual Development CDA Functional Area 4: Physical CDA Functional Area 5: Cognitive CDA Functional Area 6: Communication CDA Functional Area 7: Creative	1. Describe typical physical growth patterns of young children. 2. Explain the four phases of motor development. 3. Describe skills, functions and traits of the brain. 4. Describe aspects of typical perceptual and motor skill development for young children. 5. Identify methods for facilitating young children's optimum motor development. 6. Identify various concepts children need to learn and how to support their learning. 7. Describe typical language development levels of young children. 8. Identify methods for facilitating children's language development. 9. Describe how to support children's development through play activities. 10. Describe the characteristics of typical 3-, 4-, and 5-year-olds' emotional development.	CDA Functional Area 4 Physical: • Essentials for Working with Young Children – Read pages 111 – 134. • Essentials Workbook – Complete activities on pages 42 – 50. CDA Functional	C4 Demonstrate knowledge and application of research-based instructional strategies to support the whole child's development through movement and physical activity and to create opportunities to develop critical knowledge, skills, and

		11. Explain how temperament, distractibility, approach, adaptability, intensity levels influence children's behavior. 12. Describe terms related to emotional development and strategies for meeting children's emotional needs. 13. List forms of play that are important for preschoolers. 14. Identify typical social development levels of children at ages 3, 4, and 5. 15. Identify characteristics of children who act as bullies and those who are bullied. 16. Identify strategies for helping children learn pro-social skills. 17. Describe how diet and the environment impacts children's health. 18. Identify strategies for teaching children how to stay safe. 19. Identify guidelines for safe play space and play equipment. 20. Describe various safety practices, policies, and procedures.	Area 5 Cognitive: • Essentials for Working with Young Children – Read pages 135 – 160. • Essentials Workbook – Complete activities on pages 51 – 60. CDA Functional Area 6 Communication: • Essentials for Working with Young Children – Read pages 161 – 197. • Essentials Workbook – Complete activities on pages 61 – 73. CDA Functional Area 7 Creative: • Essentials for Working with Young Children – Read pages 198 – 214. • Essentials Workbook – Complete activities on pages 74 – 84	behaviors that contribute to life-long health. C5 Design and provide learning experiences that include active manipulation of a wide variety of materials and equipment in all developmental and content areas, both indoors and outdoors. C6 Knows the typical benchmarks for growth and development and uses this knowledge to provide a program that meets the multiple needs of learners. C7 Supports the whole child through knowledge and understanding of student characteristics and needs, including multiple interrelated areas of child development and learning, learning processes, and motivation to learn. C8 Uses a variety of developmentally appropriate learning experiences and teaching

				strategies to promote curiosity, reasoning and problem-solving to lay a foundation for later learning. D3 Provides a supportive environment and uses effective strategies to support learner's self-regulation and acceptable behaviors, and effectively intervenes for learners with persistent, challenging, behaviors.
11-15	CDA Subject Area 3: Supporting Children's Social and Emotional Development CDA Functional Area 8: Self CDA Functional Area 9: Social CDA Functional Area 10: Guidance	1. Explain basic principles of children's development. 2. Describe the milestones that indicate different stages in each developmental domain. 3. Explain the importance of nutrition for children's development. 4. Explain the importance of opportunity for children's development and the lack of opportunity as a risk factor for developmental delays. 5. Identify strategies for recognizing and reporting the characteristics associated with developmental delays and developmental disabilities. 6. Outline the milestones and typical characteristics (behaviors and skill development) of infants and toddlers in all developmental domains. 7. Describe the needs of infants and toddlers. 8. Identify techniques for meeting the needs of infants and toddlers. 9. Outline the milestones along the path of development in children between 2 ½ and 6 years of age. 10. Identify typical developmental characteristics (behaviors and skill development) of children between 2 ½ and 6 years of age in all developmental domains. 11. Explain what is meant by positive guidance. 12. Identify the goals of positive guidance. 13. Explain techniques of positive guidance. 14. Identify ways that adult behaviors, attitudes, and interactions can promote children's positive social emotional development and guide positive behavior. 15. Describe positive guidance strategies and opportunities for interaction that lead to young children's healthy concept of self, self-regulation, and appropriate interaction with others. 16. Name the elements of a typical daily schedule for early	CDA Functional Area 8 Self: • Essentials for Working with Young Children – Read pages 215 – 237. • Essentials Workbook – Complete activities on pages 85 – 94. CDA Functional Area 9 Social: • Essentials for Working with Young Children – Read pages 238 – 252. • Essentials Workbook – Complete activities on pages 95 – 104. CDA Functional	C1 Identifies signs of trauma in students and responds with trauma-informed and resiliency-informed instruction that promotes communication, safety, and a sense of belonging in the classroom. Appropriately adjusts instruction in response to the emotional and social distress in the classroom through positive relationships with learners and families. C2 Develops a warm, positive, supportive, and responsive relationship with

		childhood programs. 17. Explain why routines are important for children's development. 18. Identify strategies for developing daily routines in an early childhood program. 19. List reasons why transitions are often troublesome. 20. Identify strategies for pleasant transitions that contribute to children's development. 21. Explain what is meant by curriculum and developmentally appropriate curriculum. 22. Identify guidelines for developmentally appropriate curriculum planning. 23. Explain how curriculum planning relates to child development and fits within a daily schedule. 24. Identify goals for young children's development at your early childhood program. 25. List strategies for promoting development and learning by encouraging children's active interaction with their environment. 26. Choose materials, toys, and games that will support creative play and exploration and create a learning environment.	Area 10 Guidance: • Essentials for Working with Young Children – Read pages 253 – 272. • Essentials Workbook – Complete activities on pages 105 – 116.	each learner, helps each child learn about and take pride in his or her individual and cultural identities, and supports children by using practices that engage and empower. C3 Implements guidance techniques and strategies to support learners individually and in group experiences to develop self-regulation, self-concept, coping mechanisms, and promote positive interactions with their peers and adults. B5 Demonstrate understanding of the implications for development in learning of common disabilities in students, including etiology, characteristics and classification. B6 Demonstrate knowledge and use of a variety of strategies, instructional accommodations, and adaptations of the learning environment including

				accommodation of instructional and assessment materials as appropriate to meet children's abilities or disabilities, home language, and culture to promote the full participation of all children, including those with special needs, in general education classrooms. D2 Implement norms and routines and use classroom management strategies that support individual and group motivation and behavior among learners to generate active engagement in play and learning, self-motivation, and positive social interaction, and to create supportive and dynamic indoor and outdoor learning environments D4 Organizes and uses relationships, the physical space, materials, daily schedule and routines to create a secure, interesting, and enjoyable environment that promotes engagement,

				play, exploration and learning of all learners, including those with disabilities and special needs.
16-20	CDA Subject Area 4: Building Productive Relationships with Families CDA Functional Area 11: Families	1. Explain the importance of parental involvement in child care and its benefits for children. 2. Discuss the meaning of the teacher-parent relationship as a partnership. 3. Indicate the teacher's role in establishing a partner relationship and empowering parents. 4. Identify ways to create a classroom community that includes all families' cultural backgrounds, overcomes language barriers, and recognizes parents' adult learning styles. 5. List factors that contribute to parent's favorable first impressions when they are searching for a child care program. 6. Discuss the importance of the orientation process. 7. Explain the significance of parent collaboration in creating policies. 8. List important items to be included in your child care program's policy statement. 9. Describe ways to build a trusting relationship with parents and children who experience separation anxiety. 10. Discuss the importance of effective communication with parents. 11. List ways you can achieve two-way communication. 12. Recognize approaches that maintain harmony between parents and teachers. 13. Indicate strategies for effective communication with parents, including adjusting to diverse communication styles and situations. 14. Outline a plan for initiating parent participation in parent-child activities. 15. Discuss using an interactive website to maintain contact and invite collaboration with parents. 16. Describe how to conduct frequent teacher-parent conferences that encourage parents' participation in their child's care and education. 17. Explain the value of home visits and group meetings in encouraging parent involvement.	CDA Functional Area 11 Families: • Essentials for Working with Young Children – Read pages 273 – 302. • Essentials Workbook – Complete activities on pages 117 – 126.	B1 Use a variety of communication strategies that support and empower families and communities through respectful, reciprocal relationships. B2 Describe the roles and responsibilities of school professionals and utilize them as resources to support learners, classroom instruction, and positive classroom climate and culture. B3 Promotes and provides opportunities to engage parents, families, and communities and identifies appropriate agencies and other resources in the larger community to support student learning and well-being.
21-25	CDA Subject Area 5: Managing an Effective Program Operation CDA Functional Area 12: Program Management	1. Identify the elements of a high-quality early childhood program. 2. Discuss developmentally appropriate practices. 3. List various program requirements and rules applicable to your child care setting and the responsibilities of your role. 4. Describe the qualities, standards, responsibilities, and rights	CDA Functional Area 12 Program Management: • Essentials for Working with	A6 Design opportunities for learning that are equitable, irrespective of gender, ability,

		of professional caregivers. 5. Explain policies and procedures for creating a safe physical environment for young children. 6. Describe how the conduct of early childhood professionals can provide children with a positive social-emotional environment. 7. Discuss how you can create lifelong learners by understanding how children learn and develop, including fostering early literacy, math, and science learning. 8. Describe strategies for facilitating learning by providing appropriate challenges, discovering children's interests, and offering an engaging curriculum. 9. Discuss the meaning of diversity, and how to avoid harmful stereotypes and bias in an early childhood setting. 10. Identify ways to establish effective communication with children's parents and coworkers. 11. Identify sources, signs, and effects of stress and ways you can cope and prevent job burnout. 12. Discuss sources, signs and effects of stress in children and families and ways to support them.	Young Children – Read pages 303 – 324. • Essentials Workbook – Complete activities on pages 127 – 137.	age, ethnicity, language, or family structure and promote active and equitable participation for all learners. A7 Demonstrates recognition of how implicit bias affects learning and reflect on how personal cultural biases may influence interactions and relationships. A8 Actively promotes respect for cultural diversity and creates an inclusive, welcoming, and respectful environment that embraces diversity by selecting instructional materials that value and reflect the multidimensional ity of diversity represented in society, and using language and teaching practices in which learners are affirmed as individuals, including person-first language. B7 Understands how policies, procedures, and systems support stable staff and strong personnel, fiscal, and

				program management/administration so all learners, families and staff have high-quality experiences.
26-29	CDA Subject Area 6: Maintaining a commitment to Professionalism CDA Functional Area 13: Professionalism	Objectives Continue from Unit 5 through Unit 6 1. Identify the elements of a high-quality early childhood program. 2. Discuss developmentally appropriate practices. 3. List various program requirements and rules applicable to your child care setting and the responsibilities of your role. 4. Describe the qualities, standards, responsibilities, and rights of professional caregivers. 5. Explain policies and procedures for creating a safe physical environment for young children. 6. Describe how the conduct of early childhood professionals can provide children with a positive social-emotional environment. 7. Discuss how you can create lifelong learners by understanding how children learn and develop, including fostering early literacy, math, and science learning. 8. Describe strategies for facilitating learning by providing appropriate challenges, discovering children's interests, and offering an engaging curriculum. 9. Discuss the meaning of diversity, and how to avoid harmful stereotypes and bias in an early childhood setting. 10. Identify ways to establish effective communication with children's parents and coworkers. 11. Identify sources, signs, and effects of stress and ways you can cope and prevent job burnout. 12. Discuss sources, signs and effects of stress in children and families and ways to support them.	CDA Functional Area 13 Professionalism: • Essentials for Working with Young Children – Read pages 325 – 345. • Essentials Workbook – Complete activities on pages 138 – 147.	A3 Demonstrates knowledge of and critically analyzes the various ethical/professional codes of conduct in education, including, but not limited, to the Michigan State Board of Education Code of Ethics and the Family Educational Rights and Privacy Act. A4 Evaluates the effects of their professional and personal decisions and actions on learners, families, and other professionals in the learning community. A5 Identifies, analyzes, and engages in ongoing professional learning opportunities that strengthen their instructional practice and knowledge of learners.
30-33	CDA Subject Area 7: Observing and Recording Children's Behavior	1. Select methods of gathering information about what children know and can do. 2. Explain how observations are planned in a child care setting. 3. Describe different types of observation records.	• Essentials for Working with Young Children –	E1 Uses assessment data to make decisions about teaching

		4. Identify ways to use observation records to facilitate children's learning and development. 5. Describe your observations of a child's behavior using an anecdotal record. 6. Select the types of observation records that best support your goals. 7. Identify physical, cognitive, language, and social–emotional development milestones in young children. 8. Describe your observations of a child's skills in the physical, cognitive, language, and social–emotional domains using checklists. 9. Recognize characteristics of different intelligences and corresponding learning styles. 10. Describe your observations of a child's dominant intelligences and learning styles. 11. Recognize different temperament traits. 12. Describe your observations of a child's temperament traits using a rating scale. 13. Explain how you can use accurate observations of children's intelligences, learning styles, and temperament traits to support their needs and facilitate learning and development.	Review "Observing Children With the Setting" and "Documenting Children's Learning" in chapter 12 "Program Management" (pages 304 – 316)	practices and curriculum development. E2 Demonstrate understanding of and ability to use ongoing systematic observation, documentation, and screening tools, and other appropriate forms of formative and summative assessment tools, and approaches embedded in assessment related activities in curriculum and daily routines. B4 Demonstrate understanding of the teacher's role as a participant in the development, enactment, and assessment of an Individualized Education Program (IEP) and 504 Plan including the identification and evaluation process. B8 Uses observation, organized documentation, communication, cooperation, and planning to support student development and learning and to ensure effective operation of the classroom or

				group.
34-38	CDA Subject Area 8: Understanding Principles of Child Development and Learning	1. Explain how domains of development are interrelated. 2. Identify the sequence of developmental milestones in the physical, cognitive, language, and social-emotional domains. 3. Recognize children's individual timetables and how they build new skills. 4. Recognize the significance of early experiences and optimal periods in children's development. 5. Identify strategies to provide a high-quality, developmentally appropriate early childhood program based on principles of child development. 6. Describe the different ways in which children learn by actively exploring their world. 7. Explain the role of appropriate challenges in children's development and learning. 8. Discuss how children's learning moves in a predictable direction from a lesser to a greater level of organization and internalization. 9. Recognize characteristics of different intelligences and corresponding learning styles. 10. Define how social and cultural context influences children's learning. 11. Indicate how children's needs for safety, security, and feeling valued are related to children's development and learning. 12. Identify strategies to provide a high-quality, developmentally appropriate early childhood program based on principles of children's learning.	• Essentials for Working with Young Children – Review Chapters 4-10 (pages 113 – 272) i	D1 Demonstrate the ability to challenge children and to use scaffolding strategies to advance each child's optimal development and learning, supporting many opportunities to practice newly acquired skills, incorporating supportive and assistive technologies when appropriate. D5 Plan, implement and assess developmentally appropriate experiences based on state and national learning standards that promote concept and skill development and challenging learning experiences. E3 Perform occupational technical skills required for credential or certification. E4 Demonstrate understanding of and utilize appropriate Core Teaching Practices during Clinical Placements.

				E5 Uses reflective practices to design, monitor, and adapt instruction as a means for gauging personal and professional growth. E6 Demonstrate a variety of interpersonal and communication skills necessary for employment.

Portfolio Requirements

"The Professional Portfolio is compiled independently by each Candidate as part of the CDA credentialing process. The compiled resources and documents are reviewed by the CDA PD Specialist during the CDA Verification Visit. The Professional Portfolio is composed of:"

1. My CDA Professional Portfolio cover sheet
   - This is found in the back of the CDA Competency Standards Book. Use this cover sheet as a checklist to ensure your portfolio is complete.
2. Summary of My CDA Education cover sheet
   - This is found in the back of the CDA Competency Standards Book.
   - Place your transcripts, certificates, letters, etc behind this cover sheet.
3. Family Questionnaires cover sheet
   - This is found in the back of the CDA Competency Standards book.
   - Place your completed family questionnaires behind this cover sheet.
4. Resource Collection
   - Resource section 1
     - Valid and current First Aid and Infant/child CPR certification
     - A copy of a sample weekly menu
     - A sample weekly plan for the age group your CDA setting will be with. It should include goals and descriptions of experiences as well as accomodations for children with special needs.
   - Resource section 2
     - Nine learning experiences written in your own words with one in each of the following curricular areas: Science/Sensory, Language and Literacy, Creative Arts, Fine Motor (inside), Gross Motor (outside), Self-Concept, Emotional Skills/ Regulation, Social Skills, Mathematics.
   - Resource section 3
     - A bibliography that includes the titles, authors, publishers, copyright dates, and short summaries of ten developmentally appropriate children's books you have used. Topics should relate to children's lives and challenges. Examples include: cultural identity, gender identity, children with special needs, family structures, the life cycle

- Resource section 4
  - Family Resource Guide
    - Name and contact information of a local agency that provides family counseling
    - Name and contact information of a translation service as well as a service that provides American Sign Language translation
    - Name and contact information with a description of two agencies in the community that provide resources and services for children with disabilities
    - List of three or more websites with descriptions that provide information to families about how children learn and develop. Include a current article for each site and include at least one article related to child guidance.
- Resource section 5
  - Three samples of record keeping forms including an accident report form, and emergency form, and an observation/assessment form
- Resource section 6
  - Name and contact information of your state's agency that is responsible for the regulation of child care centers and family child care homes. In Michigan, the agency that performs this regulation is the Bureau of LIcensing and Regulatory Affairs www.lara.gov.
  - List of 2-3 early childhood associations including website addresses and description of professional resources and membership opportunities
  - Summaries of the legal requirements in your state regarding child abuse and neglect and Mandatory Reporting Guidelines. In Michigan, this information can be found on the Mandated Reporter's Resource Guide found on the Michigan Department of Health and Human Services website www.michigan.gov/mdhhs

- Six (6) Reflective Statements of Competence
  - The instructions for completing the Reflective Statements of Competence are found in the Competency Standards book on p. 17. The length of each reflective statement will vary, but will be between 1-4 paragraphs each. The purpose of the is section is to reflect on your own teaching practices, relationships, and professionalism. You should draw on real experiences and practices. The 6 Competency Statement subjects are listed below:
    1. To establish and maintain a safe, healthy learning environment
    2. To advance physical and intellectual competence
    3. To support social and emotional development and to provide positive guidance
    4. To establish positive and productive relationships with families
    5. To ensure a well-run, purposeful program that is responsive to participant needs
    6. To maintain a commitment to professionalism
- A Professional Philosophy Statement
  - The Professional Philosophy Statement should summarize your professional beliefs and values about early childhood education after completing the portfolio. It should be no longer than two pages in length.
    Use these questions to write your statement: How do you believe young children learn? And based on this, what do you believe your role is?

Portfolio Outline Source:
https://micda.info/cda-info/#step_1

Star International Academy
Career Technical Education Program

Certified Nurse Aide
CIP: 51.0000 Health/Therapeutic Services
2023-2024, Full Year Program (38 Weeks)
Classes Meet Monday through Friday
Shift 1 Class time: 7:55 am -8:58 am
Shift 2 Class time: 10:45 am- 11:47 am

Instructor Name
Email:
Office: _____
Direct: 313.565.0507
Office Hours: Mon- Fri 3:10-4:00 PM or by appt.

Course Description
The Certified Nurse Aide (CNA) program is designed to prepare students for a successful career in the healthcare industry. This year-long course covers various aspects of patient care, including anatomy and physiology, infection control, communication and interpersonal skills, and practical skills for patient care. Students will have a comprehensive understanding of the roles and responsibilities of a CNA and will be equipped with the knowledge and skills to provide safe and effective patient care. This is a one-year program that will consist of classroom experiences, lab simulations and a clinical placement. Upon completion, students will be eligible to take the Michigan State Certified Nurse Aide Exam. This course is designed to meet the requirements for certification as a CNA. Successful completion of the course does not guarantee certification, as additional requirements and exams are required.

Course Objectives
- Provide students with the knowledge and skills required to perform basic nursing duties in a healthcare setting
- Teach students how to provide high-quality care to patients in a safe, compassionate, and professional manner
- Understand the role of a CNA and the responsibilities involved
- Acquire knowledge of anatomy and physiology and their relevance in patient care
- Learn basic medical terminology and abbreviations
- Develop students' communication and interpersonal skills to enhance their ability to work effectively with patients and other healthcare professionals
- Gain practical skills for patient care, such as bathing, grooming, transferring, and feeding
- To familiarize students with basic nursing skills, mental health and social services, and rehabilitation and restorative care
- Acquire knowledge of infection control and safety measures to prevent the spread of infections safety procedures to minimize the risk of healthcare-associated infections
- Prepare students for the Michigan State Certified Nurse Aide Exam

Course Clock Hours

This program is one year in length, consisting of classroom, lab, and clinical instruction. Over the 38-week period students will experience a total of 185 hours.

Classroom Instruction: Students will engage in the curriculum through a variety of means; lecture, discussion, projects, videos, simulations, and other methodologies will assist the students in learning the content. Upon completion of the course students will have 130 hours in the classroom

Lab Simulation: Students will participate in experiential learning to practice the clinical skills. Students are required to complete 30 lab hours throughout the duration of the course.

Clinical Practicum: Students will participate in clinical rotations in a healthcare setting to apply their knowledge and skills in a real-world setting. Students are required to complete 25 clinical hours throughout the duration of the course.

Required Materials

- Watch Analog with a second hand
- Scrubs
- Comfortable, closed-toe shoes (black or white)
- Stethoscope
- Gait Belt

Required Immunization

- A report of current physical examination upon entry to the program (report must be on file)
- COVID-19 vaccination
- Annual Influenza vaccine
- A current (within one year) negative Tuberculosis test

Required Textbooks/Resources

Textbook: *Mosby's Textbook for Nursing Assistants 9th edition* Authors: Sheila A Sorrentino, PHD, RN & Leighann N Remmert, MS, RN

Workbook: *Mosby's Textbook for Nursing Assistants 9th edition* Authors: Sheila A Sorrentino, PHD, RN & Leighann N Remmert, MS, RN Relda T Kelly

Online Resource Modules: Health Center 21, Applied Education Systems (AES)

Dress Code

- Scrubs, clean and pressed
- Closed-toe shoes (black or white)
- Clean and combed hair either short or pulled back/off shoulders
- Fingernails, no longer than tips of fingers. Artificial nail coverings may not be worn
- Jewelry – one pair of small "post type" earrings may be worn on the lobe of the ear
- Perfume/Cologne should not be worn because it can be offensive to patients
- No jackets are to be worn over scrub uniform

Cell Phones and Electronic Devices

Personal electronic devices such as cell phones, tablets, headphones, etc., prevent us from being engaged and are disrespectful to one another, and therefore are not to be used in the learning environment. Use is only allowed at the instructor's discretion.

Grading

Students must participate as members of a healthcare and educational team. Effort is the most critical aspect of grading. The course is structured to allow students to learn the content in a variety of methods. Students will have multiple opportunities to master skills during the course, it is the student's responsibility to put in time and effort to learn and master the concepts presented in class. Late work will be accepted with penalty at the instructor's discretion, up to the posted grading deadlines, however, the overall purpose of the Certified Nurse Aide Program is to ensure mastery of skills, preparation for the workforce, and successful completion of the Michigan Nurse Aide exam.

Grades categories are as follows:

- Attendance and Participation: 10%
- Modules and Assignments: 15%
- Quizzes and Tests: 20%
- Midterm: 15%
- Final: 15%
- Clinical Lab Skills and Clinical Performance: 25%

Students must pass the Michigan Certified Nurse Aide Exam to receive a CNA certification

Student Expectations: Grading

- **Attendance and Participation**: Students are expected to arrive on time and actively participate in all classroom activities and discussions. Chronic absenteeism may result in removal from the program
- **Modules and Assignments**: Online modules are an integral component of the course; students will watch simulations and videos to understand the course concepts. Assignments and modules are low-stakes assessments after each lesson, a validated learning method, to reinforce understanding. The student is responsible for managing their completion of module by the due date.
- **Quizzes and Exams:** Weekly quizzes will be used to test students' knowledge of concepts and terminology after each lesson. Students will be expected to use a variety of study skills in order to The end of each unit will have an exam that will include
- **Midterm**: The midterm will be comprehensive of all units of study completed to that point in the program. Students must be present for the midterm; failure to attend will result in removal from the course.
- **Final**: The final will be comprehensive and it will be structured in a similar manner to the Michigan Nursing exam to assess competency. Students must be present for the final; failure to attend will result in failure of the course.
- **Clinical Lab Skills and Clinical Performance**: Students are expected to master the clinical lab skills (see list, pg.14) throughout the course of the program. During the lab simulations students will have opportunities to practice the skills and watch demonstrations. The clinical experience will be in a healthcare facility. The student will be able to use the skills learned during lab training and receive supervision from qualified staff. Students must master all the skills by the end of the program. Students will complete 25 hours in a healthcare facility, during that time they will continue to master the clinical skills. Their clinical supervisor will also evaluate the student during their clinical hours. CPR and AED certification must be completed prior to beginning the clinical practicum.

Student Expectations: Behavioral

- **Students must be safe at ALL times:** Health courses and careers require close physical contact and infection control is imperative. Clinical skills include using needles and potentially sharp objects thatcan cause injury to self and others if not handled properly.
- **Students must be respectful:** Healthcare workers encounter and treat people of all backgrounds and their differences must be understood and valued. We will all make mistakes–mistakes will be encouraged–and the class will learnfrom them without judgment. The classroom will be a safe environment for learning.
- **Students are responsible for themselves:** Students must demonstrate maturity and professionalism at all times of the program

Academic Dishonesty

Cheating, plagiarism, or any other form of academic dishonesty is unacceptable and willbe disciplined according to district policy. When students have questions or need assistance in academics, we will work together to prevent an incident.

Course Schedule: The yearlong program includes 38 weeks of classroom instruction, lab simulations and clinical practicum. The clinical practicum will begin in week 24 and all 25 hours must be completed no later than week 38.

Week	Topics	Student Objectives	Assignments/ Modules	Competency
1-2	Introduction to Long Term Care Facilities	1. Identify three basic purposes of long-term care facilities. 2. Identify two types of long-term care facilities. 3. Identify a major legal responsibility of the long-term care facility 4. Identify two examples of ethical issues faced by long-term care facilities 5. Identify the basic organizational structure of a long-term care facility. 6. Identify the members, roles, and relationships of health care workers in a long-term care facility. 7. Identify three main areas of employment for nurse aides. 8. Identify examples of standards for long-term care facilities. 9. Identify methods of payment for a resident in long-term care.	Chapter 1 AES Modules: 1) Health Assisting	A8 Describe and follow legal and ethical boundaries in health care delivery. A9 Describe and follow ethical practice as it applies to health care delivery B3 Describe legal implications affecting health care workers.
3-4	The Long-Term Care Resident	1. Identify common physical changes of aging and their impact on function. 2. Identify major life changes and losses experienced by residents of long-term care facilities. 3. Identify common chronic illnesses and diseases of the long-term care resident. 4. Identify the differences between acute and chronic care. 5. Identify the aspects of holistic care. 6. Identify ways the nurse aide can meet the psychosocial needs of long-term care residents. 7. Identify the role of significant others in identifying residents' needs and the development of care plans. 8. Identify cultural and religious differences that may influence values and preferences.	Chapters 8,9,10,11,12 AES Module: 1) Nursing	A5 Describe and promote healthy behaviors. A10 Explain cultural, social and ethnic diversity as it applies to health care delivery.

5-6	Resident Rights	1. Identify the rights of the resident as specified in the Michigan Public Health Code 368, 333.21765, 333.202001, 333.21771 2. Identify ways the nurse aide can promote and protect residents' rights. 3. Identify and give examples of: a.) abuse, b.) neglect, c.) exploitation, d.) endangerment. 4. Identify common situations that can cause abuse, neglect, exploitation and endangerment. 5. Identify procedures and requirements for reporting abuse. 6. Identify the nurse aide responsibility in an investigation of abuse. 7. Identify penalties incurred for substantiated cases of abuse and neglect. 8. Identify HIPAA and how it impacts a resident's privacy. 9. Identify a long-term care resident's sexuality and ways to handle both appropriate and inappropriate behaviors.	Chapters 2, 5 AES Module: 1) Patient Rights and Code of Ethics	A8 Describe and follow legal and ethical boundaries in health care delivery. A9 Describe and follow ethical practice as it applies to health care delivery. B3 Describe legal implications affecting health care workers.
7	The Nurse Assistant as Health Care Team Member	1. Identify the role and responsibilities of the nurse assistant in a long-term care facility. 2. Identify ethical behaviors of the nurse assistant. 3. Identify legal responsibilities of the nurse assistant. 4. Identify qualities of the effective nurse assistant. 5. Identify the roles of the nurse assistant, licensed practical nurse (LPN) and registered nurse (RN) in planning and provision of resident care.	Chapters 3,4,5 AES Module: 1) Legal Conduct	A8 Describe and follow legal and ethical boundaries in health care delivery. A9 Describe and follow ethical practice as it applies to health care delivery. B2 Describe and actively practice team member participation. B3 Describe legal implications affecting health care workers. C8 Communicate with patients and colleagues using appropriate medical terminology.
8	Communication and Interaction Skills	1. Identify elements necessary for effective communication. 2. Identify barriers to communication. 3. Identify four ways to facilitate communication with residents in long-term care. 4. Identify communication strategies to assist residents who have special needs. 5. Identify ways the nurse aide uses written and oral communication. 6. Identify the differences between fact and opinion. 7. Identify strategies to resolve conflicts among residents, among staff and between residents and staff. 8. Identify common medical terms and symbols. 9. Identify common abbreviations.	Chapters 6, 7 AES Module: 1) Qualities of Healthcare Assistant 2) Verbal and Nonverbal Communication	B1Employ communication strategies used in the delivery of quality health care. C8 Communicate with patients and colleagues using appropriate medical

		10. Identify the use of the senses for observation. 11. Identify areas for observation of the long-term resident. 12. Identify nurse aide responsibilities in reporting and recording		terminology.
9-10	Infection Control	1. Identify infection. 2. Identify common causes of infection. 3. Identify ways that infection is spread among residents of long-term care facilities. 4. Identify the most common infectious organisms found in long-term care residents. 5. Identify requirements needed for the growth of microorganisms. 6. Identify common signs and symptoms of infection. 7. Identify reasons for the susceptibility of the elderly to infection. 8. Identify the nurse assistant responsibilities in reporting and recording observations of the resident who has an infection. 9. Identify measures to prevent and control infection in the long-term care resident and health care worker. 10. Identify Standard Precautions. 11. Identify the appropriate use of Standard Precautions. 12. Demonstrate Standard Precautions. 13. Identify occasions when hand washing is essential. 14. Demonstrate hand washing. 15. Identify the purpose of isolation and its effect on a resident. 16. Identify types of isolation, including transmission-base isolation. 17. Identify general rules for maintaining isolation. 18. Demonstrate isolation techniques.	Chapter 16 AES Module: 1) Introduction to Infection Control 2) Infection Control and Safety Precautions 3) Standard Precautions 4) Transmission Based Precautions 5) Sterile Techniques	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices. C5 Understand the existing and potential hazards to clients, co-workers and self.
11	Care of Residents with Acquired Immune Deficiency Syndrome	1. Identify Acquired Immune Deficiency Syndrome (AIDS). 2. Identify Human Immunodeficiency Virus (HIV). 3. Identify sources of the AIDS virus and methods of transmission. 4. Identify symptoms and problems of the nursing home resident with AIDS. 5. Identify one's own feelings and attitudes about caring for a person with AIDS. 6. Identify the nurse assistant's role in caring for a person with AIDS	Chapter 43	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices.
12-13	Safety and Emergency Procedures	1. Identify common emergency situations which occur in long-term care facilities. 2. Identify common causes of resident falls. 3. Identify three ways to prevent falls in a long-term care resident. 4. Demonstrate the appropriate response/action for a nurse aide when a resident falls. 5. Identify common causes for respiratory emergencies in the long-term care resident. 6. Identify three ways to prevent respiratory emergencies in the long-term care resident. 7. Identify the appropriate nurse assistant's response/action for a resident in respiratory distress/arrest. 8. Demonstrate the Heimlich maneuver. 9. Identify the signs of cardiac arrest. 10. Identify the appropriate nurse aide response/action when a resident is in cardiac arrest. 11. Demonstrate the appropriate nurse aide response/action when a resident is in cardiac arrest. 12. Identify common reasons why a resident may lose consciousness. 13. Demonstrate the appropriate nurse assistant response/action for an unconscious resident. 14. Identify common causes for burns in the long-term care resident. 15. Identify measures to prevent burns in a long-term care resident. 16. Demonstrate the appropriate nurse assistant's response/action when a resident is burned.	Chapters 13, 14, 54 AES Module: 1) Safety Guidelines 2) Moving Patients	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices. A3 Use techniques to ensure environmental safety. A4 Identify and apply strategies to mitigate common safety hazards/safety protocols. A6 Utilize

	Safety and Emergency Procedures	17. Identify common causes for bleeding/lacerations in the nursing home resident. 18. Identify measures to prevent bleeding/lacerations in the long-term care resident. 19. Demonstrate the appropriate nurse aide response/action for the resident who is bleeding. 20. Identify the appropriate nursing assistant response/action when a resident is having a seizure. 21. Identify safety practices to prevent fires in the long-term care facility. 22. Demonstrate the appropriate nurse assistant response/action if a fire occurs in the long-term care facility. 23. Identify the appropriate nurse assistant response/action during severe weather. 24. Identify the appropriate nurse aide response/action during a power failure.		emergency procedures and protocols. C1 Utilize knowledge of human structure and function to conduct health care role. C5 Understand the existing and potential hazards to clients, co-workers and self.
14	Restraint Reduction/Elimination and Appropriate Use	1. Identify the term "physical restraint" and "chemical restraint." 2. Identify strategies to reduce or eliminate the use of physical and chemical restraints. 3. Identify devices in a long-term care facility that could meet the definition of physical restraint. 4. Identify examples for the use of physical restraints: a) appropriate and b) inappropriate use. 5. Demonstrate the application and removal of physical restraints. 6. Identify appropriate observations to make while a resident is physically restrained. 7. Identify the term "chemical restraint." 8. Identify the possible effects of chemical restraints. 9. Identify examples for the use of chemical restraints: a) appropriate and b) inappropriate use. 10. Identify appropriate observations to make while a resident is chemically restrained. 11. Identify possible outcomes of the use of physical and chemical restraints.	Chapter 15 AES Module: 1) Restraints	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices. A3 Use techniques to ensure environmental safety. A4 Identify and apply strategies to mitigate common safety hazards/safety protocols. C5 Understand the existing and potential hazards to clients, co-workers and self.
15-17	Rehabilitative and Restorative Care	1. Identify rehabilitative and restorative care. 2. Identify the major goals of rehabilitative/restorative care. 3. Identify the components of rehabilitative/restorative care. 4. Identify the members of the rehabilitative/restorative care team. 5. Identify the role of the nurse assistant in rehabilitative/restorative care. 6. Identify the importance of proper body mechanics for the nurse assistant and resident. 7. Demonstrate the use of proper body mechanics when delivering care. 8. Identify the general principles to follow when assisting in rehabilitative care. 9. Identify examples of, and reasons for using, assistive devices. 10. Demonstrate proper ambulation.	Chapters 17, 18, 19, 41 AES Module: 1) Rehabilitation and Restorative Care 2) Ambulation 3) Assistive Devices for Ambulation 4) Position Patients 5) Transferring	A2 Demonstrate personal safety practices. A3 Use techniques to ensure environmental safety. A4 Identify and apply strategies to mitigate common safety

	Rehabilitative and Restorative Care	11. Demonstrate transfer technique. 12. Identify the benefits of proper turning and positioning. 13. Identify the factors that determine frequency of positioning and turning a resident. 14. Demonstrate technique for positioning and turning a resident. 15. Identify the complications of immobility. 16. Identify the nurse aide's responsibility in reporting, recording and observing related to positioning and turning a resident. 17. Demonstrate proper use of equipment for positioning and turning a resident. 18. Identify the importance of range of motion exercised for long-term care residents. 19. Identify active and passive range of motion. 20. Demonstrate active and passive range of motion. 21. Identify skills and procedures the nurse aide can use to reduce the likelihood of complications. 22. Identify reasons for using assistive devices. 23. Identify examples of assistive devices. 24. Identify correct procedures for assisting with ambulation, positioning, turning, range of motion and transfer using mechanical lift, gait belt, walker, cane, and wheelchair.	Patients: Bed 6) Transferring Patients: Toilet and Vehicle 7) Range of Motion Exercises 8) Compressive Garments and Breathing Exercises ***Midterm 15%**	hazards/safety protocols. B4. Demonstrate a knowledge of the math concepts important in health care professions and use those skills to solve medical math problems.
18-19	Care of Resident Environment	1. Identify the components of resident environment. 2. Identify the importance of a resident's personal space. 3. Identify unsafe conditions in the resident's environment. 4. Identify resident risks that can result from unsafe conditions. 5. Identify the ways a nurse assistant can maintain a safe environment for the resident of long-term care. 6. Identify the nurse assistant's role in reporting and recording conditions in the resident's environment. 7. Identify types of bed making: occupied, unoccupied, closed, open, surgical and other special types of beds. 8. Identify the importance of handling bed linen properly. 9. Identify situations when a resident's bed linen should be changed. 10. Identify special equipment that can be used on a bed. 11. Demonstrate operation of a bed. 12. Demonstrate making an occupied and unoccupied bed.	Chapter 20, 21 AES Module: 1) Observing Patients 2) Handling Bed Linens 3) Making Beds	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices. A3 Use techniques to ensure environmental safety. A4 Identify and apply strategies to mitigate common safety hazards/safety protocols. B1 Employ communication strategies used in the delivery of quality health care.
20-23	Personal Care Skills	1. Identify factors that ensure the comfort, dignity, safety, cleanliness and independence of the resident in the provision of personal care. 2. Identify three reasons personal care is essential to a long-term care resident. 3. Identify the components of personal care. 4. Demonstrate basic personal care skills. 5. Identify observations the nurse aide should make during the provision of personal care. 6. Identify the nurse aide's responsibilities in reporting and recording	Chapters 22, 23, 24, 31, 33 AES Module: 1) Oral Care 2) Hand and Foot Care 3) Hair Care 4) Perineal Care	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices.

	Personal Care Skills	observations noted during the provision of personal care. 7. Identify the term "oral hygiene." 8. Identify the importance and frequency of oral hygiene. 9. Identify the levels of assistance required for oral hygiene. 10. Identify safety precautions for the nurse aide providing oral hygiene. 11. Demonstrate oral hygiene for the resident with natural teeth. 12. Demonstrate oral hygiene for the resident with dentures. 13. Identify special precautions used in the care of dentures. 14. Demonstrate oral hygiene for the resident without teeth or dentures (edentulous). 15. Demonstrate oral hygiene for the resident with special needs. 16. Identify the nurse aide's responsibilities in reporting and recording observations noted during the provision of oral hygiene. 17. Identify skin changes that occur with aging 18. Identify the importance of skin care. 19. Identify skin care needs 20. Identify methods to maintain healthy skin. 21. Demonstrate techniques for proper skin care, 22. Identify the nurse aide's responsibilities in reporting and recording observations noted during the provision of skin care. 23. Identify conditions that predispose a resident to skin problems. 24. Identify the importance of hand and fingernail care for the long-term care resident. 25. Identify observations the nurse aide should make during hand and fingernail care. 26. Identify the nurse aide's responsibilities in reporting and recording observations noted during the provision of hand and fingernail care. 27. Demonstrate cleaning, filing and trimming of residents' fingernails. 28. Identify the importance of foot and toenail care for the long-term care resident. 29. Identify observations the nurse aide should make during foot care. 30. Identify the nurse aide's responsibilities in reporting and recording observations noted during the provision of foot care. 31. Identify the risk factors and problems that can require a nurse or podiatrist to perform foot and toenail care. 32. Identify examples of problems and consequences that may result from toenail care or neglected nails. 33. Identify the importance of proper fit of shoes, socks, and slippers. 34. Demonstrate foot care. 35. Identify the importance of hair care and shaving. 36. Identify observations the nurse aide should make during hair care and shaving. 37. Identify the nurse aide's responsibilities in reporting and recording observations noted during the provision of hair care and shaving. 38. Demonstrate hair care for a male and female resident using the appropriate level of assistance. 39. Demonstrate shaving the male resident using the appropriate level of assistance. 40. Demonstrate shaving/hair removal for a female resident using the appropriate level of assistance. 41. Identify the term "perineal" care. 42. Identify the importance of perineal care. 43. Identify observations the nurse aide should make during perineal care. 44. Identify the nurse aide's responsibilities in reporting and recording observations noted during the provision of perineal care. 45. Identify examples of resident problems or conditions that necessitate frequent perineal care.	5) Dressing and Undressing 6) Bathing ***AED and CPR Certification**	A3 Use techniques to ensure environmental safety. A4 Identify and apply strategies to mitigate common safety hazards/safety protocols. A7 Obtain CPR/First Aid/ AED training or certification. B1Employ communication strategies used in the delivery of quality health care. B4. Demonstrate a knowledge of the math concepts important in health care professions and use those skills to solve medical math problems. C2 Utilize knowledge of diseases and disorders to conduct health care role. C5 Understand the existing and potential hazards to clients, co-workers and self. C7 Display behaviors and practices that meet the expectations for employment in health care professions.

	Personal Care Skills	46. Demonstrate perineal care for male and female residents. 47. Demonstrate the procedure for changing a brief. 48. Identify the importance of bathing. 49. Identify factors that ensure the comfort, dignity, safety, cleanliness and independence of the resident who is being bathed. 50. Identify types of baths. 51. Identify the levels of assistance that can be required for bathing. 52. Identify observations the nurse aide should make while bathing a resident. 53. Identify the nurse aide's responsibilities in reporting and recording observations noted while bathing a resident. 54. Demonstrate: bed bath, partial bath, tub bath and shower. 55. Identify the importance of clean, appropriate dress for the long-term care resident. 56. Identify ways to promote resident rights in relation to dress and appearance. 57. Identify observations the nurse aide should make while dressing a resident. 58. Demonstrate dressing a resident using the appropriate level of assistance. 59. Identify ways to enhance a resident's appearance according to resident's preferences and/or past preference and lifestyle.		
24-26	Vital Signs	1. Identify the term "body temperature." 2. Identify ways to take a resident's body temperature. 3. Identify normal range for body temperature. 4. Identify factors and conditions that affect body temperature. 5. Demonstrate taking a resident's temperature: oral, rectal and axillary. 6. Identify the term "pulse." 7. Identify the method used by a nurse aide to take a resident's pulse. 8. Identify normal range for pulse. 9. Identify factors and conditions that affect pulse. 10. Demonstrate taking and recording a resident's pulse. 11. Identify the term "respiration." 12. Identify normal range for respiration. 13. Identify factors and conditions that affect respiration. 14. Demonstrate taking and recording a resident's respiration. 15. Identify the term "blood pressure." 16. Identify the type of equipment required for taking blood pressure. 17. Identify factors and conditions that affect blood pressure. 18. Demonstrate taking and recording a resident's blood pressure. 19. Identify the importance of taking the resident's height and weight. 20. Identify factors and conditions that affect the resident's height and weight. 21. Demonstrate taking and recording a resident's weight: standing or unable to stand. 22. Demonstrate taking and recording a resident's height: standing or unable to stand. 23. Identify the nurse aide's responsibility in reporting and recording vital signs, height, and weight.	Chapters 29, 30, 39, 40, 45 AES Module: 1) Vital Signs and Body Measurements 2) Temperature 3) Pulse 4) Respiration 5) Blood Pressure 6) Reading Analog Devices ***Clinical Placements Begin**	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices. A3 Use techniques to ensure environmental safety. A4 Identify and apply strategies to mitigate common safety hazards/safety protocols. B4. Demonstrate a knowledge of the math concepts important in health care professions and use those skills to solve medical math problems. C1 Utilize knowledge of

				human structure and function to conduct health care role.
27-28	Nutrition and Hydration Needs	1. Identify the terms "nutrition and hydration." 2. Identify the six food groups. 3. Identify the nutrition and hydration needs of the long-term care resident. 4. Identify the physical changes of aging that affect the nutrition and hydration status of the long-term care resident. 5. Identify psychosocial factors that affect the nutrition and hydration status of the long-term care resident. 6. Identify changes that can occur with inadequate nutrition and hydration. 7. Identify the nurse aide's responsibility in reporting and recording observations related to nutrition and hydration. 8. Identify the meaning of the following orders: force fluids, restrict fluids and the role of the nurse aide in carrying out these orders. 9. Identify the nurse aide's role in creating a pleasant meal time experience. 10. Identify various types of therapeutic, or special, diets that can be used for a long-term care resident. 11. Identify items excluded from diabetic and low sodium diets. 12. Identify common diets for the nursing home resident. 13. Identify the term "fluid balance." 14. Identify edema and dehydration, and signs and symptoms. 15. Identify alternative nutrition and hydration strategies: intravenous, tube feeding, nasogastric, PEG tube, and hyperalimentation/total parenteral nutrition. 16. Identify strategies to maintain and improve a resident's nutrition and hydration status. 17. Identify strategies to maintain and improve nutrition and hydration for the resident with special needs or problems. 18. Identify the purpose of supplementary nourishment. 19. Identify the importance of a team approach in maintaining and improving a resident's nutrition and hydration status. 20. Demonstrate feeding techniques using the appropriate level of assistance. 21. Identify the terms 'intake' and 'output.' 22. Identify common reasons for measuring intake and output. 23. Identify the nurse aide's responsibility in reporting and recording intake and output. 24. Demonstrate measuring and recording intake and output. 25. Demonstrate the Heimlich maneuver.	Chapters 27, 28 AES Module: 1) Optimal Nutrition 2) Diets 3) Feeding Patients 4) Intake and Output	A5 Describe and promote healthy behaviors. B4. Demonstrate a knowledge of the math concepts important in health care professions and use those skills to solve medical math problems. C1 Utilize knowledge of human structure and function to conduct health care role. C2 Utilize knowledge of diseases and disorders to conduct health care role.
29-30	Elimination: Urinary and Digestive Systems	1. Identify routes and patterns of elimination. 2. Identify the changes of aging that affect bowel and bladder elimination in the long-term care resident. 3. Identify common elimination problems that can occur in the long-term care resident. 4. Identify the impact of restraint use on elimination patterns. 5. Identify ways to enhance elimination and prevent common elimination problems. 6. Identify the nurse aide's responsibility in reporting and recording observations related to elimination. 7. Identify the nurse aide's role in bowel and bladder training. 8. Identify the meaning of the term "incontinence." 9. Identify factors that can cause incontinence. 10. Identify the impact of incontinence on the long-term care resident 11. Identify ways to decrease/prevent incontinent episodes.	Chapters 24, 25, 26, 46, 47 AES Module: 1) Assisting with Toileting 2) Urinary Catheters 3) Special Bowel Elimination Procedures	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices. A3 Use techniques to ensure

	Elimination: Urinary and Digestive Systems	12. Identify ways to manage incontinence. 13. Demonstrate toileting using appropriate level of assistance for: toilet, commode, bedpan and urinal. 14. Identify reasons for using urinary catheters. 15. Identify types of urinary catheters. 16. Identify special considerations in caring for the resident with a urinary catheter. 17. Demonstrate catheter care. 18. Demonstrate measuring and recording output. 19. Demonstrate collecting urine and stool specimens.		environmental safety. A4 Identify and apply strategies to mitigate common safety hazards/safety protocols. C1 Utilize knowledge of human structure and function to conduct health care role
31	Care of the Resident with Cognitive Impairment	1. Identify the term "cognitive impairment." 2. Identify causes of cognitive impairment. 3. Identify the term "dementia." 4. Identify the importance of understanding cognitive impairment and dementia and appropriate ways to care for the resident with these conditions. 5. Identify the effects of cognitive impairment and implications for care. 6. Identify common causes of increased confusion and altered behavior in the resident with cognitive impairment. 7. Identify ways to minimize confusion and prevent altered behavior in the resident with cognitive impairment. 8. Identify ways to deal with resident behaviors. 9. Identify ways to prevent and eliminate the use of physical and chemical restraints in the resident with cognitive impairment. 10. Identify ways to promote resident rights for the person with cognitive impairment. 11. Identify feelings and attitudes a nurse aide can experience in caring for a resident with cognitive impairment. 12. Identify ways to use the resident's family as a source of information and support.	Chapters 48, 49 AES Module: 1) Cognitively Impaired Patients	C2 Utilize knowledge of diseases and disorders to conduct health care role. C8 Communicate with patients and colleagues using appropriate medical terminology.
32	Care of Depressed Resident	1. Identify symptoms of depression in the elderly. 2. Identify two types/causes of depression in the elderly. 3. Identify possible outcomes of untreated depression. 4. Identify methods used to treat depression. 5. Identify the nurse assistant's role in caring for the long term care resident who is depressed.	Chapter 48 AES Module: 1) Elderly Patients	A5 Describe and promote healthy behaviors.
33	Care of Resident with Developmental Disabilities	1. Identify characteristics of the resident with mental retardation (developmental disabilities). 2. Identify the common causes of developmental disabilities (mental retardation). 3. Identify the nurse aide's role in caring for the resident with developmental disabilities.	Chapter 50 AES Module: 1) Physically and Developmentally Impaired Patients	C2 Utilize knowledge of diseases and disorders to conduct health care role.
34	Death and Dying - End of Life Care	1. Identify common feelings that a resident can have about death and dying. 2. Identify the stages of grief and ways to cope. 3. Identify physical needs of the dying resident. 4. Identify psychological needs of the dying resident. 5. Identify the feelings and responses of the resident's family, friends and roommate during the dying process. 6. Identify ways to assist family, friends, roommate, other residents and staff members in dealing with their feelings.	Chapter 55 AES Module: 1) Dealing with Death	A8 Describe and follow legal and ethical boundaries in health care delivery. A9 Describe and follow ethical

		7. Identify the nurse assistant's role in caring for a dying resident. 8. Identify one's own feelings about death and dying. 9. Identify ways to cope with one's own feelings when a resident dies. 10. Identify the meaning of "no code status" and "do not resuscitate" orders. 11. Identify Advanced Directives.		practice as it applies to health care delivery.
35	Specialized Care	1. Demonstrate a non-sterile dressing change. 2. Demonstrate oxygen use. 3. Demonstrate method for collecting a sputum specimen. 4. Demonstrate methods for TED hose application. 5. Demonstrate procedures for giving an enema. 6. Demonstrate procedures used for colostomy care.	Chapters 34, 35, 36, 37, 53, 54	A1 Explain and implement infection control practices and procedures. A2 Demonstrate personal safety practices. A3 Use techniques to ensure environmental safety. A4 Identify and apply strategies to mitigate common safety hazards/safety protocols. A6 Utilize emergency procedures and protocols.
36	Seeking Employment	1. Identify areas of interest in the nurse aide field. 2. Identify personal characteristics for each area. 3. Identify methods for finding a job. 4. Identify the resume, application, interview, accepting a job and the orientation process.	Chapter 56	C7 Display behaviors and practices that meet the expectations for employment in health care professions.
37	Competency Evaluation Test Preparation	1. Identify the process to take the clinical and knowledge tests. 2. Identify ways to be successful on the tests. 3. Review	***Final 15%**	C7 Display behaviors and practices that meet the expectations for employment in health care professions.
24-38	Clinical Practicum	1. Demonstrate skills 1-49 independently with 100% Mastery. 2. Demonstrate entry-level ability to function as a nurse aide in a long-term care facility. 3. Demonstrate the integration and application of skills learned in lecture and laboratory.	**25 Clinical Hours must be completed**	C7 Display behaviors and practices that meet the expectations for employment in health care professions.

Clinical Lab Skills

1. Handwashing, Using Protective Clothing & Handling a Plastic Trash Bag
2. First Aid for Choking (Airway Obstruction*), Bleeding, Burns, Falls/Seizure, and Unconscious, Sudden Illness or Injury
3. Taking and Recording a Person's Axillary Temperature
4. Taking a Person's Rectal Temperature (Lecture)
5. Taking and Recording a Person's Oral Temperature
6. Reading, Cleaning, and Handling Thermometer
7. Using an Electronic Thermometer
8. Counting and Recording a Person's Pulse
9. Counting and Recording a Person's Respirations
10. Taking and Recording a Person's Blood Pressure
11. Moving a Person Around in Bed
12. Positioning a Person in a Supine Position
13. Positioning a Person in a Fowler's Position
14. Positioning a Person in a Modified Side -Lying Position
15. Positioning a Person in a Prone Position
16. Transferring a Person from the Bed to the Chair
17. Repositioning a Person in a Chair (Two Nurse Aides)
18. Using a Mechanical Lift to Transfer a Person from the Bed to a Chair (Two Nurse Aides)
19. Turning a Person Using a Log - Rolling Technique
20. Making an Unoccupied Bed/Bed Operation
21. Making an Occupied Bed
22. Brushing & Flossing a Person's Teeth
23. Providing Denture Care
24. Providing Mouth Care for an Unconscious Person
25. Shampooing, Brushing, and Combing a Person's Hair
26. Helping a Man Shave with an Electric and/or Safety Razor
27. Cleaning & Trimming a Person's Fingernails
28. Providing Foot Care & Cleaning a Person's Toenails
29. Helping a Person Dress
30. Helping a Person Undress
31. Helping a Person with Bathing in a Tub /Shower/Bed Bath/Skin Care Inspection
32. Measuring a Person's Height and Weight
33. Helping a Person Eat
34. Measuring & Recording Intake & Output
35. Maintaining Gastric Suctioning (Lecture)
36. Helping a Person Use the Bathroom Toilet
37. Helping a Person Use a Portable Commode
38. Helping a Person Use a Bedpan or Urinal
39. Providing Perineal Care for a Person (male/female) with/without a Urinary Catheter
40. Cleaning Around Tubes & Catheters
41. Changing an Ostomy Appliance
42. Emptying a Urinary Drainage Bag
43. Applying an External Urinary Catheter to a Male – simulate in clinical if facility does not use this item*
44. Collecting Urine Specimens
45. Collecting Stool Specimens
46. Helping a Person Walk, or use a Walker/Cane/Wheelchair
47. Helping a Person with Passive ROM Exercises
48. Collecting Sputum Specimens (Lecture)
49. Postmortem Care (Simulated)*

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Headmaster is honored to be approved by Michigan (LARA) to offer Certified Nurse Aide Testing Services to the Michigan Health Care Community.

Michigan nurse aide testing services are now available. Select any files or instructions needed below. Please continue to check here often to make sure you have the most current information.

We look forward to working with everyone involved with Certified Nurse Aide Training and Testing in Michigan! CHECK back often as new information is approved and posted here.

TMU and Candidates

Michigan TMU© Testing Link

Michigan Candidate Handbook Effective July 2023 **Download to your smart device!**

Text Version of the Knowledge Test Instructions

Text Version of the VIRTUAL Knowledge Test Instructions

Text Version of the Skill Test Instructions

Out of State Training Waiver for MI Test Eligibility: Fill online, Attach Proof of Training and SUBMIT

ADA Accommodaton Form 1404 Third Column Main Page

Refund Request Form

Training Programs - Test Sites

Text Only - NA Instructor Information

Michigan Recording Form

Michigan Mock Skills

Test Site Agreement Form 1502MI: Fill online and SUBMIT

Test Site Equipment List Form 1503MI: Fill online and SUBMIT

Fluid Intake Cups

Please see the Fluid Intake Cup order form on our main page under Nurse Aide to order standard fluid intake cups.

Test Master Universe TMU© How To Guides

Narrated 4 min - Instructors How To Enter, Complete &

RN Test Observers

All Test Observer Independent Contractor Forms

RN Observer Equipment List and Affidavit Form 1503MI (Print and keep a copy for your records.)

Contacts

Please feel free to contact us if you have questions, concerns, or suggestions about our service. We value the feedback we receive from everyone involved in the Michigan Nurse Aide training, testing, and certification process.

D&S Diversified Technologies - HEADMASTER

PO Box 6609
Helena, MT 59604

Testing Toll Free Phone: (888) 401-0462
Fax: (406) 442-3357

michigan@hdmaster.com

You will need a reader to view and print some documents. You may download it here...

Incomplete Students in TMU©

Recording of Instructor Workshop Q&A Webinar General Instructor Information for Michigan

Instructor Guide - How to Enter A Student in TMU

Instructor Guide - How to Complete A Student's Training in TMU

Instructor Guide - How to In-Complete A Student's Training in TMU

How to Enter Students in TMU© - Instructor Guide

How to Complete Student Training in TMU© Instructor Guide

How to Incomplete A Student's Training - Instructor Guide

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SECTION F

APPLICATION AND ENROLLMENT OF STUDENTS

Application and Enrollment Requirements Form
Star International Academy

Enrollment Limits

The Academy will offer GSRP/Pre-Kindergarten through Twelfth Grade. The maximum enrollment shall be 2,450 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 or children of Academy 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 witness 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 witness the random selection drawing. Further, the Academy shall:

- Conduct the random selection drawing publicly 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.

SECTION G

SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

SECTION 7g: SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

School Calendar

The Academy's school calendar shall comply with the Code and the School Aid Act of 1979. The Academy Board must submit a copy of the Academy's school calendar to the College Board.

School Day Schedule

The Academy Board must structure the Academy's school day schedule to meet the required number of instructional days and hours as set forth in the Code and the Act. The Academy Board must submit the school day schedule to the College Board prior to the commencement of each academic year.

SECTION H

AGE OR GRADE RANGE OF PUPILS

AGE OR GRADE RANGE OF PUPILS TO BE ENROLLED

Pursuant to Applicable Law and the Terms and Conditions of this Contract, the Academy shall comply with the age or grade ranges as stated in this Schedule.

The Academy will enroll students in GSRP/Pre-Kindergarten through Twelfth grade. The Academy may add grades with the prior written approval of the authorizing body.

Students of the Academy will be children who have reached the age of five (5) by the dates outlined in the Code.